College of Alameda - Guided Pathways (2019-20)

Assurances

Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

Contacts

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Awaiting Approval

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Awaiting Approval

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.
SSM Data Sharing
I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).
Scale of Adoption at Our College
Scaling in progress
Progress to Date
Progress to Date Implementing Practice
The college began to create prototype ADT program maps in Spring 2019 with the participation of faculty, staff, and students (in focus groups). In Fall 2019 the college completed the development of two-year program maps of all degrees and certificates with all campus constituencies involved at multiple points in the process. We have inventoried the course offerings as suggested by the program maps, and have cross-referenced them in preparation for the creation of "meta-majors" during the Spring 2020 semester.
Timeline for Progress to Date
Term and Year
Fall - 2019

Next Steps
Timeline for Next Steps
Next Steps Toward Implementing Practice at Scale
2020 - Publish maps on each of the degree webpages and determine institutional process for the upkeep of each degree map.
During the Spring 2020 semester we will analyze the program map data for "meta-major" grouping.
Develop the "meta-majors," and develop campus vocabulary around them.
Term and Year
Spring - 2020
Term - Detail (optional)
Not Entered

Support
No support requested

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.
Scale of Adoption at Our College
At scale
Progress to Date
Progress to Date Implementing Practice
Associate Degree programs and certificates were designed with workplace skills in mind when selecting GE offerings. ADT program major sequences and General Education courses were designed with an eye to the question "what do students need to learn here that they'll use when they transfer there." Career Education sequences were designed in consultation with advisory committees whenever possible.
Timeline for Progress to Date
Term and Year
Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Ready for implementation and testing

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Redesign of COA individual program maps will include current labor market information. College web pages will include program maps with these details.

Course catalog edits have been submitted by all departments, and these contain updated employment paths as well as courses required for both local AA degrees and transfer degrees.

Non-credit certificates are offered in some departments to help students improve employability; these are available at no cost to students

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Hire someone to work with departments and meta major clusters to add robust content on their degree web pages related to career information. This information will include gainful employment info and connects to existing portals/sites.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Finding all the accurate career and employment LMI data for non-Career Education programs. Need further research assistance and suggestions from other regional colleges on how they collected this information.

Support Needed - Detail

Need further information on local/regional experts who can help us curate this information, especially for non-Career Education disciplines

Type(s) of Support

- Connections with other Guided Pathways teams

- Reporting/data

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Instructional faculty and their counseling partners have created program maps for local AA, AS, and ADT degrees as well as certificates. Faculty and staff identified key courses and other milestones in the various degrees/certificates.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Mapping for part-time students will follow the completed mapping for full-time students.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Make all programs maps with course sequence recommendations available to students on the college website, in the catalog, etc.

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

 Program maps accurately recommend math courses for those degrees that specify a math requirement and comply with AB 705 requirements.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale
Will continue to review math department schedule to ensure the correct courses are available to students based on need, student education plans, and program maps.
Term and Year
Fall - 2020
Term - Detail (optional)
Ongoing

Support
No support requested

Pillar 2. Get on the Path

Practice A
Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice
As a part of the current onboarding process, all incoming students are directed to complete a career assessment and the results are available to counselors during the students' first appointment.

CoA has recently adopted MyPath and has created a cross-functional implementation team to customize the portal to our campus. This portal includes career assessment and exploration information.

Students who are still exploring major and career choices are encouraged to register in Counseling 57 - Career and Life Planning.

The College has proactively increased its messaging to students about the importance of visiting a counselor to develop a comprehensive student education plan.

Timeline for Progress to Date

Term and Year
Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale
Program maps have been completed and will be published in the 2020-21 catalog and on the college website.

Develop meta majors to encourage student exploration.

Create "Discovery Semester" or "Safe Semester" for each meta major cluster. Embed career exploration into this first semester.

Encourage faculty to include career exploration information in the field of selected survey courses.

Educational plans will become embedded into systems of support within a student's first year.

Term and Year
Spring - 2021
Term - Detail (optional)
Not Entered

Support
No support requested

Practice B
Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Learning Resources 501 - supervised tutoring, is provided to all students at the college to support their individual academic needs.

The College has developed an ESOL bridge to credit course series to assist students transition to community college credit courses (ESOL 541 A-D).

The College has also developed a community-based noncredit transition to college course (LRNRE 505)

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

In Spring 2021 we will begin to offer a full noncredit academic success pathway certificate for students requiring significant support in academic fields.

Term and Year

Spring - 2021

Term - Detail (optional)

2019-2021

Next Steps Toward Implementing Practice at Scale

Will work with programs to identify "gateway courses" for their degrees and certificates, and will then connect those courses as needed to student learning support services (i.e. tutoring, embedded library services, counseling, etc.).

