# DRAFT 11-16-17 GUIDED PATHWAYS SELF-ASSESSMENT TOOL

## Self-Assessment Outline

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

## Self-Assessment Items

| **INQUIRY (1-3**)  Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions. | | | | |
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| **KEY ELEMENT** | **SCALE OF ADOPTION** | | | |
| **Pre-Adoption** | **Early Adoption** | **Scaling in Progress** | **Full Scale** |
| 1. **CROSS-FUNCTIONAL INQUIRY**   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.  College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence. | ○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success. | x 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.  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. | ○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators.  Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).  Guided pathways are consistently a topic of discussion. | ○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators.  Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.  Research on student success and equity are systematically included and focused on closing the equity gap(s).  Guided Pathways are consistently a topic of discussion. |

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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 created a Senate GP task force with an effort to include a wide range of participants from all areas of the college (students, classified, faculty (full and Pt in various disciplines).  There have been several open events—retreats, keynotes, focused inquiry group meetings--related to guided pathways, with deep discussions but the efforts are not yet comprehensive.   1. Describe one or two accomplishments the college has achieved to date on this key element.   The GavData tool has been an excellent first step in showing the college a picture of our students and their success.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   We need more communication about data tools, professional learning opportunities.  Communication about pathways efforts has not been systematic, and the we face typical challenges associated with change—eg, initiative fatigue.  The college needs to broaden participation in the inquiry process, including students and part time faculty. Scheduling conflicts make it hard to have all participants at the table. Moreover, there are pockets of the campus community that are still not fully informed or have concerns   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? |

| **INQUIRY (1-3**)  Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions. | | | | | |
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| **KEY ELEMENT** | **SCALE OF ADOPTION** | | | | |  |  |  |  |
| **Pre-Adoption** | | **Early Adoption** | **Scaling in Progress** | **Full Scale** |  |  |  |  |
| 1. **SHARED METRICS**   College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.  Those benchmarks are shared across key initiatives. | | ○ 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. | x Key benchmarks and progress on student data are used.  Metrics are beginning to be aligned across initiatives. | ○ College has defined metrics that are shared across its different initiatives.  But, student data are not systematically or regularly tracked to inform progress across initiatives.  Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students. | ○ College uses shared metrics across the different initiatives to understand how student success has improved.  College regularly revises and revisits college plans in response to those findings.  Data for all metrics are disaggregated.  Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.  Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed. |

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| Please respond to the following items (500 word maximum per item)   1. Please briefly explain why you selected this rating.   Progress is tracked and data tools are available, but campus-wide there is limited understanding of our benchmarks and how to use data for program improvement.   1. Describe one or two accomplishments the college has achieved to date on this key element.   Categorical programs and the CTE division track and report outcomes and benchmarks, although the comprehensive sharing of these data is limited.  GavData and tools have been developed and are helpful but not used widely enough by faculty, staff and students.  We have a dean of institutional research and access to reports.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   There is little understanding of how to use data tools and discuss benchmarks in relation to program improvement. Data discussions that do occur are in silos and are not required or directed. We need a direction and shared framework for understanding and using data for program improvement.   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? |

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| **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** |
| 1. **INTEGRATED PLANNING**   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):   * Student Success and Support Program (SSSP) * Basic Skills Initiative/Basic Skills Student Outcomes and Transformation Program (BSI/BSSOT) * Equity Planning (Student Equity/SE) * Strong Workforce Program (SWF) | | College is currently not integrating or planning to integrate planning in the next few months. | x Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.  There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.  College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning. | ○ Some conversations have taken place, with all of the key constituency groups at the table.  Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress.  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 beginning to routinely inform and engage their constituents around integrated planning. | ○ College-wide conversations have taken place with all key constituency groups including:  Instructional, counseling, and student support faculty and staff, administrators, and students.  All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.  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 overarching strategies across the main college initiatives.  Integrated plans and over-arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.  College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts. |

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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 is starting to make dialogue about integration more common in various meetings across campus, including how the Equity Committee and other groups can support GP.  GP has been included as a goal in our strategic and integrated plans, but there have been no college-wide discussions about planning, implementation, and resource allocation.   1. Describe one or two accomplishments the college has achieved to date on this key element.   At retreats and events, cross-functional groups have begun to look at crosswalks of initiatives and funding as a beginning step for working on GP pillars.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   Initiative fatigue.  Need to increase student involvement. The efforts still don’t have everyone at the table.  Campus leadership needs to consistently convey the vision and set the tone, while providing adequate resources and structural support.   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?   The Guided Pathways Task Force should have representation from the business office and other groups ~~on our Task Force~~. |

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| **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** |
| 1. **INCLUSIVE DECISION-MAKING STRUCTURES**   College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.  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.  In addition, this plan strategically engages college governance bodies college-wide. | ○ 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. | x Workgroups or teams have been created, but they are *not* 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. | ○ 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. | ○ 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).  Cross-functional teams are in communication and collaboration with college governance bodies. |

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| Please respond to the following items (500 word maximum per item)   1. Please briefly explain why you selected this rating.   Early GP efforts have provided opportunities for cross-functional teams to learn and begin planning the “four pillars,” including collaborations between counseling and instructional faculty, staff, students, and administration. We are headed in the right direction and need to keep the momentum, with broader communication and participation across the board, as well as a clear decision-making process and development of work teams. We need cross-campus leadership and a clear planning structure and schedule. Pathways planning to date has not been incorporated into institutional planning and budgeting.   1. Describe one or two accomplishments the college has achieved to date on this key element.   GP is in the early phases of development and a task force has been formed. Some campus education and engagement has occurred.  Some support for pathways exploration and planning has been provided by grants, special funding, and Equity.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   Programs are still siloed in academic and student services “houses.”  Efforts to include students at a significant levels in early GP efforts have been lacking.  The Task Force needs broader and more effective campus communication and engagement.  The Task Force needs to find ways to encourage broader participation and new voices in our planning processes, providing time and financial support for participation in GP work groups.   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?   We recognize the need to engage students in this work in order to determine what they need in their educational pathways. |

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| **KEY ELEMENT** | **SCALE OF ADOPTION** | | | |
| **Pre-Adoption** | **Early Adoption** | **Scaling in Progress** | **Full Scale** |
| 1. **INTERSEGMENTAL ALIGNMENT**   *(Clarify the Path)*  College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements. | ○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements. | Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or consistent across the college. | x 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. | ○ 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. |

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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, MESA, and Student Services have strong partnerships in this area, but this is an area for growth for the rest of the campus. The Basic Skills Initiative is also connecting with area high schools. We have strong partnerships with regional 4-year universities and offer campus visits for students.   1. Describe one or two accomplishments the college has achieved to date on this key element.   CTE, Adult Education and Community Education have mapped programs with their industry and K-12 partners, and an outreach plan has been developed. Each CTE program has an advisory group of industry partners, and new programs are being developed based on industry needs.  The Transfer Center has events informing students about our 4-year colleges. STEM offers a summer bridge program and internships with regional partners. Science Alive brings youth from the region to the campus for a day-long event. Student Services has strengthened the onboarding process and provides more enrollment support for entering high school students.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   The college does not systematically provide information to students about campus programs.   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?   Students report that at the high school level they receive little positive information about opportunities at Gavilan. |

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| **Pre-Adoption** | **Early Adoption** | **Scaling in Progress** | **Full Scale** |
| 1. **GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES**   *(Help Students Choose and Enter a Pathway)*  College has structures in place to scale major and career exploration early on in a student’s college experience. | x College is currently not implementing or planning to implement structures to scale students’ early major and career exploration. | ○ Discussions are happening about ways to cluster programs of study into broad interest areas. | ○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.  College has not yet implemented meta-majors/interest areas.  College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration. | ○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.  Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.  Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is systematically included into the process. |
| Please respond to the following items (500 word maximum per item)   1. Please briefly explain why you selected this rating.   We are only in early discussions without articulated plans to do this across the board. We lack structure for guided career exploration, but some programs provide career exploration through internships and service learning. Our Career Transfer Center and website offers tools, and career exploration is integrated in orientation. Some majors, especially CTE and Kinesiology, have explicit career information in entry-level courses.   1. Describe one or two accomplishments the college has achieved to date on this key element.   We have begun working at department level on how this area would be addressed within “clusters.”  MESA internships and other campus internship programs provide some career exploration.  The Career Transfer Center provides career and transfer events. Some departments, including English, STEM, and CTE bring professionals in the field to speak to students. Student Services offers Eureka, a career-assessment program, and Guidance 1: Career Exploration. Some departments offer introductory courses with career information, especially in KIN and CTE.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   Without clear major or program-maps, students may not have access to courses early in their college experience (even within CTE) that provide some career exploration. Many departments/divisions do not have career information embedded in first-year courses for majors nor do they have career information on their websites. We lack a full-time engineering instructor and do not offer Engineering 10, exploration of engineering careers.   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?   Students report that they would like hands-on experiences to explore careers. | | | | |

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| **KEY ELEMENT** | **SCALE OF ADOPTION** | | | |
| **Pre-Adoption** | **Early Adoption** | **Scaling in Progress** | **Full Scale** |
| 1. **IMPROVED BASIC SKILLS**   *(Help Students Choose and Enter a Pathway; Ensure Students are Learning)*  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:   * 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 sequence * Curricular innovations including creation of math pathways to align with students’ field of study. | ○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework. | X 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. | ○ College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage. | ○ 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. |

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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 lack comprehensive planning for integrated academic and student support for basic skills students; however, we provide accelerated math and English courses with some academic and student services support.  2. Describe one or two accomplishments the college has achieved to date on this key element.  English and math are piloting multiple measures to allow more students to start at transfer level. English and math have been successfully implementing accelerated courses for several years.  Rich data is available through Gav Data and GIDS, and we need to scale up use to apply to program improvements.  ESL and non-credit pathways have been developed.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   Placement issues are still putting some students too low in the developmental ed pipeline, so we need to complete implementation of multiple measures.  The college is just beginning to learn about co-requisite models for English and math and will need professional learning. Professional learning for best practices in accelerated math and English needs to be developed and supported across the board.  Access to basic skills math and English courses have been limited, including limited sections of accelerated courses, so some students have had to put off taking these critical gateway courses.  The college needs to develop a sustainable, integrated model of learning assistance.  We need more widespread use of data to address low-levels of student success.   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?   The college should be using CalPASS as a part of the conversations about student success. |
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| **KEY ELEMENT** | **SCALE OF ADOPTION** | | | |
| **Pre-Adoption** | **Early Adoption** | **Scaling in Progress** | **Full Scale** |
| 1. **CLEAR PROGRAM REQUIREMENTS**   *(Clarify the Path)*  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.  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 completion and enhanced access to relevant transfer and career outcomes). | ○ College is currently not providing or planning to provide clear program requirements for students. | x Some programs have worked to clarify course sequences, but teams do not represent multiple-disciplines and functionsA few course offerings and schedules are designed to meet student demand.  Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion. | ○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.  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. | ○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.  Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.  Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.  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. |

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| Please respond to the following items (500 word maximum per item)   1. Please briefly explain why you selected this rating.   Distance Education is not maximized, and we lack predictable schedules. The college is not uniformly backwards-designing to SLOS. However, improvements in student services and some specialized counseling (by area) have provided more information to students about program requirements. The college has begun early discussions on scheduling improvements with department chairs and program-mapping in some areas. Some areas, including STEM and CTE, are developed clear program requirements.   1. Describe one or two accomplishments the college has achieved to date on this key element.   Degree works allows students to see their program plan. Changes have been made in counseling that have improved student access, including specialized counseling in specific departments. CTE has some well-mapped pathways.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   The complexity of scheduling and developing a 2-year plan is a challenge and requires cross-functional teams to provide multiple perspectives.  In most cases, students have limited opportunities to develop their educational plans. Students aren’t familiar with the catalog and end up taking courses they aren’t do not need or are not interested in. With low enrollment, we face the threat of eliminating courses which we deem appropriate for our students or have been built into their ed plans.  We need to continue with website redesign and include clear program requirements. We need to insure our catalog is accurate and updated regularly.   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?   The college needs better marketing of flow diagrams and sample pathways for students. Students would like to know which courses are offered spring/fall and over a 2-year timeline. |

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| **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** |
| 1. **PROACTIVE AND INTEGRATED STUDENT SUPPORTS**   *(Help Students Stay on the Path)*  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. | ○ College is currently not implementing or planning to implement proactive and integrated student supports. | x The college has begun conversations about increased coordination and collaboration between student support service, instruction, and academic support.    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.  There are few and/or irregular 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 support services. | ○ Collaboration between the instructional and support services occurs in specific programs.  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.  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. | ○ 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.  Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.    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. |
| Please respond to the following items (500 word maximum per item)   1. Please briefly explain why you selected this rating.   Some learning assistance and student service support is provided, but these are not comprehensive or well-integrated across the board.   1. Describe one or two accomplishments the college has achieved to date on this key element.   Academic support services have been collaborating to leverage support for training and marketing. The Learning Commons has been developed as a flexible space for innovation. Other tutoring and student support services are strong. STEM and English have supplemental instruction. The Math Lab and STEM Center are integrated with curriculum.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   More support for students in the academic domain should be provided.  There isn’t enough awareness on campus of the services available to students.  Students need more incentives to participate in orientation.  Without integration of learning assistance, faculty in isolation have to seek out support for students.  Academic and student support services are fragmented, including marketing and outreach for each program, making it difficult to for students and faculty/staff to learn about all the supports available.   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?   Some academic support is provided but not well-integrated and faculty don’t know whether students are receiving support.  A new California completion grant may promote guided pathways as students who follow educational plans and complete 15 units receive financial incentives. | | | | |

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| **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** |
| 1. **INTEGRATED TECHNOLOGY INFRASTRUCTURE**   *(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)*  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:   * 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 (e.g., Starfish, early alert system, etc.) * Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) * Others | College currently does not have or plan to build an integrated technology infrastructure. | x 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. | ○ The college has in place technology tools that enable students, counselors, and faculty totrack student progressthrough a defined pathway and provide some timely planning, support, and tracking capabilities. | ○ 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.    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. |
| Please respond to the following items (500 word maximum per item)   1. Please briefly explain why you selected this rating.   The college has tools such as SARS and Degree-works providing the infrastructure to plan of schedules and mark student milestones, but these aren’t systematically used. Ed plans should be used to project scheduling demands. The college needs more focus on local workforce trends.   1. Describe one or two accomplishments the college has achieved to date on this key element.   CTE provides some information on the website and in counseling about employment opportunities and demands.  An initial scheduling retreat with department chairs was held to discuss shared scheduling goals.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   The big picture is lacking. Technology systems are coming on board with lack of overall planning and communication strategies.   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? | | | | |

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| **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** |
| 1. **STRATEGIC PROFESSIONAL DEVELOPMENT**   *(Help Students Stay on the Path; Ensure Students are Learning)*  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. | ○ 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. | x 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. | ○ Some but not all PD opportunities are developed to intentionally support the college’s strategic goals identified as part of an integrated planning process.  Strategic professional development includes systematic, frequent and strategic attention to:   * Using learning outcomes assessment results to support/improve teaching and learning. * 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. | ○ 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.  Strategic professional development includes systematic, frequent and strategic attention to:   * Using learning outcomes assessment results to support/improve teaching and learning * 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. |
| Please respond to the following items (500 word maximum per item)   1. Please briefly explain why you selected this rating.   The college has pockets of strong professional learning, such as our distance education learning cohorts, and we have had an active professional learning focused inquiry group (FIG) and summer institute for guided pathways. However, overall, we lack a systematic, comprehensive, resourced plan for professional learning. In addition, professional learning efforts are fragmented and has not yet been well integrated with pathways planning.   1. Describe one or two accomplishments the college has achieved to date on this key element.   The TLC (teaching and Learning Center) offers support in distance ed, but lacks funding and resources for broader efforts. Conference attendance is supported to some extent.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   We lack opportunities to share what we learned. Many faculty and staff don’t find professional development day meaningful or engaging. Part-time faculty are not supported to participate in PL or department meetings.  Faculty are already stretched and have little time for professional learning during the semester. We need more focused choices and incentives for participation.   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?   Professional learning is important. Recommendation: have a centralized and supported center for teaching and learning. | | | | |

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| **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** |
| 1. **ALIGNED LEARNING OUTCOMES**   *(Ensure Students are Learning)*  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. | x College is currently not aligning or planning to align learning outcomes. | ○ 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.  Results of learning outcomes assessments are not linked with professional development or changes to the course or program content. | ○ 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.  Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content. | ○ 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.  Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content. |
| Please respond to the following items (500 word maximum per item)   1. Please briefly explain why you selected this rating.   Some areas are systematically assessing their PLOs, but to the colleges needs to make progress for this effort meaningful and comprehensive. CTE and kinesiology are mapping outcomes to career areas, but this isn’t happening in liberal arts.   1. Describe one or two accomplishments the college has achieved to date on this key element.   The college isrevising its institutional learning outcomes. CTE, kinesiology, and student services have aligned programs with career requirements.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   The college needs to support part-time faculty to develop and assess LOs.   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? | | | | |

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| **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** |
| 1. **ASSESSING AND DOCUMENTING LEARNING**   *(Ensure Students are Learning)*  The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.  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 in their programs. | ○ College is currently not assessing and documenting or planning to assess and document individual student’s learning. | ○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty.  Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction. | ○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.  Most programs examine and use learning outcomes results to improve the effectiveness of instruction. | ○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.  All programs examine and use learning outcomes results to improve the effectiveness of instruction. |
| Please respond to the following items (500 word maximum per item)   1. Please briefly explain why you selected this rating.   SLOs and PLOs are developed, and in some programs and departments are being used to improve teaching and learning. We have hired an SLO coordinator who is helping with this and with the reporting mechanism. Results need to be made more accessible to all campus constituents, including students.   1. Describe one or two accomplishments the college has achieved to date on this key element.   The college is currently updating our ILOs.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   The college needs to more clearly align course and programs to learning outcomes. More professional learning is needed about the cycle of assessment so faculty can assess and use the data for improvements.   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? | | | | |

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| **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** |
| 1. **APPLIED LEARNING OPPORTUNITIES**   *(Ensure Students are Learning)*  Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs. | ○ College is currently not offering or planning to offer applied learning opportunities. | x A small proportion of courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc. | ○ 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. | ○ 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. |
| Please respond to the following items (500 word maximum per item)   1. Please briefly explain why you selected this rating.   The college has strong models for applied learning, especially in CTE and Service Learning, but these types of opportunities need to be more comprehensive and made available at strategic points in students’ college experience.   1. Describe one or two accomplishments the college has achieved to date on this key element.   Service Learning training is provided to faculty, and there are opportunities to participate in civic engagement activities, such as One Book. Applied learning opportunities available in cooperative work experience, service learning, strong workforce, and internship classes in CTE, KIN, and STEM   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   Applied learning opportunities are not systematic or built into program plans. There are few study abroad programs.   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? | | | | |

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| 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  x Early Adoption  ○ Scaling in Progress  ○ Full Scale    Please briefly explain why you selected this rating:  The campus has engaged in learning about guided pathways principles and engaged in cross-functional discussions of data and best practices. All sectors of the college have been invited to participate in the new GP Task Force and contribute to planning efforts; however, broad participation and integration of GP efforts into institutional planning and budgeting have not yet occurred. The college has begun to identify components of GP already in place, as well as areas for further development, such as program-mapping.   1. 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:   Having opportunities to attend regional conferences on pathways planning, best practices, and leadership development would be useful. Developing regional partnerships with other campuses to share resources as well as challenges of doing pathways work could be a good way to leverage support. Some of our questions include: How are colleges using integrated planning to align resources and initiatives to strengthen or develop pathways components? Redesign is a big investment: how are colleges funding this work and providing time for administrators, faculty, and staff to participate in this effort?   1. Comment (optional):  Please share any guided pathways practices or processes that were particularly successful for your college.   The noncredit division has developed a well-defined pathway for its ESL students complete with a pathway map. Student and academic support is integrated with instruction. Student transitions have increased.   1. 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? |

### **Guided Pathways Award Program Self-Assessment Signature Page**

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| 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. | | | | |
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| **Name of college** | | | | |
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**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](mailto:COGuidedPathways@cccco.edu)