



Fullerton College

Guided Pathways Self-Assessment Tool

FULLERTON COLLEGE

GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

Key Element		Scale of Adoption			
		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry		x		
	2. Shared Metrics		X		
	3. Integrated Planning		X		
Design	4. Inclusive Decision-Making Structures		X		
	5. Intersegmental Alignment			X	
	6. Guided Major and Career Exploration Opportunities		X		
	7. Improved Basic Skills			X	
	8. Clear Program Requirements		X		
Implementation	9. Proactive and Integrated Academic and Student Supports		X		
	10. Integrated Technology Infrastructure		X		
	11. Strategic Professional Development			X	
	12. Aligned Learning Outcomes		X		
	13. Assessing and Documenting Learning		x		
	14. Applied Learning Opportunities		X		
Overall Self-Assessment		0	11	3	0

Self-Assessment Items

INQUIRY (1-3)				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>1. CROSS-FUNCTIONAL INQUIRY</p> <p>College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p>	<p><input checked="" type="radio"/> Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.</p> <p>Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</p>	<p>○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided pathways are consistently a topic of discussion.</p>	<p>○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p>
Please respond to the following items (500 word maximum per item)				

1. Please briefly explain why you selected this rating.

We see elements of early adoption and some hints of scaling in progress. There has been somewhat isolated discussions of guided pathways in various areas of the campus. For instance, some department and division meetings on campus have presented guided pathways information. Guided pathways was also a focus at our summer district-wide Managers' Retreat. Further, we had a presentation from our chancellor at our all-staff Fall Convocation meeting. Over the past few months, our Student Success Committee (SSC) has spent significant time engaging in discussions concerning guided pathways. In the SSC, we have specifically examined the CCCCO website's information concerning guided pathways and have shared information gathered from the IEPI workshop our team attended in September. These SSC discussions led to the initial development of this self-assessment. The Guided Pathways Initiative information has also been shared at our President's Advisory Council (PAC) meeting as well as our "President's Open Forum" meeting. In terms of data analysis, we have looked at local data in various programs. For one, our BSSOT grant (which we call the Pathway Transformation Initiative, PTI) has looked at student success data relative to placement (specifically in math and English) as well as rates of successful completion of transfer-level courses. Similarly, our Basic Skills and Student Equity committees have examined local data in order to make decisions about interventions and resource allocation. Overall, many of these programs prioritize working on closing the achievement gap, but there is room for improvement in this area (especially in terms of creating a uniformed plan for addressing disproportionate impact across the entire institution).

2. Describe one or two accomplishments the college has achieved to date on this key element.

As part of our Pathway Transformation Initiative (PTI), we have implemented several interventions designed to shorten pathways for students. For one, we have established a guided self-placement initiative that works to accelerate the student's path through the developmental sequences by allowing students to directly enroll into transfer-level math and English courses. These transfer-level math and English courses have additional student support which we have called "Enhanced Instruction" (EI). In these EI courses, students have access to Supplemental Instruction (SI) or embedded tutors through our Entering Scholars Program (ESP). Preliminary data demonstrates that more students are gaining access to and completing transfer-level math and English courses, thereby creating shorter and easier pathways for these students. Curriculum has already been written for a permanent, direct-access, transfer-level English course (English 101). English 101 includes an additional hour of Enhanced Instruction per week, and is set to launch in the fall of 2018. Lastly, our PTI grant has also provided several additional interventions that have proven successful so far. These interventions include pairing social sciences courses with reading courses in order to support students' reading needs; providing reading and ESL interventions in CTE courses such as automotive; and embedding a Growth Mindset intervention into the onboarding and advising process.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

While we are making progress in pockets of the college, there has not yet been a systematic approach to discussing or implementing guided pathways. Data have been examined in relation to our integrated plan (Basic Skills, Student Equity, and SSSP), but it will take some time and energy to continue this discussion with all areas of the campus. Also, while we do have broad representation on our Student Success Committee (faculty, classified professionals, managers and students from nearly every division on campus), we will need to cast a wider net to continue the conversation across the entire campus. This might prove challenging, as it is difficult to find a venue to address all pertinent areas of the institution. Further, as we are a part of a multi-college district, it takes additional effort and strategy to coordinate effectively with our sister institutions and our district.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Some preliminary information could be taken from our accreditation self-study, as we just had our ACCJC visit this semester. Also, the collaborative and transparent ways in which we engaged in our accreditation self-study, as well as our integrated planning process could serve as a model in terms of how we might approach the systematic discussion and development of a guided pathways plan for our campus.