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" **math** courses by the end of their first year. (Note: This practice was added to the SOAA in Februrary 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Math courses required for all degree and transfer-level programs have a series of support services to meet the needs of underprepared students. This includes new AB705 support services (ie corequisite support course, embedded support services) for most initial transfer math courses. LRNRE 501 supervised tutoring , MATH 213 Support for Statistics, MATH 215 support for pre-calculus, MATH 216 support for trigonometry, LRNRE 276 Learning Strategies in Algebra and Geometry, and LRNRE 277 Introduction to Mathematical Concepts and Strategies.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Next Steps Toward Implementing Practice at Scale
Will continue to review math department schedule to ensure the correct support courses are available to students based on need, student education plans, and program maps.
Term and Year
Spring - 2020
Term - Detail (optional)
ongoing

Support
No support requested

Practice D
Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College
At scale

Progress to Date
Progress to Date Implementing Practice
English courses required for all degree and transfer-level programs have a series of support services to meet the needs of under-prepared students. This includes new AB 705 support services (i.e. English 1A w/support course, embedded support services). Additional current support courses include: LRNRE 501 supervised tutoring, LRNRE 259 Writing Strategies.

Timeline for Progress to Date
Term and Year
Fall - 2019

Next Steps
Timeline for Next Steps
Next Steps Toward Implementing Practice at Scale
Will continue to review English department schedule to ensure the correct support courses are available to students based on need, student education plans, and program maps.
Term and Year
Spring - 2020
Term - Detail (optional)
Not Entered

Next Steps Toward Implementing Practice at Scale
Non-credit pathway to academic English certificate is under development and will be offered starting in Spring 2021.
Term and Year
Spring - 2021
Term - Detail (optional)
Not Entered

Support
No support requested

Practice E
Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date Implementing Practice

Currently CoA offers ESOL 541 A-D in the community through partners to support adult learners. The classes are designed to transition ESOL students into college credit coursework.

LRNE 505 is focused on the transition into community college.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Mirrored ESOL courses have been developed for future offerings based on discussions with Northern Alameda Consortium to plan for transitions of students who attend adult school into CoA ESOL coursework.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

In Spring 2021 the College will add the Pathway to Success and Pathway to Academic English noncredit certificates to support under-prepared students.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

CoA's Associate Dean of Educational Success currently works with local school districts to offer dual enrollment courses at feeder high schools. To motivate students our mobile CoA outreach team visits local high schools to inform students about current program offerings, and assist them with the college matriculation process.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Work with faculty and engage in conversation with K-12 district leadership to identify dual enrollment courses that link to intentional pathways.

As part of the 2020-21 Guided Pathways process, programs will be asked to identify course/s that are well-suited for a high school population. As (meta major) exploratory courses are developed high school students will be encouraged to enroll.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

The district is currently working on a degree audit tool which will help us identify how close students are to completing program requirements.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

All four colleges are working with the district on the tool that will support these endeavors

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Not occurring

Progress to Date

Progress to Date Implementing Practice

The technology we currently have to track student progress is insufficient.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

This requires district-level coordination and we have expressed our interest to implement a common tool.

Term and Year

Spring - 2021
Term - Detail (optional)
ongoing

Support
No support requested

Practice C
Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College
Not systematic

Progress to Date
Progress to Date Implementing Practice
We expanded access to Starfish early alert which allows faculty to identify under-performing students and make referrals to campus resources. Starfish has been piloted and was then offered as a voluntary resource for additional faculty.

Timeline for Progress to Date
Term and Year
Fall - 2019

Next Steps
Timeline for Next Steps
Next Steps Toward Implementing Practice at Scale
Starfish has been implemented campus-wide, but further professional development is needed to encourage and educate faculty to use the tool.

Term and Year
Spring - 2020
Term - Detail (optional)
ongoing

Support
No support requested

Practice D
Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College
Not systematic

Progress to Date
Progress to Date Implementing Practice
College of Alameda's Aviation Maintenance Technician and Dental Assisting programs are the only programs that are limited access, mainly due to the cohort nature of the programs. If students are not admitted when they first apply to join the program, counselors advise students to take pre-requisites and/or general education courses to help them earn an associate's degree with the certificate.

Timeline for Progress to Date
Term and Year
Fall - 2019

Next Steps
Timeline for Next Steps
Next Steps Toward Implementing Practice at Scale

More fully develop advising for students not able to enter the cohort programs. Set up direct appointments with academic counselors when not selected.

Term and Year
Spring - 2021
Term - Detail (optional)
Not Entered

Support
No support requested

Practice E
The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College
Scaling in progress

Progress to Date
Progress to Date Implementing Practice
The college has completed its two-year program mapping for all degrees and certificates and plans to complete part-time student maps in the upcoming academic year. The four colleges in the district are in the midst of a major overhauling of the class schedules, including block scheduling to support student access to the wide variety of courses they will need. By the end of Spring 2020, the college hopes to complete the process of creating meta-majors/areas of emphasis based on the mapping work completed Fall 2019.

Timeline for Progress to Date
Term and Year
Fall - 2019

Next Steps
Timeline for Next Steps
Next Steps Toward Implementing Practice at Scale
The college plans to collaborate with the rest of the district to implement a more robust room scheduling practice aided by software. We are currently exploring 25 Live, Courseleaf and other software products that could assist.

Term and Year
Spring - 2021
Term - Detail (optional)
Not Entered

Next Steps Toward Implementing Practice at Scale
Build a spring 2021 schedule based on needs identified in the meta-majors and program-mapping documents
Term and Year
Fall - 2020
Term - Detail (optional)
Not Entered

Support
✓ Check this box if support is needed to advance this work
Challenge or barrier you are running into.
Scheduling software that is out-of-date or non-existent
Support Needed - Detail

Information from other colleges throughout the state of software that not only allows room scheduling, but also building current and future schedules, especially software that could tie in program map and meta-major information.

Type(s) of Support
- Connections with other Guided Pathways teams
- Technology support

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

All programs at the college have program learning outcomes designed for student success. All courses within programs are aligned to program level outcomes and those in turn relate to Institutional Learning Outcomes.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue progress on assessment of student learning outcomes and continued development of SLOs and PLOs as new courses/programs get created.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Faculty at College of Alameda have been engaged in a wide variety of training related to active and applied learning/andragogy. Several faculty have attended Reading Apprenticeship training, 3CSN trainings, Guided Pathways training, and in Fall 2019-Spring 2020, CoA has and will have 60 faculty, staff, and administrators complete trainings through the Equity Institute at Skyline College in classroom andragogy (designing equity-minded syllabi, course content, and in-class practices, etc.)

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale
Completion of Equity Institute academies on Counseling, and for STEM programs.
Term and Year
Summer - 2020
Term - Detail (optional)
Not Entered

Next Steps Toward Implementing Practice at Scale
Bring together faculty, staff, and administrators trained at the Equity Academies as well as others trained in andragogical methodologies that support student growth, active learning, solving meaningful problems, etc. and continue to share that knowledge in future Flex Days, brown bag speaker series, etc.
Term and Year
Spring - 2021
Term - Detail (optional)
Not Entered

Support
No support requested

Practice C
Students have ample opportunity to apply and deepen knowledge and skills through projects, interships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.
Scale of Adoption at Our College
Not systematic
Progress to Date
Progress to Date Implementing Practice
This work is being carried out in a variety of programs across campus. However, further professional development opportunities need to be put in place that focus directly on these and other critical pedagogical topics. Internships are available in some academic programs, as are apprenticeships, cooperative work experience (both of these in Career Education areas), and study abroad (mainly in GE fields). Study abroad at present tends to be an optional opportunity for students post-regular term.
Timeline for Progress to Date
Term and Year
Fall - 2019

Next Steps
Timeline for Next Steps
Next Steps Toward Implementing Practice at Scale
Leverage Guided Pathways and other funding to bring experts to campus for training faculty in these areas.
 Explore implementation of a service learning course to support meta major exploration.
Term and Year
Fall - 2021
Term - Detail (optional)
Not Entered

Support
No support requested

Practice D
Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.
Scale of Adoption at Our College

Planning to scale
Progress to Date
Progress to Date Implementing Practice
Assessment of student learning outcomes is happening in each area of the college.
Programs are all working on implementation of a the SLO/SAO assessment management software (CurrIQunet meta) and working steadily to complete assessment in each area. Regular implementation is ongoing in a three-year cycle.
Timeline for Progress to Date
Term and Year
Fall - 2019

Next Steps
Timeline for Next Steps
Next Steps Toward Implementing Practice at Scale
Program level outcomes have not been reworked or augmented using a Guided Pathways framework, so this work needs to be done in 2020-21 when the meta-majors have been created.
Term and Year
Spring - 2021
Term - Detail (optional)
Not Entered

Support
No support requested
Practice E
Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.
Scale of Adoption at Our College
Planning to scale
Progress to Date
Progress to Date Implementing Practice
All programs use/review outcomes as part of the Program Review and Annual Planning Update process however this is not aligned with a Guided Pathway framework.
Timeline for Progress to Date
Term and Year
Not Entered

Next Steps
Timeline for Next Steps
Next Steps Toward Implementing Practice at Scale
Full implementation of SLO/SAO assessment and its direct connection to Guided Pathways (especially to meta-majors), needs to be carried out in the upcoming year.
Term and Year
Fall - 2021
Term - Detail (optional)
Not Entered

Support
No support requested
Practice F
The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

