Self-assessment Form

For each inquiry, select which stage best explains where your college is in meeting this key element. Then, fill out each text field and move onto the next inquiry. To save your session, hit the Save and Exit button. The save button will also take you to the status overview section to review your submissions on each key element.

A PDF of the whole Assessment Form can be generated locally to be reviewed, printed or emailed at any time my selecting the Blue "Save PDF" button on the bottom of the home screen.

Progress Bar

| Inquiry 2-3 | ✔ Save and Exit |

Inquiry 1-3

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

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.
Element Rating

○ **Pre-Adoption**

College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.

○ **Early Adoption**

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..

○ **Scaling in Progress**

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.

○ **Full Scale**

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 briefly explain why you selected this rating.

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

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

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

| Inquiry 2-3 | | ✔ Save and Exit |

(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

California Community Colleges Chancellor's Office (http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

Terms of Use (http://californiacommunitycolleges.cccco.edu/termsofuse.aspx) | Privacy Statement (http://californiacommunitycolleges.cccco.edu/privacystatement.aspx) | Accessibility (http://californiacommunitycolleges.cccco.edu/accessibility.aspx) | Visit Us (http://californiacommunitycolleges.cccco.edu/visitus.aspx) | Complaints (http://californiacommunitycolleges.cccco.edu/complaintsForm.aspx)

Self-assessment Form

Progress Bar

| Inquiry 1-3 | Inquiry 3-3 |

✔ Save and Exit

Inquiry 2-3

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

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.
Element Rating

○ **Pre-Adoption**

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.

○ **Early Adoption**

Key benchmarks and progress on student data are used.

They are beginning to be aligned across initiatives.

○ **Scaling in Progress**

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.

○ **Full Scale**

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 briefly explain why you selected this rating.

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

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

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

| Inquiry 1-3 | Inquiry 3-3 | ✔ Save and Exit |

(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

**California Community Colleges Chancellor's Office
(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)**

Self-assessment Form

Progress Bar

| Inquiry 2-3 | Design 1-8 |

✔ Save and Exit

Inquiry 3-3

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

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)

Element Rating

○ **Pre-Adoption**

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

○ **Early Adoption**

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.

○ **Scaling in Progress**

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.

○ **Full Scale**

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

Please briefly explain why you selected this rating.

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

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

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

```



```

| Inquiry 2-3 | Design 1-8 | ✔ Save and Exit

(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

California Community Colleges Chancellor's Office (http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

Self-assessment Form

Progress Bar

| Inquiry 3-3 | Design 2-8 | ✔ Save and Exit

Design 1-8

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

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.
Element Rating

○ **Pre-Adoption**

College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.

○ **Early Adoption**

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.

○ **Scaling in Progress**

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.

○ **Full Scale**

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 briefly explain why you selected this rating.

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

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

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

| Inquiry 3-3 | Design 2-8 | ✔ Save and Exit

(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

California Community Colleges Chancellor's Office
(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

Terms of Use (http://californiacommunitycolleges.cccco.edu/termsofuse.aspx) | Privacy Statement (http://californiacommunitycolleges.cccco.edu/privacystatement.aspx) | Accessibility (http://californiacommunitycolleges.cccco.edu/accessibility.aspx) | Visit Us (http://californiacommunitycolleges.cccco.edu/visitus.aspx) | Complaints (http://californiacommunitycolleges.cccco.edu/complaintsForm.aspx)

Copyright © 2016 by California Community Colleges Chancellor's Office | 1102 Q Street, Sacramento, CA 95811 | 916.445.8752

Self-assessment Form

Progress Bar

| Design 1-8 | Design 3-8 |

✔ Save and Exit

Design 2-8

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

Intersegmental Alignment

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.
Element Rating

○ **Pre-Adoption**

College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.

○ **Early Adoption**

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.

○ **Scaling in Progress**

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.

○ **Full Scale**

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 briefly explain why you selected this rating.

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

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

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

| Design 1-8 | Design 3-8 | | ✔ Save and Exit |

(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

California Community Colleges Chancellor's Office
(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

Self-assessment Form

Progress Bar

| Design 2-8 | | Design 4-8 | ✔ Save and Exit |

Design 3-8

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

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.
Element Rating

○ **Pre-Adoption**

    College is currently not implementing or planning to implement structures to scale students' early major and career exploration.

○ **Early Adoption**

    Discussions are happening about ways to cluster programs of study into broad interest areas.

○ **Scaling in Progress**

    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.

○ **Full Scale**

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 briefly explain why you selected this rating.

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

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

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

| Design 2-8 | Design 4-8 | | ✔ Save and Exit |

(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

California Community Colleges Chancellor's Office (http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

Self-assessment Form

Progress Bar

Design 3-8   Design 5-8

✔ Save and Exit

Design 4-8

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

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.

Element Rating

○ **Pre-Adoption**

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

○ **Early Adoption**

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.

○ **Scaling in Progress**

College has scaled one or more instance of the evidence-based strategies listed under "key element," but others are still in the pilot stage.

○ **Full Scale**

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.

Please briefly explain why you selected this rating.

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

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

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

Design 3-8	Design 5-8		✔ Save and Exit

(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

California Community Colleges Chancellor's Office
(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

Self-assessment Form

Progress Bar

| Design 4-8 | Design 6-8 |

✔ **Save and Exit**

Design 5-8

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

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).

