GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Scale of Adoption** | | | |
| **Key Element** | | **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** | | 2 | 7 | 5 | 0 |

1

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** |
| **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. | * 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. |
| Please respond to the following items (500 word maximum per item)   1. Please briefly explain why you selected this rating.   Programs regularly review student success data in program review. Programs are setting institution-set standards for the number of degree/certificate completers, and the program review process requires performance monitoring. Cross-functionality is emerging in committees to examine student success and overarching broader and inclusive strategies impacting students (e.g., closing equity gaps, improving basic skills education). The SSSP Advisory Committee is working on the SSSP/SEP/BSI Integrated Plan. This work is focusing on cross-functional overarching strategies to improve success. This work has happened recently, and the committee has just started to discuss Guided Pathways.   1. Describe one or two accomplishments the college has achieved to date on this key element.   The Basic Skills committee, English and math departments, and the Multiple Measures Assessment Pilot (MMAP) task force have looked at data to inform more effective placement into English & Math, and promote faster progression from basic skills to transfer-level coursework. Inquiry has focused on student equity gaps. These efforts have involved cooperation from instruction and student services.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   Training on the presence and consistent interpretation of Guided Pathway data reports (such as in the LaunchBoard) will be necessary. The college will need to work on encouraging faculty and staff in instruction and student services to work together towards a common goal and step out of silos. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |
| **2. 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. | * Key benchmarks and progress on student data are used.   They 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. |
| Please respond to the following items (500 word maximum per item)   1. Please briefly explain why you selected this rating.   The college has defined metrics in the Institutional Effectiveness Scorecard that are regularly reviewed by constituents. Metrics in instructional program reviews are disaggregated by student equity groups. Despite the use of data across programs for improvement, benchmarks have not been shared across key initiatives and not all metrics are disaggregated.   1. Describe one or two accomplishments the college has achieved to date on this key element.   Regular dialog sessions are held to review institutional data in support of Institutional Learning Outcome attainment. Faculty and staff come together to review established metrics. Programs are setting institution-set standards for the number of degree/certificate completers, and the program review process requires performance monitoring.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   Not all benchmarks have been disaggregated. This is taking longer than expected in the Multiple Measures Assessment Project because of the college has a small number of students (relative to most in the system), and because some ethnicities comprise such a small amount of the students body. Disaggregation often results in cell sizes that are too small to interpret, requiring several years of data to be aggregated for meaningful analysis. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | * College is currently not integrating or planning to integrate planning in the next few months. | * 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 | * 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 |

Program (BSI/BSSOT)

* Equity Planning (Student Equity/SE)
* Strong Workforce Program (SWF)

beginning to routinely inform and engage their constituents around integrated planning.

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.

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

1. Please briefly explain why you selected this rating.

Stakeholders have reached a level of consensus on key areas such as accelerated English and Math, and the use of transcript data for English and Math placement. The SSSP Advisory Committee has representatives from BSI/BSSOT, Student Equity, SSSP, and Strong Workforce. This group has been working on the plan to integrate the goals that had existed in separate plans into a single plan. Consistent integration discussions are beginning, but integrated plans are yet to be adopted, and Guided Pathways discussions are just beginning.

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

The SSSP Advisory Committee has representatives from BSI/BSSOT, Student Equity, SSSP, and Strong Workforce.

The college has an annual plan that allows for broad communication of integrated planning actions.

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

Getting everyone familiar with Guided Pathways will be a challenge, especially given the broad and non-prescriptive nature of the initiative. Broad communication of planning initiatives is always a challenge.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |
| **4. 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. | * 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. |

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

1. Please briefly explain why you selected this rating.

Guided Pathways is just being discussed by the college. Decision-making structures have yet to be determined.

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

A clear governance model exists at the college in which stakeholders from each area (e.g., Senate, Classified Staff, Management Council) are appointed by leadership from those areas.

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

Collaboration with Counseling/Advising and other stakeholders is growing, but more dialogue across instruction and student services is needed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |
| **5. 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 inconsistent across the college. | * 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. |

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

1. Please briefly explain why you selected this rating.

The college has or has had partnerships with some high schools. Partnerships with some high school districts (e.g., Fortuna) are stronger than others.

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

The Academy of the Redwoods has been a success. Many Academy graduates earn CR degrees/certificates. Counselors & Advisors from the college visit high schools each year so that students can take placement tests and receive outreach.

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

Partnerships with some Districts have been inconsistent. The CCAP agreements resulted in a sharp growth in dual enrollment offerings, but those offerings have been scaled back as we work through curriculum and audit issues.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |
| **6. 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. | * 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.   Discussions about meta-majors is occurring in committees. Broad liberal arts degrees are in place for some discipline groups, but the college has not implemented meta-majors.   1. Describe one or two accomplishments the college has achieved to date on this key element.   The recently adopted Enrollment Management Plan and the new Integrated Plan Draft contain plans to explore the development of meta-majors. Students have earned liberal arts degrees for many years, and the Behavioral & Social Sciences degree is the college’s most popular degree.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   We will need to develop a new way of thinking with regards to meta-majors. This is especially a new way of thinking with regards to CTE. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. **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 | * College is currently not engaging in or planning to develop strategies to improve student access and success in transfer- level math and English coursework. | * 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. |

sequence

* Curricular innovations including creation of math pathways to align with students’ field of study.

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

1. Please briefly explain why you selected this rating.

The college has developed relevant evidence-based strategies to improve the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement. Scaling is in progress.

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

The evidence-based strategies the college has developed include accelerated English and math courses, and an Embedded Peer Instructional Cohort (EPIC) program. The college has also been a part of the Multiple Measures Assessment Pilot (MMAP). All of these initiatives were addressed in the transformation grant the college was awarded.

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

Uncertainty about CSU math requirements and changes to remedial education at the CSUs could be a challenge. Another challenge to scaling up some of these initiatives is getting students to take math earlier in their careers.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |
| **8. 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 | * College is currently not providing or planning to provide clear program requirements for students. | * Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.   A 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. |

completion and enhanced access to relevant transfer and career outcomes).

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

1. Please briefly explain why you selected this rating.

Programs have worked to clarify course sequences, but this work is not done with cross-disciplinary teams of faculty. Course offerings are scheduled on a semester basis to meet student demand, but some programs have not looked at the times that courses are offered that enable students to complete their programs in a timely fashion, especially when degree requirements span departments.

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

The college publishes a two-year schedule of future course offerings on the website so that students can plan their schedule. OneReg was developed so that students can plan and enroll in classes for an entire year at once.

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

Gathering cross-disciplinary teams (including math/English, GE, CTE, counseling faculty) to map out course sequences will be a new endeavor. It will probably take some time to figure out how to accomplish this important work most effectively.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |
| **9. 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. | * The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.   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 | * 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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | discuss ideas, the challenges students face, and ways to improve coordination and support services. |  |  |
| Please respond to the following items (500 word maximum per item)   1. Please briefly explain why you selected this rating.   The college has begun conversations about increased coordination and collaboration between student support staff, instruction, and counseling. Tools to monitor student progress and provide timely support are used to varying degrees. Meetings among support services staff, counseling faculty, and instructional faculty to collaborate, and discuss ways to improve coordination and support services happen in an unstructured manner via constituent representation in existing committees.   1. Describe one or two accomplishments the college has achieved to date on this key element.   Last year, counselors started attending division meetings with faculty. Faculty were involved in the development of a retention alert system to provide timely support for students. Use of this system is scaling. The MMAP committee had key representation from English, math, counseling/advising, IT, Deans overseeing GE, and support services staff.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   Implementing new technology to monitor student progress, such as Ellucian’s Student Planning Module has been a challenge. Also, working around the schedules of a diverse group of faculty and staff for meetings can be difficult. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | * College currently does not have or plan to build an integrated technology infrastructure. | * 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 to track student progress through 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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| alert system, etc.)   * Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) * Others |  |  |  |  |
| Please respond to the following items (500 word maximum per item)   1. Please briefly explain why you selected this rating.   The college has some tools in place to track student progress, but some are limited in scope. Counselors have the ability to develop an education plan for a student, but the student cannot do so on their own. In addition, a student’s enrollment system is not tied to their academic plan.   1. Describe one or two accomplishments the college has achieved to date on this key element.   Ellucian’s Retention Alert was implemented so that faculty can submit referrals to counseling. Counselors then reach out to the student with additional support. The college has implemented Ellucian’s Degree Audit, and hired a consultant to work with us to re-program all of the audit rules so that the results are accurate.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   The college does not have a portal for which students can access their various accounts (e.g., Webadvisor, canvas, email), nor do we have single-sign on so that the same username and password can be used for each account. We hope to make progress in this direction, but the amount of time it takes for such large-scale technology advancements is challenging. In addition, the college will need to replace our current tool to develop education plans in the future as Ellucian is no longer supporting improvements to the e-advising tool that we use. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |
| **11. 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. | * 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 | * 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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | 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. | 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.  
Professional development is consistently provided to faculty and staff, but the development and offerings do not always intentionally support the college’s strategic goals identified as part of an integrated planning process.

1. Describe one or two accomplishments the college has achieved to date on this key element.  
   The Professional Development Committee reviews plans in program review specific to professional development. The committee working on the new Integrated Plan developed a plan listing all of the professional development necessary for the plan to be effectively carried out. This professional development plan is being given to the Professional Development Committee.
2. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Finding the best time so that everyone can attend professional development opportunities is a challenge, especially given that the college no longer has a college hour in Eureka.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |
| **12. 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. | * 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.

Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes and Institutional Learning Outcomes (ILOs) are reviewed and revised, and assessment reports are submitted at all levels. Results of learning outcomes assessments are not consistently linked to changes to course and program content, and outcome assessment results are not consistently linked with professional development.

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

Faculty in programs regularly assess their courses and they convene in dialog sessions to evaluate the course assessments to determine the extent to which program outcomes are being met. The Assessment Coordinator routinely provides professional development about assessment and works with faculty to develop authentic assessment instruments.

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

Despite developing a culture in which faculty routinely engage in outcome assessments, some faculty continue to view the assessment process as a time-consuming reporting effort that merely documents what they already do to improve their courses.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |
| **13. 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 | * 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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| in their programs. |  |  |  |  |
| Please respond to the following items (500 word maximum per item)   1. Please briefly explain why you selected this rating.   Attainment of learning outcomes are tracked and made available to students and faculty. Some programs use learning outcomes results to improve the effectiveness of instruction, as can be seen in the closing the loop section of the reports.   1. Describe one or two accomplishments the college has achieved to date on this key element.   The college has publically posted all learning outcomes, assessment plans, maps, and reports. These are viewable to students, faculty, and staff. The college continues to make changes to its online assessment reporting tool to enhance the quality with which closing the loop reports can be captured.   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   The college’s current online assessment tool has undergone substantial changes over the years. We may need to look to another solution in the future to continue to meet our needs. | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** |
| **14. 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. | * 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. | * 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.   Few courses and programs systematically include applied/contextualized learning opportunities such as internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc. However, many programs systematically include applied learning opportunities in the form of projects. | | | | |

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

The college offers Cooperative Work Experience Education (CWEE) in CTE to strengthen student learning by engaging students of all majors in supervised on-the-job internships. A CWEE Coordinator is in place to help students.

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

Faculty and staff time to establish additional internships and placements within the community is a challenge.

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 college seems to be in the Early Adoption of the guided pathways framework. This rating was selected for 7 of the 14 elements in this self-assessment tool, and the remaining 7 elements were split across Pre-Adoption and In Progress. Early Adoption makes sense given the unevenness in progress towards the key elements.

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:

Professional Development opportunities to learn more about the Guided Pathways framework and meta-majors would be very helpful. It would also be helpful to learn about specific work being done at other colleges who are further along in the implementation stage so that we can effectively model what is working.

1. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.
2. 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?

**STATE OF CALIFORNIA ELOY ORTIZ OAKLEY, CHANCELLOR**

**CALIFORNIA COMMUNITY COLLEGES CHANCELLOR’S OFFICE**

1102 Q STREET, SUITE 4400

SACRAMENTO, CA 95811-6549

(916) 322-4005

[http://www.cccco.edu](http://www.cccco.edu/)

**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.

**Name of college**

**Self-Assessment Signatories**

Signature, President of the Governing Board Printed Name Date signed

Signature, Chief Executive Officer/President Printed Name Date signed

Signature, Academic Senate President Printed Name Date signed

Signature, Chief Instructional Officer Printed Name Date signed

Signature, Chief Student Services Officer Printed Name 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](mailto:COGuidedPathways@cccco.edu)