This happens mainly in some of the career education and other academic disciplines.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Further work needs to be done related to portfolio and other learning documentation for students geared towards direct employment. Our One Stop Career Center can assist in these efforts, but a more robust campus/faculty discussion would have to take place.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

College of Alameda participated in CCSSE in 2017 and results were used in the integrated planning process. Data was used to add to the student story of disproportionate impact.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

By Spring 2021 the college will review CSSE and other more equity-focused student survey instruments to gain greater breadth/depth of feedback. Student focus groups will also be a part of next year's Guided Pathways work.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)
• Student survey(s)
• Students serve on campus GP advisory committee(s)
• Student focus groups

Engagement Efforts - Details

Student Survey(s) - We gathered student surveys in a several of our English 1AS classes last semester to help us select our GP mapping template and we hope to continue gathering student surveys when we move into our next phase of designing our meta majors.

GP advisory committees – students have served on design team (to help with planning) and on the ADT and AA/AS teams (to help faculty and staff build program maps for each discipline). In collaboration with faculty and staff, the design team reached out to students on campus to help us build program maps for each ADT/AA/AS and certificate program. Students presented during flex day with their ADT/AA/AS team members to inform the college of the proposed program maps and their thought-sharing process.

Students from ASCOA and selected English and Math courses, as well as the student body at large, will be integral as we develop our campus vocabulary around Meta Majors both naming individual groupings and the term we use for the concept.

Course Alignment

We hope to schedule our future course offerings in alignment with the planned courses in our program maps which will help inform when courses will be planned into our student education plans.

After completing AD-T, Associates' and Certificate mapping which are intended to guide the development of students' SEPs, we have compiled an inventory of which courses the disciplines have placed in specific terms, and will use that information for cross-discipline scheduling conversations, as well as ensuring the right number of sections of each course in each academic term.

Year 2 Self-Assessment Upload

Document Title	Type
COA Guided Pathways Scale of Adoption Self Assessment.pdf	Self-Assess

Success Story

Success Story

Title

Program Mapping with faculty, staff, students, and administrators

Follow-up Contact Persons(s)

Name	Title	Email
Trish Nelson		pnelson@peralta.edu
Julie Saechao	General Counselor	jsaechao@peralta.edu

Challenge

How to map all certificates and degrees at the college into two-year patterns while simultaneously receiving feedback/support from all campus constituencies.

Success Story

We began discussions of program mapping in Spring 2019 with several faculty cohorts working on mapping our 11 ADTs. These initial groups also included student focus groups to understand the difficulties with current program pattern practices and look to the future for better results.

Large (for our campus) teams of faculty, staff, and students came together in Fall 2019 to complete program mapping for all degrees and certificates, and to outline and discuss the formatting of future maps that benefit the students and take into account their feedback even down to the design level. Student served on the mapping and meta-majors design team (to help with planning) and on the ADT and AA/AS teams (to help faculty and staff build program maps for each discipline). In collaboration with faculty and staff, the design team reached out to students on campus to help us build program maps for each ADT/AA/AS and certificate program. Students presented during flex day with their ADT/AA/AS team members to inform the college of the proposed program maps and their thought-sharing process.After completing AD-T, Associates' and Certificate mapping which are intended to guide the development of students' SEPs, we have compiled an inventory of which courses the

disciplines have placed in specific terms, and will use that information for cross-discipline scheduling conversations, as well as ensuring the right number of sections of each course in each academic term. Students from ASCOA and selected English and Math courses, as well as the student body at large, will be integral as we develop our campus vocabulary around Meta Majors - both what individual major groupings are called, and the term we use to describe the concept.

Outcomes

A complete set of program maps that will be included in the college catalog and that are being developed into one-page brochures and webpages for our students/faculty/staff to assist in counseling, program guidance, etc.
Vision for Success Goals
• Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
• Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
• Decrease the average number of units accumulated by California Community College students earning associate degrees

Success Story

Title

Creating a bridge to credit pathway
Follow-up Contact Persons(s)

Name	Title	Email
Nicole Kelly		nkelly@peralta.edu

Challenge

How to assist noncredit ESOL student to bridge into English-language programs at the college, either for career development or transfer.

Success Story

College of Alameda, Adult Education Office – member of the Northern Alameda Adult Education Collective – developed relationships with Las Casas and Spanish Speaking Citizens' Foundation (SSCF) in 2017 and has been providing transitions services ever since. Through these strategic partnerships and internal collaboration, the ESOL department is now offering Bridge-to-Credit classes at each site. Starting in fall of 2018, we have served over 381 new students (not including spring 2020) who did not previously have access to College of Alameda. Each semester, Las Casas host one section of the noncredit ESOL 541 series, and SSCF host four sections.

Outcomes

Increased participation of ESOL students in for-credit ESOL programs at the college which then bridge to career education or transfer programs.
Vision for Success Goals
• Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
• Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults