# 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. | ○ 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.   (**Early Adoption) As part of the 20 CAGP colleges we have begun the use of Key Performance Indicators to prompt dialogue regarding student success and strategies for improvement. Currently, we have a leadership team which has evaluated the data. Discussions have not progressed to focus on overarching strategies linked to student success. We have introduced “Cafe con Libros” to the campus community to discuss the CAGP framework specifically as it is presented in the book *Redesigning the California Community Colleges*.**   1. Describe one or two accomplishments the college has achieved to date on this key element.   **College has discussed data at the college Planning and Fiscal Council, engaging faculty, staff, students, and administrators. These discussions focus around the CAGP framework.**   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. 2. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? **N/A** |
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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. | | | | | |
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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. | ○ 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. |

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| Please respond to the following items (500 word maximum per item)   1. Please briefly explain why you selected this rating.   **(Pre-Adoption) The college is beginning discussions on the implementation of identified benchmarks to track progress toward academic and employment outcomes.**   1. Describe one or two accomplishments the college has achieved to date on this key element. 2. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   **Data collection, specifically for job placement, is difficult to gather in a systematic method.**   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? **N/A** |

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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. | ○ 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.   **(Early Adoption) RHC has taken steps to integrate planning across limited programs/initiatives. Recently, the college approved, via the shared governance process, the Basics Skill, SSSP, and Equity plans. While college governance committees are apprised of opportunities to engage in planning across all areas, the implementation of integrated plans is a work in progress. The conversation of using the Guided Pathways framework for integrated planning has only been discussed briefly in relation to the Educational Master Plan.**  **In depth dialogue surrounding integrated planning of all resources, initiatives, and the CAGP framework has not been articulated in a formal setting. For example, the college program review process is not fully aligned to integrate into the planning and resource allocation of all college initiatives, (i.e. Strong Workforce, BSSOT, Faulty Success Seminar, and Title V)**.   1. Describe one or two accomplishments the college has achieved to date on this key element.   **The college completed the CCCCO BSI, Equity, SSSP Integrated Plan. The plan was approved by the college constituencies via the college shared governance structure. This effort provided an opportunity for several college programs and services, including instructional support services and professional development to evaluate current practices. The college has engaged administrative, classified and faculty leadership to further analyze instructional support areas and develop a comprehensive plan to support student success efforts, specifically around basic skills instructional support. The college currently supports a Writers’ Resource Center and Math Stats Lab with various funding sources, including BSI and Equity. These activities provide significant support to students and the college recognizes the need to further institutionalize and increase student access.**  **The college is in the process of creating a workgroup to evaluate the college professional development activities and develop a multi-year plan.**  **The college Planning and Fiscal Council devoted a large part of the Fall 2017 term to activities and discussion of the Rio Hondo College Guided Pathways efforts in preparation for the college-wide Guided Pathway Equity summit, scheduled for December 12, 2017. This summit will launch the college-wide effort of CAGP.**   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. 2. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?   **The college is moving toward the use student level of data for predictive analytics. The use of data is primarily used in the college program review process. At this time, data may be used to prompt dialogue and solutions linked to student success.** |
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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. | ○ 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 Adoption) The college has identified the CAGP leadership team. The team includes faculty and administrative representatives. The team has identified key stakeholders and will begin the process of creating cross-functional teams to provide input and inform the CAGP effort.**  **A Guided Pathways Leadership team and Guided Pathways Summit team have been created. The Leadership Team serves as the initial planning group to work on the California Guided Pathways implementation, attending institutes, and engaging the campus in Guided Pathways discussions. The Leadership Team consists of the President, Vice President of Academic affairs, Vice President of Student Services, Executive Dean of Institutional Research and Planning, Executive Dean of Counseling and Student Equity, the Academic Senate President and English faculty, a math instructor, and the Dean of Communications and Languages. The Summit Team includes three administrators, four faculty members and two classified members. The Summit will take place on December 12, 2017 and will include 40 administrators, 60 faculty members, 40 classified members and 20 students. Rio Hondo plans to create cross-functional teams to work on mapping and Meta-Majors at FLEX Day for Spring 2018. The majority of college governance bodies have been engaged in discussions regarded implementation of Guided Pathways throughout the fall semester. Additionally, groups attended two 1-day IEPI conferences.**   1. Describe one or two accomplishments the college has achieved to date on this key element.   **The team has introduced the CAGP effort at the college Planning and Fiscal Council and engaged in dialogue. The PFC has also created a Q & A for campus-wide dissemination to address questions and concerns about the CAGP effort. In addition, the college will kick off the CAGP effort with a college-wide summit on December 12, 2017, with strong interest and participation from all campus constituencies.**  **The campus community has been engaged in reading *Redesigning America’s Community Colleges*. The Student Equity Committee organized Café con Libros where college staff are encouraged to attend a monthly book discussion.**  **Several divisions, including Math and Science, Behavioral and Social Sciences, and Communications and Languages have had presentations and discussions regarding Guided Pathways.**   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. 2. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? **N/A** |

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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. **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. |

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| Please respond to the following items (500 word maximum per item)   1. Please briefly explain why you selected this rating.   **(Scaling in Progress) We have made particularly great strides in coordinating with K-12 and four-year institutions. Further developing partnerships with industry leaders would move our college from *scaling in progress* to *full scale***.   1. Describe one or two accomplishments the college has achieved to date on this key element.   **The Rio Hondo Promise was launched with great success in Fall 2016. Students and their parents who may not have otherwise considered Rio Hondo College were drawn by the Promise and plan to continue enrollment to further benefit from the program and the college’s offerings. Pathway to Law has strong partnership with local attorneys that provide guidance, role modeling, and opportunities in the industry.**   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   **There are two points of concern regarding the new CA Promise: 1) Will the CA Promise have a line item in the governor’s budget, and 2) how might it impact enrollment from our feeder high schools? There are limited resources, particularly staff, to build relationships with industry leaders.**   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? **N/A** |

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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. | ○ 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.   **(Pre Adoption) The college is in pre-adoption as services are offered to current students in the Career Center but not yet to scale. The committee would be amiss in failing to state that the college has made some efforts in early career exploration. Planning and organization has begun but discussion at the larger level is limited, not enough to substantiate Early Adoption.**   1. Describe one or two accomplishments the college has achieved to date on this key element.   **Counseling 105, Orientation and Education Plan, has expended course offerings at local high schools. The course curriculum begins with students choosing a program of study and culminates with a comprehensive education plan.**   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   **A major challenge is in coordination of planned discussions and establishing cross-functional teams. Barriers may include dissemination of information to students (how it is presented). Marketing will play a significant role in presenting pathways to students in a meaningful way. There is some apprehension in how easily stakeholders will come to agreement or consensus on the clusters (meta-majors).**   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? **N/A** | | | | |

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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. **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. | ○ 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.   (**Scaling in Progress) The college has fully implemented multiple measures for initial placement into math and English for recent high school graduates. A mechanism to implement multiple measures for non-high school graduates (Veterans, adult education, re-entry) has not been established. The evaluation of multiple measures implementation, specifically the number of students completing college-level math and English in one year is pending.**  **The creation of shortened developmental education course sequences has been developed in math, as the math department has developed and implemented math pathways for specific fields of study (i.e., STEM, Transfer for elementary teachers, AA/AS degree requirement, and general transfer). English faculty are working on curricular redesign, embedded tutoring, and learning centers.**   1. Describe one or two accomplishments the college has achieved to date on this key element.   **Multiple measures has been fully implemented for all students who graduate from high school within the last 5 years and has resulted in the elimination of disproportional impact for high school graduate placement only.**  **The use of high school performance has been full scale since Summer 2016, using both high school transcripts and self-reported data.** **The math faculty successfully redesigned curriculum to shorten remediation in math and developed a statistics pathway to support completion of transfer-level math. The pathway includes a Pre-Statistics and Statistics course. This effort includes a Pre-Statistics faculty community of practice engaged in the creation of an instructor guide, a common assessment, class activities, and a pacing guide. Faculty meet weekly to evaluate the lessons and activities, discuss changes and improvements, and plan upcoming activities.**     1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   **It has been a challenge to achieve consensus in attempting curricular changes. There exist fiscal, legislative, and administrative uncertainty which limits the college’s ability to create and sustain activities that promote innovations.**   1. Comment (optional):   **The college is currently in the process of developing a self-reporting tool that links directly to Banner. Discussion regarding co-requisites in English and math have begun.** |
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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. | ○ 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. |

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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 Adoption) The college has developed clear sequences in few programs: Nursing/Health Sciences, Emergency Medical Technician, Automotive (including the B.S. program), and few short-term CTE programs. These sequences are mostly driven by outside accreditation requirements and/or industry standards.**   1. Describe one or two accomplishments the college has achieved to date on this key element.   **As part of the 20 colleges selected to participate in the CAGP, the college leadership team (administration, faculty) has engaged in two institutes in efforts to launch a campus-wide effort to create program maps and meta majors. The campus will launch CAGP with a campus-wide summit.**   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   **Implementing CAGP requires campus-wide engagement and potential changes in long-standing practices. The leadership team will need to regularly address fears and skepticism surrounding the efforts to support student success within the framework.**     1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? **N/A** |
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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. | ○ 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 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.   (**Early Adoption) The college has adopted practices that are integrated across instruction and non-instructional services. For example, as part of the SSSP all new students must complete assessment, orientation, and counseling. In addition, freshmen have an opportunity to engage in Summer Bridge to prepare them for the classroom and the various student support services. The college has well-established support programs for cohorts and self-directed students, such as Avance and MESA, which have shown to be effective although not large scale.**   1. Describe one or two accomplishments the college has achieved to date on this key element.   **The college has adopted Starfish, Early Alert, and Degree Planner as part of the Guided Pathways framework in support of student success. Implementation of Starfish/Early Alert included professional development activities. The implementation group has been meeting since Summer 2017. Fall 2017 early alert was implemented in all basic skills courses. Of the 202 sections, 88 faculty engaged in the Early Alert program.**   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   **Barriers in moving strategies are linked to funding and facilities. For example, the college has implemented a number of instructional support services limited to small cohorts due to facility and funding for growth.**   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? **N/A** | | | | |

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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. | ○ 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.   **(Early Adoption)**  **Early Adoption was selected because this most accurately reflects where the institution stands when examining the technology infrastructure as a whole . However, different components are at different points of adoption. We have made the most advancement with the launch of Early Alert in Fall 2017. In this area, we stand at Scaling in Progress. However, there is still work to be done. Degree Planning is in Early Adoption and linking student demand to scheduling is in Pre-Adoption.**   1. Describe one or two accomplishments the college has achieved to date on this key element.   **This past Fall 2017, RHC successfully launched Starfish-Early Alert. Over 1,000 flags and kudos were raised on students from across 202 sections of English, math, reading, and ESL. Feedback from instructional faculty, counselors, and students has been positive. The college plans to scale up to the entire campus for Spring 2018.**   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   **Some challenges include the following: a) technological back end – time and resources could be barriers but there is a plan in place; b) workflow pieces – developing a workflow that is meaningful and efficient, and limited physical space to train staff and students how to use the tool; c) human elements (cultural shifts) – addressing faculty fears and ensuring that the institution has the ability to configure career exploration in a meaningful way (particularly because many of our marginalized students have a limited viewpoint to career possibilities).**   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? **N/A** | | | | |

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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. | ○ 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.   **(Early Adoption) Professional development has been implemented based on funding sources and initiatives. For example, Basic Skills, Equity, Student Success and Support Program, Perkins, and Strong Workforce have professional development activities planned; however, these activities are not integrated with the CAGP framework. The development of a comprehensive professional development plan will require restructuring current practices.**   1. Describe one or two accomplishments the college has achieved to date on this key element.   **The college program review process is linked to resource allocation, although not systematic across all funding sources. With the adoption of new software called Taskstream, the college has a process and tools available to scale up to systematic implementation.**   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   **Extending professional development opportunities to classified staff is needed, as well as increasing participation of faculty across the disciplines.**   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? **N/A** | | | | |

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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. | ○ 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.   **(Full Scale) This rating is warranted for several reasons. Rio Hondo College has adopted institutional level outcomes and is in the process of mapping both course-level and program-level outcomes to them. Outcomes at all levels are reviewed periodically at several levels. Faculty, classified staff, and administrators review and revise the outcomes on a cyclical basis during department and division meetings, in our annual program planning process, and during our program review cycle. Outcomes are reviewed for alignment, academic rigor, integrity, relevance, and currency. This is done by discipline faculty, program coordinators, and peer reviewers during program review. Assessment of outcomes could be used in a more systematic manner to inform professional development. However, discussions among discipline faculty and program coordinators do make suggestions for professional development when deficiencies are recognized. Assessments are used by discipline faculty and program coordinators to identify appropriate changes to course and program content, as well as pedagogy.**   1. Describe one or two accomplishments the college has achieved to date on this key element.   **One of the key accomplishments Rio Hondo had achieved to date in this area is the overhaul of the outcomes processes used by the college. We are in the process of changing how outcomes reporting is done and assessments are made. In addition, Rio Hondo recently adopted institutional level outcomes.**   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   **A key challenge relating to this element of the Guided Pathways process is that faculty see little need for the extensive review of outcomes in order to ensure alignment, academic rigor, integrity, relevance, and currency.**   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? **N/A** | | | | |

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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.   **(Scaling in Progress) This rating is warranted for several reasons. Rio Hondo College has tracked learning outcomes for years. Such tracking is made available to faculty for most programs. While the tracking is not directly available to students, anyone interested in reviewing outcomes data can contact the Outcomes Coordinator or Institutional Research and Planning. Most programs examine and use learning outcomes results to improve the effectiveness of instruction.**   1. Describe one or two accomplishments the college has achieved to date on this key element.   **One of the key accomplishments to date is that outcomes work has become part of the culture of Rio Hondo College. Faculty know that they must enter outcomes data and engage in assessments on a periodic basis.**   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   **A key challenge to progress in this area is making outcomes information available to students since our software does not allow this.**   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? **N/A** | | | | |

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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. | ○ 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.   **(Scaling in Progress) Internship, Cooperative experiences, and clinical placements are well established for some programs. Nursing, Emergency Medical Technician, Automotive Technology, Heavy Equipment, Child Development, Kinesiology, and Drug Studies have different levels of internship/work experience programming. In most cases, the work-place experiences are based on industry/accreditation requirements.** **In some cases, these activities are well systematized**.   1. Describe one or two accomplishments the college has achieved to date on this key element.   **The college has recently grown the cooperative work experiences within the Public Safety discipline, and capitalized on labor market demand for job placement.**   1. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.   **Partnerships to support cooperative work experience/internships requires long standing relationships with local business and industry partners.**   1. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? **N/A** | | | | |

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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  ○ Early Adoption  ○ Scaling in Progress  ○ Full Scale    Please briefly explain why you selected this rating:   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: 2. Comment (optional):  Please share any guided pathways practices or processes that were particularly successful for your college. 3. 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** | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **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)