Element Rating

○ **Pre-Adoption**

College is currently not providing or planning to provide clear program requirements for students.

○ **Early Adoption**

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.

○ **Scaling in Progress**

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.

○ **Full Scale**

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.

Please briefly explain why you selected this rating.

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

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

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

Design 4-8   Design 6-8   ✔ Save and Exit

(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

**California Community Colleges Chancellor's Office
(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)**

Terms of Use (http://californiacommunitycolleges.cccco.edu/termsofuse.aspx) | Privacy Statement
(http://californiacommunitycolleges.cccco.edu/privacystatement.aspx) | Accessibility
(http://californiacommunitycolleges.cccco.edu/accessibility.aspx) | Visit Us
(http://californiacommunitycolleges.cccco.edu/visitus.aspx) | Complaints
(http://californiacommunitycolleges.cccco.edu/complaintsForm.aspx)
Copyright © 2016 by California Community Colleges Chancellor's Office | 1102 Q Street, Sacramento,
CA 95811 | 916.445.8752

Self-assessment Form

Progress Bar

| Design 5-8 | Design 7-8 |

✔ Save and Exit

Design 6-8

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.
Element Rating

○ **Pre-Adoption**

College is currently not implementing or planning to implement proactive and integrated student supports.

○ **Early Adoption**

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.

○ **Scaling in Progress**

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.

○ **Full Scale**

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 briefly explain why you selected this rating.

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

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

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

| Design 5-8 | Design 7-8 | | ✔ Save and Exit |

(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

**California Community Colleges Chancellor's Office
(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)**

Terms of Use (http://californiacommunitycolleges.cccco.edu/termsofuse.aspx) | Privacy Statement
(http://californiacommunitycolleges.cccco.edu/privacystatement.aspx) | Accessibility
(http://californiacommunitycolleges.cccco.edu/accessibility.aspx) | Visit Us
(http://californiacommunitycolleges.cccco.edu/visitus.aspx) | Complaints
(http://californiacommunitycolleges.cccco.edu/complaintsForm.aspx)
Copyright © 2016 by California Community Colleges Chancellor's Office | 1102 Q Street, Sacramento,
CA 95811 | 916.445.8752

Self-assessment Form

Progress Bar

| Design 6-8 | Design 8-8 |

✔ Save and Exit

Design 7-8

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

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
Element Rating

○ **Pre-Adoption**

College currently does not have or plan to build an integrated technology infrastructure.

○ **Early Adoption**

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.

○ **Scaling in Progress**

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.

○ **Full Scale**

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 briefly explain why you selected this rating.

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

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

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

| Design 6-8 | Design 8-8 |

✔ Save and Exit

(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

California Community Colleges Chancellor's Office
(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

Self-assessment Form

Progress Bar

| Design 7-8 | Implementation 1-3 |

✔ Save and Exit

Design 8-8

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

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.

Element Rating

○ **Pre-Adoption**

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.

○ **Early Adoption**

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.

○ **Scaling in Progress**

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.

○

○ **Full Scale**

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 briefly explain why you selected this rating.

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

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

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

| Design 7-8 | Implementation 1-3 | ✔ Save and Exit |

(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

**California Community Colleges Chancellor's Office
(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)**

Terms of Use (http://californiacommunitycolleges.cccco.edu/termsofuse.aspx) | Privacy Statement
(http://californiacommunitycolleges.cccco.edu/privacystatement.aspx) | Accessibility
(http://californiacommunitycolleges.cccco.edu/accessibility.aspx) | Visit Us
(http://californiacommunitycolleges.cccco.edu/visitus.aspx) | Complaints
(http://californiacommunitycolleges.cccco.edu/complaintsForm.aspx)
Copyright © 2016 by California Community Colleges Chancellor's Office | 1102 Q Street, Sacramento,
CA 95811 | 916.445.8752

Self-assessment Form

Progress Bar

| Design 8-8 | Implementation 2-3 |

✔ Save and Exit

Implementation 1-3

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

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.
Element Rating

○ **Pre-Adoption**

College is currently not aligning or planning to align learning outcomes.

○ **Early Adoption**

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.

○ **Scaling in Progress**

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.

○ **Full Scale**

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 briefly explain why you selected this rating.

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

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

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

| Design 8-8 | Implementation 2-3 | | ✔ Save and Exit |

(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

California Community Colleges Chancellor's Office (http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

Self-assessment Form

Progress Bar

| Implementation 1-3 | Implementation 3-3 |

✔ Save and Exit

Implementation 2-3

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

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.
Element Rating

○ **Pre-Adoption**

College is currently not assessing and documenting or planning to assess and document individual student's learning.

○ **Early Adoption**

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.

○ **Scaling in Progress**

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.

○ **Full Scale**

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 briefly explain why you selected this rating.

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

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

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

| Implementation 1-3 | Implementation 3-3 | | ✔ Save and Exit |

(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

**California Community Colleges Chancellor's Office
(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)**

Self-assessment Form

Progress Bar

Implementation 2-3   ✔ Save and Exit

Implementation 3-3

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

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.
Element Rating

○ **Pre-Adoption**

College is currently not offering or planning to offer applied learning opportunities.

○ **Early Adoption**

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.

○ **Scaling in Progress**

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.

○ **Full Scale**

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 briefly explain why you selected this rating.

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

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

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

Implementation 2-3   ✔ Save and Exit

(http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)

California Community Colleges Chancellor's Office (http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx)