

CALIFORNIA COMMUNITY COLLEGES

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The California Community Colleges Guided Pathways Self-Assessment Tool

This Self-Assessment intends to:

1. Serve as a **learning tool** for the colleges to help campus constituents gather and reflect on their systems and practices in an organized and thoughtful way,
2. Inform the CCCCO about **what types of capacity-building resources** would help colleges engage in Guided Pathways, and
3. Provide an **aggregate picture of colleges' Guided Pathway processes** with regards to inquiry, design, and implementation of key elements and how they are progressing over time.

The self-assessment is a requirement of the [Guided Pathways Award Program](#) and is due to the Chancellor's Office by Wednesday, November 15, 2017.

Who should complete the Self-Assessment tool?

Given the comprehensive and integrative nature of Guided Pathways transformation, broad involvement and representation from across all stakeholder groups are essential. This tool should be completed by a cross-functional team of faculty, staff, and administrators that, at a minimum, includes leadership from Instruction, Student Services, IT, Research/Planning, Business/Administration, along with members of the Academic Senate, Classified Senate, and Student Government.

Components of the Self-Assessment Tool

In moving towards a Guided Pathways Framework, it is helpful to consider **stages of work** (rows in the tool) as well as the scale of adoption (columns in the tool). The three stages reflected in the self-assessment tool are:

1. **Inquiry:** Engage campus stakeholders in actionable research and with local data; create consensus about Guided Pathways, core issues and broad solutions.
2. **Design:** Establish and use an inclusive process to make decisions about and design the key elements of Guided Pathways.
3. **Implementation:** Adapt and implement the key practices and components of Guided Pathways to meet student needs at scale.

It is useful to note that inquiry, design, and implementation are iterative. As colleges move from initial inquiry into designing and implementing key elements of Guided Pathways, they will need to continue to engage in ongoing processes of inquiry, re-design, and the assessment of strategies and outcomes.

Fourteen key elements of the overall Guided Pathways framework are identified in the Self-Assessment tool. For each of the elements, the possible scales (or phases) of adoption are described. Colleges are asked to identify their perceived **scale of adoption** for each key element based on the characteristics provided under each. The following provides a short description of the characteristics for each scale of adoption:

1. **Pre-Adoption:** College is currently not following or planning to follow this key element.
2. **Early Adoption:** College has just begun implementing the key element but not fully or consistently.
3. **Scaling in Progress:** College has implemented the key element and is in progress towards full scale.
4. **Full Scale:** College has implemented the key element to full scale.

Instructions for Completing Self-Assessment Tool

1. For each key element, read the characteristics identified under each Scale of Adoption, and select the description that best represents the college's current work.
2. Briefly explain why that Scale of Adoption rating was selected; describe accomplishments (if any) to date; and any challenges that may hinder progress on this key element.
3. Answer additional questions found at the end of the tool.
4. Complete the signature page certifying that a) the Self-Assessment was informed by a broad cross functional team that spanned the constituencies of the college and b) makes a commitment to adopting a Guided Pathways Framework.
5. Fill out and submit the tool online here <http://gpassessment.cccco.edu/> by Wednesday, November 15, 2017.

The Assessment Draws Directly on Evidence

Note that the Self-Assessment tool was constructed based on the key elements of Guided Pathways.¹ The practices described in this tool and the design of the assessment are based on evidence from community colleges in California and nationwide that are seeing broad-scale progress in student success. While colleges can create Guided Pathways in different ways, this framework is built upon and integrates a number of key evidence-based practices to improve student completion that have emerged from the field and research.²

Find additional sources that inform the assessment go [here](#).

¹ See Bailey, Jaggars & Jenkins (2015) *Redesigning America's Community Colleges; a Clearer Path to Student Success*. See also, American Association of Community Colleges (AACC).

<http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Pages/Resources.aspx>

² The CCC Guided Pathways Self-Assessment Tool draws heavily upon the work of the Community College Research Center, including the *Guided Pathways Essential Practices: Scale of Adoption Self-Assessment*, June 2017. It also draws upon the *Readiness Assessment and Application* used by the national AACC Pathways Project and the California Guided Pathways Demonstration Project.