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>2. SHARED METRICS</p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p>	<p>○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</p>	<p><input checked="" type="radio"/> Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p>	<p>○ College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p>	<p>○ College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The College has identified metrics that are commonly used across the CCC system for the purpose of evaluating institutional effectiveness through the College SLO process, strategic planning, and program review. While these metrics are institutionalized, the questions concerning accuracy of measurements of academic progress and employment outcomes remain.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The College has a well-developed strategic plan, key performance indicators are available to the College community via data visualization software, the College is experienced at setting goals and evaluating progress towards goals, and the College has mapped Course SLOs and Program SLOs to Institutional SLOs.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Barriers that remain are the obscurity surrounding the definition of, data collection, and tracking of employment outcomes for students that have partially or fully completed programs at the College.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

While some areas share metrics, the naming conventions can be different. The College has a culture and practice of regularly disaggregating data to understand differences across groups.

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>3. INTEGRATED PLANNING</p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college’s main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to):</p> <ul style="list-style-type: none"> • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation 	<p>○ College is currently not integrating or planning to integrate planning in the next few months.</p>	<p>○ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.</p> <p>There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.</p>	<p>○ Some conversations have taken place, with all of the key constituency groups at the table.</p> <p>Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are</p>	<p>○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.</p> <p>Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key</p>

<p>Program (BSI/BSSOT)</p> <ul style="list-style-type: none"> • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF) 			<p>beginning to routinely inform and engage their constituents around integrated planning.</p>	<p>overarching strategies across the main college initiatives.</p> <p>Integrated plans and overarching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p>
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

We selected early adoption because we have just completed our Integrated Plan. This document coordinates the efforts of the Basic Skills, Student Equity, and SSSP plans. While each of these three programs have their own steering committees, all three converge at our campus-wide Student Success Committee (SSC). In addition to these four committees, our integrated plan was also presented to our Faculty Senate and our President’s Advisory Council (PAC). Because the draft has been through all of these committees, many people have been able to view and comment upon its contents. While there have been some elements of scaling in progress, we haven’t yet explicitly connected the Integrated Plan to our Guided Pathways effort. Similarly, we have not yet connected it to our Strong Workforce (SWF) plan.

2. Describe one or two accomplishments the college has achieved to date on this key element.

We worked very collaboratively and transparently throughout our campus to complete our Integrated Plan. We had a small writing group which consisted of faculty and managers from the three main programs (Basic Skills, Student Equity and SSSP), and this group also coordinated with our sister college and our district to ensure that our goals and objectives were aligned. Multiple drafts of the plan were developed, each receiving input from various groups such as the Basic Skills, Student Equity, SSSP, and Student Success committees. These committees all have broad representation from faculty, classified professionals, managers, and students and represent virtually every division on campus. The final plan was also presented to and approved by our Faculty Senate and President's Advisory Council. This broad sharing method ultimately strengthened the draft, as we were able to solicit multiple perspectives and ideas.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

It takes time to meaningfully and substantively talk to the appropriate stakeholders. As we move toward using the guided pathways framework as the overarching structure for campus planning, we will need to examine how these three programs (Basic Skills, Student Equity and SSSP) can work more seamlessly to achieve our common goals. The integrated planning process was a good first step, but true integration will take time, effort, and a lot of strategic planning. There is also a desire to maintain the integrity of each individual program, so there may be some resistance to truly integrating all aspects of all three categorical programs. Furthermore, we have a robust Strong Workforce (SWF) program on campus, though to date it has not been incorporated into our integrated planning efforts. This will create an additional layer of complexity.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

As we wrote the Integrated Plan, we were able to successfully identify several areas where we already collaborate to achieve common goals. This will serve as a good foundation to taking that collaboration further.

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>4. INCLUSIVE DECISION-MAKING STRUCTURES</p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p>	<p>○ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.</p>	<p><input checked="" type="radio"/> Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.</p>	<p>○ Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.</p>	<p>○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice).</p> <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The College identified a ten-person team that attended the Guided Pathways workshop. The College is in the process of clearly identifying the structure and composition of workgroups that will include membership from all constituency groups on campus.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The College sent a team to the IEPI workshop and initial conversations and assessment has occurred within the College decision making and shared governance structure. The Student Success Committee was a key group in the drafting of this document.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Like with many CCCC led initiatives, there is pressure to have rapid and continuous communication with all constituent groups regarding Guided Pathways to ensure the process is transparent and collaborative. The implementation timeline presents challenges in that the College is unsure if there is adequate time for substantial feedback.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>5. INTERSEGMENTAL ALIGNMENT <i>(Clarify the Path)</i> College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<p>○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

For the last six years, Fullerton College (FC) has established a strong collaboration with our four high school district feeders. Students coming from these districts transfer in great numbers to four-year institutions. Fullerton College is the community college with the largest number of transferring students to CSUF. Another example is the Teacher Pathway Program, which works with ROP programs in high schools (coordinating with HS teachers and counselors). We even have a conference for HS students, and then we work to bring the students here as FC students (offering a cohort program for aspiring educators), and then connecting with CSUF for them to transfer for a baccalaureate degree.

2. Describe one or two accomplishments the college has achieved to date on this key element.

On September 27, 2017, Fullerton College signed the Anaheim Pledge, a California Promise initiative which formalizes the collaboration between our college, AUHSD, CSUF, and UCI. Currently, Fullerton College is finishing the implementation plan for a second California Promise program. This program is the Fullerton Educational Partnership between FJUHSD, CSUF, and Fullerton College.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

K-12 constituents may be unclear about the “shared vision” of the partnership. High schools have a large autonomy from their own district. We need to meet the needs of each high school and that requires a great investment of time and resources to address the large variety of needs.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Dual Enrollment is a very useful tool that Fullerton College is using to maintain close coordination between the college and its feeder high schools. Currently, we offer around 80 sections of college credit courses in 19 high schools.

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a student’s college experience.</p>	<p>○ College is currently not implementing or planning to implement structures to scale students’ early major and career exploration.</p>	<p>○ Discussions are happening about ways to cluster programs of study into broad interest areas.</p>	<p>○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet implemented meta-majors/interest areas.</p> <p>College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.</p>	<p>○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.</p> <p>Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is</p>

				systematically included into the process.
<p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> 1. Please briefly explain why you selected this rating. We are closer to early adoption than scaling in progress because we have not established the foundation for the meta-majors. Students have the opportunity to engage in major and career exploration by enrolling in counseling courses, such COUN 151 Career and Life Planning, and participating in activities offered by our Career and Life Planning Center. 2. Describe one or two accomplishments the college has achieved to date on this key element. The Career and Life Planning Center has developed a robust schedule of workshops tailored to our undecided student population. In addition, counselors engage in career exploration with students during individual appointments. 3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. Our students are challenged to find a balance between choosing a major in a timely manner and having the opportunity to explore possible majors and careers. The College is challenged with sustaining a pathway and finding measures to create comprehensive educational plans for students that allow for flexibility as major and career exploration takes place. 4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? N/A 				

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>7. IMPROVED BASIC SKILLS</p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:</p> <ul style="list-style-type: none"> • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental 	<p>○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.</p>	<p>○ College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.</p>	<p><input checked="" type="radio"/> College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.</p>	<p>○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.</p>

sequence <ul style="list-style-type: none"> Curricular innovations including creation of math pathways to align with students' field of study. 				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating. We have implemented acceleration in English, math, and ESL, and continue to grow accelerated offerings with faculty trainings and professional development. Through our BSSOT grant (Pathway Transformation Initiative or PTI), we are piloting direct placement to transfer courses in English and math with embedded student support. This evidence-based, high-impact embedded support includes Supplemental Instruction and embedded tutors that are part of our Entering Scholars Program (ESP), a comprehensive first-year experience that combines instructional and content support and student services/counseling in the classroom. We have successfully scaled ESP from 14 sections in 2014, to 40 sections in spring 2018, with over 1,000 projected students supported by this basic skills program in spring 2018 alone. English and math are also progressively scaling the direct-placement classes as part of our existing Pathway Transformation Initiative. While this basic skills program scaling is “in progress,” the college is not yet at “full-scale” per the above chart since we are not regularly and systematically using high school performance for placement; in this area, we are more toward “early adoption.” Counselors certainly consider multiple measures, but it is currently used on a more case-by-case basis rather than systematically.
2. Describe one or two accomplishments the college has achieved to date on this key element. Two recently implemented curricular innovations at the college are guided self-placement and direct-placement to transfer pilot courses. Through our BSSOT Grant, the Pathway Transformation Initiative, these two innovations have led to increased completion rates in transfer-level English and math. We see more students accelerating by directly placing into the transfer-level and saving semesters of time spent in the basic skills course sequences in English and math. The scaling of basic skills programs such as ESP is also an accomplishment; we have more than doubled the number of students benefiting from embedded classroom support in three years, and we now offer this support in transfer-level English and math classes with supplemental funding from Student Equity and BSSOT.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. One challenge is the lack of clarity on what CSUs/UCs are expecting with our direct placement changes. It is difficult to construct effective

pathways within our institution without a clear idea of the pathway to the next institution. Another challenge is limited funding and the cost of scaling up successful academic support programs. More funding is needed for increased embedded tutoring, programmatic support and organization, and for ongoing professional development. Other logistics also need to be considered, such as finding space on campus for tutoring and increased unit classes. The timelines for curriculum adoption can be lengthy, as well as generating a campus-wide understanding and shared vision that Guided Pathways is our goal. Accelerated pathways necessitate a change from a deficit model of looking at students, and some may still believe that basic skills remediation is the only effective pathway. We need to address this more globally.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? Efforts related to our recent Integrated Plan for Basic Skills, SSSP, and Student Equity have also allowed us to more broadly consider how to improve basic skills outcomes for students taking English and math. For example, our campus has several existing places where discussions happen between matriculation, instruction, and student support. One major campus committee is the Student Success Committee, which meets monthly and includes faculty, classified staff, students, and managers involved in all three of the categorical programs, as well as representatives from all instructional divisions and student services. Other campus-level committees, such as the Basic Skills Committee have representation from Student Equity and counseling faculty who are involved in coordinating SSSP. These existing structures of integration at Fullerton College will continue to help ensure coordination across matriculation, instruction, and student support. To broaden our integration efforts beyond these committees, we will work to align and infuse student support services throughout a student's academic path at FC by contributing to our district's Guided Pathways Initiative. We recognize that students receive targeted support when they initially enroll in the college (such as in group advising and orientation) and throughout their first year (with programs such as the Entering Scholars Program), but we have identified that students need more guidance and support in their second year and beyond. As our district develops a model for Guided Pathways, BSI, SSSP, and Student Equity will participate actively in the planning and implementation. We will also accomplish integration of matriculation, instruction, and student support programs by funding programs with multiple categoricals. In the past, programs with multiple categorical funding sources included the Entering Scholars Program, Supplemental Instruction, EOPS, INCITE (Academic Support for Student Athletes), and the Student Diversity Success Initiative. As of fall 2017, we are in the process of determining which specific programs will receive future equity funding, which will ensure coordination across student equity-related categorical or campus-based programs. Working together to manage programs that are cross-funded and that serve the goals of all three categorical funds, as well as communicating regularly via campus-level committees will allow for frequent and in-depth integration to serve our student success goals, including improving outcomes for basic skills students.

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>8. CLEAR PROGRAM REQUIREMENTS <i>(Clarify the Path)</i></p> <p>College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.</p> <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal</p>	<p>○ College is currently not providing or planning to provide clear program requirements for students.</p>	<p>○ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p> <p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.</p> <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>

completion and enhanced access to relevant transfer and career outcomes).				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

CTE has led the way on this with certificate programs having pathway plans. The Engage in STEM program uses a cohort model to move students in a common major through a series of courses. Other CTE programs have used printed documents and informational sessions such as Smart Start Saturday, to inform parents and student about CTE pathways. Locally some CTE program participate in outreach events/college fairs to engage high school students and parents with college planning. In addition there are a number of targeted presentations each year delivered in high school classrooms. There has been no significant work between general education and CTE to build pathways to Associate Degree completion.

2. Describe one or two accomplishments the college has achieved to date on this key element.

The College hired a CTE strategic recruiter and she has delivered bilingual pathway presentations to parents. We expanded Manufacturing Day into Manufacturing Week and exposed more students to manufacturing career choices and pathways. We have joined the efforts of the North Orange County Chamber of Commerce in leading selected sector pathway teams. This is a combined effort between the local school district, the Chamber, businesses, Fullerton and Cypress College, as well as community organizations to build pathways to careers. CTE departments work directly with industry organizations to create pathways to employment. Some of the organizations include the Orange County Automobile Dealers Association, the Printing Industry Association, California Manufacturing Technology Consulting, American Subcontractors Association, the American Welding Society and more. The Cosmetology Department has a pathway to licensure with build in academic support that saw a 100% pass rate this past semester.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One of the challenges will be to organize and implement a steering committee and leadership team in a short period of time to provide support and guidance to faculty and staff from across our educational institutions to build seamless systems to support the initiative. Professional development will be a very important component.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

The vision for pathways to success must widen. The community college audience is much greater than potential high school students. A broad vision must include the following pathways:

High school to college to employment;

High school to college to university to employment;

Incumbent worker/unemployed to college to employment;

Underemployed to college skill enhancement to job advancement and wage gain;

Employment education and training programs such as apprenticeship or training partnerships that are designed to move employed trainees to advanced positions and wages.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</p> <p><i>(Help Students Stay on the Path)</i></p> <p>College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	<p>○ College is currently not implementing or planning to implement proactive and integrated student supports.</p>	<p><input checked="" type="radio"/> The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.</p> <p>There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and</p>	<p>○ Collaboration between the instructional and support services occurs in specific programs.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.</p> <p>There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>	<p>○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
A few programs that combine Instruction and Student Services/Counseling are in progress, with a few faculty and staff involved, so that is why we selected early adoption. In order to work towards scaling in progress, we will need to develop more processes and tools to better monitor student progress and provide timely support in a consistent manner. We have definitely started talking about this type of integration in specific areas on campus. For one, the Student Success Committee (SSC) has discussed on several occasions, strategies for Instruction and Student Support Services to overlap. For example, we discussed ways in which Instruction can support Counseling to encourage more students to complete their comprehensive educational plans. The SSC brainstormed many good ideas that were shared with Counseling. Similarly, the Basic Skills Committee organized Student Success Expo that invited instructional and student services-related programs to provide information to students.

2. Describe one or two accomplishments the college has achieved to date on this key element.
The Growth Mindset Student Ambassadors (part of our PTI project) strive to reach every incoming student by year 2021. This student support initiative has been incorporated into the online student orientation and counseling group advising. Our Entering Scholars Program (ESP) works to integrate student support services and instruction into key English, math, reading and ESL classes. These support services include an embedded tutor, a dedicated counselor, and a classified staff member who regularly visits the class. Similarly, our Student Diversity Success Initiative (SDSI) and INCITE (Academic Support for Student Athletes) programs also link counselors and life skills coaches to instructional support. These programs have proven successful in approaching the students in a holistic manner, working to support their affective and academic needs.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
PTI funding (which currently supports the Growth Mindset Student Ambassadors and other proactive student support projects) is set to end in June 2019. We also have space limitations that make it difficult to find room for additional interventions to take place.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

There has been some integration of Instruction and Student Services happening in specific programs and committees, but perhaps not on a broad scale. However, at our recent accreditation visit, the visiting team verbally commended us for our “radical student-centeredness” and our various support programs that serve students in a holistic fashion. These programs will serve as good models to replicate and scale.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including:</p> <ul style="list-style-type: none"> • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) • System for counselors and faculty to monitor students' progress 	<p>○ College currently does not have or plan to build an integrated technology infrastructure.</p>	<p>○ The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p>

<p>(e.g., Starfish, early alert system, etc.)</p> <ul style="list-style-type: none"> • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others 				
<p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> 1. Please briefly explain why you selected this rating. Technology in place isn't being used to its fullest potential. While Degree Works has been implemented, the Degree Audit component has not been used to its fullest potential due to the lack of integration of other college transcripts which limits the ability for counselors and students to monitor academic planning and progress. 2. Describe one or two accomplishments the college has achieved to date on this key element. Degree Works has been implemented. SARS Anywhere supports a campus-wide effort in the planning and tracking of counseling services (all counselor to student contact). 3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. <p>The complexities of integrating degree completion and transfer requirements adds to current technology limitations. With current limitations to our online college catalog, students may be challenged to keep up with changing major requirements to provide progress through a defined pathway.</p> 4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? <p>The technology infrastructure we currently have limits students with other college transcripts from having a fully functional Degree Audit.</p> 				

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>11. STRATEGIC PROFESSIONAL DEVELOPMENT</p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college’s strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p>	<p>○ Some but not all PD opportunities are developed to intentionally support the college’s strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and staff to refer 	<p>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college’s overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning

			<p>students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"> • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. 	<ul style="list-style-type: none"> • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services.
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

We are somewhere between early adoption and scaling in progress, but we feel that we are more closely aligned with scaling in progress. We have a robust offering of professional learning opportunities for all campus constituents (including faculty, classified professionals, managers, and students). We regularly assess our student learning outcomes and service area outcomes to improve student learning through our comprehensive program review process. We also connect this work to our strategic planning process. These efforts lead to improved student success. We have also created opportunities to enhance leadership capacity in our staff through our various programs. Where we struggle is in directly connecting the work we do in professional learning, to student success in the classroom. We regularly examine data, but we continue to work on making the direct connections between professional development and student success.

2. Describe one or two accomplishments the college has achieved to date on this key element.

We have several areas worthy of note. We have a Teaching Effectiveness Center (TEC) which is a physical space that supports professional learning. The TEC includes a small computer lab as well as a conference area and reading library. We also have a robust professional learning program. Some key programs include an Adjunct Academy (open to adjunct faculty in any discipline); New Faculty Seminar (a year-long program for new tenure-track faculty); Teaching and Learning Certificate (TLC) program (open to all staff members—faculty, classified and managers); a Classified Learning Certificate (in progress, open to all classified staff); an Online Teaching Certificate (OTC) program (open to all faculty—adjunct and full-time); and a Mindful Growth Initiative (open to all campus constituents—faculty, classified staff, managers and students) that focuses on mindfulness and growth mindset practices. We also fund conference travel with a requirement that participants develop a formal "dissemination plan" to share their learning to broader campus community upon return. We support travel for all faculty (part-time and full-time), classified professionals and managers. The district has also launched a Leadership Academy this year that several of our faculty and staff have joined.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Trainings and support for classified staff need to be bolstered; however, our Classified Learning Certificate is in progress. We also have space limitations for trainings. While our TEC is very helpful, it is small. Therefore, professional learning workshops and trainings need to take place all over the campus. A larger, dedicated space would be ideal. We also struggle

to determine how to measure the impact that professional learning has on student success. Finally, the Staff Development Coordinator is a faculty member on partial reassigned time. A full-time coordinator would allow for additional progress.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Because Staff Development participates in the program review process, we have been able to link professional learning goals to college and district goals. These goals have also been incorporated into our college's strategic planning process. We have also begun to regularly assess our Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) in eLumen.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>12. ALIGNED LEARNING OUTCOMES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students’ success in subsequent educational, employment, and career goals.</p>	<p>○ College is currently not aligning or planning to align learning outcomes.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The College has made great progress in identifying CSLOs, PSLOs, ISLOs, and mapping them to one another. SLOs are not yet aligned with professional development, and alignment to course changes is limited to those driven by individual departments.

2. Describe one or two accomplishments the college has achieved to date on this key element.

A 6-year cycle exists for review of curriculum that ensures currency is maintained, this includes SLOs. Additionally, the process is supported by technology systems that include CurricUNET and eLumen.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Potential barriers that persist are the need to change curriculum often and the process to do so can be time consuming. Additionally, changes to local and state curriculum inventory systems often create bottlenecks in the curriculum approval process.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? N/A

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>13. ASSESSING AND DOCUMENTING LEARNING</p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction</p>	<p>○ College is currently not assessing and documenting or planning to assess and document individual student’s learning</p>	<p><input checked="" type="radio"/> Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>

in their programs.				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
 The College has a process for documenting and measuring of student learning at the course level that informs the program and institutional levels. Reports on SLO attainment are available on the SLOA website. While those reports are available, the data is not easily understood and other information on student learning is not easily accessible. Use of this information to plan and improve instructional effectiveness is limited to the department level.
2. Describe one or two accomplishments the college has achieved to date on this key element.
 The College has identified SLOs and has a process for collecting student learning information. It is all warehoused within eLumen, and reports are available. A SLOA coordinator position is supported and leads the SLO effort.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 The extent to which the data is used to improve instructional effectiveness across campus is unknown. Data is not easily accessible and does not currently allow for a quick capability to create custom reports of interest.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? N/A

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>14. APPLIED LEARNING OPPORTUNITIES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ College is currently not offering or planning to offer applied learning opportunities.</p>	<p>○ Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p>	<p>○ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The opportunities are not yet done strategically, but there are steps being taken in that direction. There are learning opportunities available to students; staff and/or faculty may just not be aware of them. Service Learning is required in PSY 251- Social Psychology and PSY 219 Human Services, students in the Teacher Pathway cohort are required to do service learning as part of Counseling 110-Teaching as a career course. Students in FC Academic Internship Program must enroll in a BUS 295 or BUS 061 course and complete work- learn experience at a work site related to their major. Students enrolled in Child Development 261LF must complete observation and participation experience as part of their fieldwork assignment in an elementary school setting (course is articulated with CSUF as pathway to credential).

2. Describe one or two accomplishments the college has achieved to date on this key element. We are complementing programs by tying courses into different components within. We have many different programs. The Teacher Pathway Program is a cohort model with an emphasis on experiential and work based learning in addition to mentoring. The program has seen approximately 2 recent graduates go on to teach/work in local school districts. Currently, students in the Teacher Pathway Program participate in “teaching experience” opportunities at Nicholas Middle School as part of their attendance recovery; approximately 9 students go to Nicholas 1 Saturday each month and teach “science” themed lessons to groups of students. The students are supervised by a Nicholas Middle School instructor.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Fullerton College is using different courses to fulfill the same requirement, Supplemental Instruction, etc. that are not cohesively presented. There can be a lack of knowledge about “relevant programs/courses” and how course or activity meets the need or requirement for a pathway that students seek. There is a need for more written guidelines and dialogue between counseling and academic chairs/divisions to minimize confusion about courses and the value in relation to pathways.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? N/A

ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?

- Pre-Adoption
- Early Adoption
- Scaling in Progress
- Full Scale

2. Please briefly explain why you selected this rating:

Fullerton College has a number of good processes and frameworks for helping students learn and succeed, but we have to work harder to integrate these solid ideas/programs by using data to improve institutional effectiveness.

3. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:
Faculty and staff may benefit from improved research methods and data-driven planning at the local and classroom level.

Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college. One area of success has been our Dual Enrollment program in partnership with four of our regional high school districts. Currently, we offer around 80 sections of college credit courses in 19 high schools.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool? As we move forward as an institution with the Guided Pathways Initiative, the current timelines and expected deliverables including the development of a Guided Pathways multi-year plan presents a significant challenge. As we engage in meaningful dialogue and planning across our institution, it would be helpful if the CCCCO timelines were pushed out further into the future, to allow more time for this important work to take place.

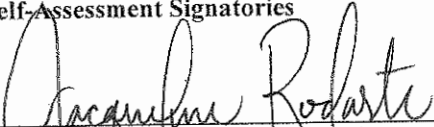
Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

Fullerton College

Name of college

Self-Assessment Signatories


Signature, President of the Governing Board


JACQUELINE RODARTE
Printed Name

12/12/17
Date signed


Signature, Chief Executive Officer/President

Greg Schulz
Printed Name

12-12-17
Date signed


Signature, Academic Senate President

Josh Ashenmiller
Printed Name

14-Dec-17
Date signed


Signature, Chief Instructional Officer

Jodi Rawson Nutter
Printed Name

12/13/17
Date signed


Signature, Chief Student Services Officer

Gilbert J. Contreras
Printed Name

12/14/17
Date signed

Please print, complete and mail this page to:
California Community Colleges Chancellor's Office
Attention: Mia Keeley
1102 Q Street
Sacramento, CA 95811

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccco.edu