

GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

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

Self-Assessment Items

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

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

1. Please briefly explain why you selected this rating.

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.

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

Our “Sail to Success” initiative was implemented last year with the goal of preparing all new students for transfer-level math and English within one year. This initiative was developed through our Student Success Committee, which included representatives from across the campus. The group analyzed data, held robust discussions, and then developed specific strategies and action steps. These strategies include revising our multiple measures English and Math placement model to place a primary emphasis on high school performance. In addition, the Math department developed accelerated courses to move students through the sequence more quickly.

Our Counseling Department has re-designed its group counseling sessions to be themed around meta-majors. In these sessions, students learn about the requirements for different programs of study, as well as time management skills and strategies for success. Undecided students are then highly encouraged to enroll in a career exploration class.

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

One challenge we face is communicating and engaging the entire campus in the guided pathways approach. Work has occurred in specific areas (e.g. English, Math, and Counseling Departments) but not inclusive of the broader campus community. To create a truly full-scale implementation of this approach, we need to develop a comprehensive plan that includes extensive campus-wide communication and engagement.

Another related challenge has to do with professional development. In order to implement this model effectively, it will require faculty and staff to be knowledgeable in Guided Pathway best practices. We will need to offer a robust professional development program in order to integrate these informed, evidence-based strategies to improve student success.

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

INQUIRY (1-3)

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

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>2. SHARED METRICS</p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p>	<p>○ 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.</p>	<p>X Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p>	<p>○ College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p>	<p>○ College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p>

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

1. Please briefly explain why you selected this rating.

Key benchmarks and progress on student data are used. They are beginning to be aligned across initiatives.

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

VC spent the last year developing its 2017-2023 Educational Master Plan. The primary objectives of this plan are to become one of the top five colleges in the state on a number of key student success metrics, and to completely eliminate equity gaps. These metrics come directly from the CCCCO Student Success Scorecard, and thus align with statewide efforts (e.g. completion rate, English and math basic skills rate, course success rate, etc.). This plan was vetted and discussed across the campus at multiple college-wide forums, and was approved by our Academic Senate, Classified Senate, Associated Students of Ventura College, College Planning Committee, and Board of Trustees. The plan was implemented on July 1, 2017.

In order to infuse these goals throughout the college, we also overhauled and streamlined our program review process. It now places a primary emphasis on student success and uses metrics that align directly with our 2017-2023 Educational Master Plan. Faculty and staff analyze data on student outcomes in their program (e.g. course success rates, degrees/certificates awarded, learning outcomes, equity gaps), and develop goals and strategies for improvement. In each subsequent year, faculty and staff again analyze data, evaluate how much progress they have made towards their goals, and determine if their strategies need to be adjusted or refined. This process ensures that all programs are using shared metrics in order to move the college towards its singular vision of becoming a top five college in California, and eliminating equity gaps in student outcomes.

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

One of the challenges we face is in effectively quantifying employment outcomes. Recent improvements to the CTEOS survey and the CCCCO Launchboard have been useful in this regard, but we are still in need of a comprehensive system.

We also need to ensure that data is communicated clearly and in an easily digestible manner. It is important that data is meaningful and relevant to faculty and staff.

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

INQUIRY (1-3)

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

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>3. INTEGRATED PLANNING</p> <p>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):</p> <ul style="list-style-type: none"> • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation 	<p>○ College is currently not integrating or planning to integrate planning in the next few months.</p>	<p>X Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.</p> <p>There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.</p>	<p>○ Some conversations have taken place, with all of the key constituency groups at the table.</p> <p>Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress.</p> <p>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</p>	<p>○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.</p> <p>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</p>

<p>Program (BSI/BSSOT)</p> <ul style="list-style-type: none"> • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF) 			<p>beginning to routinely inform and engage their constituents around integrated planning.</p>	<p>overarching strategies across the main college initiatives.</p> <p>Integrated plans and overarching strategic goals drive program improvement, resource allocation, as well</p>
				<p>as professional development using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p>

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

1. Please briefly explain why you selected this rating.

Initial conversations have taken place, mostly among leadership stakeholders 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.

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

VC created a Student Success Committee in order to integrate and oversee SSSP, Student Equity, and Basic Skills Initiative strategies. After months of meetings, and a number of robust discussions, this group developed an integrated plan. The plan has gone through our participatory governance processes this semester, and will be submitted to the state by the required deadline.

We also held multiple college-wide retreats over the past years in order to develop our 2017-2023 Educational Master Plan. Retreat attendees analyzed data, discussed goals and objectives, and at the most recent retreat, described how they were going to specifically contribute to ensuring that we become one of the top five colleges in the state and eliminate equity gaps.

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

One challenge is developing a fully participatory process to ensure that progress occurs. It is important to hold frequent and inclusive conversations across campus to provide an opportunity for all voices to be heard. This would also ensure that the campus is kept informed about developments related to this initiative.

A second challenge is ensuring that our Strong Workforce Program is integrated into our other campus processes. Currently, our SSSP, Equity, and BSI plans are integrated, but we need to ensure that this integration extends to our newly developed Strong Workforce plan.

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

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
<p>4. INCLUSIVE DECISION-MAKING STRUCTURES</p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>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.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p>	<p>X 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.</p>	<p>O Workgroups or teams have been created, but they are <i>not</i> 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.</p>	<p>O 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.</p>	<p>O 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).</p> <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p>

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

1. Please briefly explain why you selected this rating.

College currently has not organized cross-functional teams that will inform and guide the Guided Pathways effort.

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

Over the past couple of years, the college has revised and clarified our participatory governance structure. This revision has resulted in improved infrastructures for inclusive decision making related to the Guided Pathways effort. However, Guided Pathways discussions have yet to occur within this new structure.

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

Guided Pathways discussions have yet to occur throughout our participatory governance structure. In the past, as new initiatives have been introduced to our participatory governance structure, discussions have occurred at great length. It is important to have extended debate and discussions on new initiatives to engage the campus. However, in some cases, the extended length and breadth of these discussions has slowed progress and innovation.

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

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
<p>5. INTERSEGMENTAL ALIGNMENT <i>(Clarify the Path)</i> College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<p><input type="radio"/> College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p>	<p><input checked="" type="radio"/> 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.</p>	<p><input type="radio"/> 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.</p>	<p><input type="radio"/> 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.</p>

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

1. Please briefly explain why you selected this rating.

Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships could be strengthened across the college.

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

We have worked to strategically cultivate relationships with local K-12 systems through a number of different mechanisms. Our local high schools have adopted the “Get Focused... Stay Focused!” program, in which students complete a semester or year-long comprehensive career guidance and life planning course in the freshman year of high school and can earn articulated college credit. This course culminates in students creating an online, skills-based 10-year career and education plan, and students are guided through follow-up modules in grades 10-12 that allow them to update their plans and refine their goals. We have also recently expanded our dual enrollment course offerings to high school students through CCAP MOU’s.

We also engage in strong regional partnerships with industry through VC Innovates Program. This program is a joint partnership between the Ventura County Community College District and the Ventura County Office of Education. Together, we were awarded \$13.2M from the U.S. Department of Education to build robust partnerships between middle schools, high schools, community colleges, and employers. The regional consortium consists of the three colleges of the VCCCD, the VCOE, eight school districts, the Workforce Development Board, and many local employers.

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

One primary challenge is improving communication about these efforts across the campus and in the community. Progress has been made, but it has not been effectively communicated to stakeholders. Another challenge is with the difficulties in intersegmental alignment. K-12 schools, community colleges, 4-year universities, and industry partners all have varying institutional systems with varying policies and cultures. Aligning efforts across these systems will require a fair amount of time and resources.

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

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
<p>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a student’s college experience.</p>	<p>○ College is currently not implementing or planning to implement structures to scale students’ early major and career exploration.</p>	<p>X Discussions are happening about ways to cluster programs of study into broad interest areas.</p>	<p>○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet implemented meta-majors/interest areas.</p> <p>College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.</p>	<p>○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.</p> <p>Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs.</p>

				Student input is systematically included into the process.
<p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> <p>Please briefly explain why you selected this rating.</p> <p>The Counseling Department has structures in place for early student career exploration and orientation of students into meta-majors or clusters. However, cross-functional team and interdepartmental discussions have been limited.</p> <p>Describe one or two accomplishments the college has achieved to date on this key element.</p> <p>We begin helping students select a program of study while they are still in high school. Our counselors visit local high schools and work with students to develop abbreviated educational plans before they enroll at VC. We also offer a "Get Focused... Stay Focused!" program at local high schools. In this program, high school students complete a year-long career guidance and life planning course. This course culminates in students creating an online, skills-based, 10-year career and education plan. Students then take a series of follow-up instructional modules that help them expand their career and education options. VC also offers a variety of college-level courses at local high schools in a variety of disciplines at no cost to high school students.</p> <p>When students arrive at VC, they participate in meta-major-themed group advising sessions. In these sessions, students learn about the requirements for different programs of study, as well as time management skills and strategies for success. Undecided or undeclared students are also highly encouraged to enroll in a career exploration class. Our career center also offers free career assessments to all enrolled students. We are currently planning to include these career assessments earlier in the onboarding process.</p> <p>Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.</p> <p>So far, efforts have been clustered in a few departments (i.e. Counseling, English, Math). It is important to broaden our efforts across the campus. Another challenge is the large number of course and program options available to students without clear directions for program completion. Data and research overwhelmingly supports the need for providing students with more structure and guidance as they explore course and program options.</p> <p>Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?</p> 				

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
<p>7. IMPROVED BASIC SKILLS</p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>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:</p> <ul style="list-style-type: none"> • 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 	<p><input type="radio"/> College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.</p>	<p><input checked="" type="radio"/> 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.</p>	<p><input type="radio"/> College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.</p>	<p><input type="radio"/> 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.</p>

sequence • Curricular innovations including creation of math pathways to align with students' field of study.				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

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.

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

We have established and implemented a refined multiple measures placement model. This model is based on the RP Group methodology, and uses high school performance as the primary metric in placing students into English and math courses. This has resulted in fewer students being placed in developmental levels, and thus shortening the path to completion. Additional accelerated and compressed courses have also been developed in our Math sequence. We have also developed statistics pathways in math that are designed for non-STEM students.

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

One challenge is related to the difficulties in intersegmental alignment. K-12, community colleges, 4-year universities, and industry partners all have varying institutional systems with varying policies and cultures. Aligning efforts across these systems will require a fair amount of time and resources.

It is also important that data related to basic skills and English/math placement is communicated clearly and in a meaningful manner to faculty and staff. There has been an extensive amount of research on these topics that has informed our efforts, but this research has not been broadly communicated throughout the campus.

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

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
<p>8. CLEAR PROGRAM REQUIREMENTS <i>(Clarify the Path)</i></p> <p>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.</p> <p>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</p>	<p>X College is currently not providing or planning to provide clear program requirements for students.</p>	<p>O Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p> <p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>	<p>O Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>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.</p>	<p>O Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.</p> <p>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.</p>

completion and enhanced access to relevant transfer and career outcomes).				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The College could improve on its efforts to clearly communicate program requirements for students.

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

We have recently updated our class schedule to ensure that courses are scheduled in specific and consistent time blocks. This new block schedule has just been implemented and will be evaluated to ensure that it meets student needs. In addition, a number of programs have developed course rotational plans in order to balance student educational needs with college resources and budgetary constraints.

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

One challenge is the large number of course and program options available to students. Data and research overwhelmingly supports the need for providing students with more structure and guidance as they explore course and program options.

Another challenge is that tension exists between student needs/pathways, faculty assignments and academic freedom, and administrator responsibility to effectively manage fiscal resources. It is important to find an optimal balance between these factors.

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

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
<p>9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</p> <p><i>(Help Students Stay on the Path)</i></p> <p>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.</p>	<p>X College is currently not implementing or planning to implement proactive and integrated student supports.</p>	<p><input type="radio"/> The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.</p> <p>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.</p> <p>There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and</p>	<p><input type="radio"/> Collaboration between the instructional and support services occurs in specific programs.</p> <p>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.</p> <p>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.</p>	<p><input type="radio"/> 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.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>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.</p>

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
The college is currently not fully implementing timely, proactive, and integrated student supports.

2. Describe one or two accomplishments the college has achieved to date on this key element.
We have implemented a number of initiatives for new students in order to get them into a pathway and to make sure they have a smooth transition to college. These include a first-year experience program, the “Get Focused...Stay Focused!” program, providing students with educational plans while they are still in high school, and the aforementioned meta-major group counseling sessions.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
The vast majority of our initiatives mentioned above focus on new students. Once students have an educational plan, or have completed the first-year experience program, they receive very little in the way of systematic support. It is important that we scale and align our support services to ensure that we are providing all students with “just in time” support.

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

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
<p>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>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:</p> <ul style="list-style-type: none"> • 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 	<p>○ College currently does not have or plan to build an integrated technology infrastructure.</p>	<p>X The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p>	<p>○ 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.</p>	<p>○ 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.</p> <p>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.</p>

(e.g., Starfish, early alert system, etc.) <ul style="list-style-type: none"> • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others 				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The college 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.

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

We have a number of technological tools available to students, faculty, and staff. These include a degree audit system (DegreeWorks), a scheduling and tracking system for student services (GradesFirst), enrollment data dashboards (Tableau), and access to statewide data systems.

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

In spite of the tools we have available, there is little integration between them. For example, we have a degree audit system in which we can generate educational plans for students, however, we are unable to extract data from that system for use to quantify student demand for scheduling purposes.

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

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
<p>11. STRATEGIC PROFESSIONAL DEVELOPMENT</p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>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.</p>	<p>X 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.</p>	<p>○ 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.</p>	<p>○ Some but not all PD opportunities are developed to intentionally support the college’s strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and 	<p>○ 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.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to

			<p>staff to refer students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"> • 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. 	<p>support/improve teaching and learning</p> <ul style="list-style-type: none"> • 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
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				academic programs and student services.
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The college is currently not offering professional development (PD) opportunities fully aligned with the needs and priorities identified in integrated plans, program review, and other intentional processes.

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

We offer a number of professional development events across the campus. These have included a year-long pedagogical training program (Faculty Academy), culturally responsive teaching and learning workshops, college-wide forums, “Pirate Talks,” and a number of other opportunities for PD.

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

We don’t have a formal, funded, and strategic professional development program, which is essential for transformation. Thus far, professional development offerings have not been aligned with Guided Pathways outcomes. It can also be difficult to find days/times for professional development events that meet faculty and staff schedules.

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

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
<p>12. ALIGNED LEARNING OUTCOMES</p> <p><i>(Ensure Students are Learning)</i></p> <p>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.</p>	<p>○ College is currently not aligning or planning to align learning outcomes.</p>	<p>X 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.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p>	<p>○ 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.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p>	<p>○ 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.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p>

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

1. Please briefly explain why you selected this rating.

Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (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.

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

We are using the 2017-2018 academic year as a time to step back from the constant churn of developing and assessing outcomes in order to “Review, Reflect, and Reset” our SLO/SUO process. This involves a systematic review of the quality and relevancy of all SLOs/SUOs and assessment methods. We are also working to “close the loop” on all SLOs/SUOs. Further, our Curriculum Committee is working to ensure the accuracy of programs and articulation with C-ID and State approval.

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

Currently, results in learning outcomes assessment are not well linked with professional development. As noted in the earlier section, we need to work to develop a formal, funded, and strategic professional development program. There is also a challenge in engaging all faculty and staff to fully embrace and participate in college dialog regarding SLOs/SUOs.

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

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
<p>13. ASSESSING AND DOCUMENTING LEARNING</p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>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</p>	<p>○ College is currently not assessing and documenting or planning to assess and document individual student’s learning.</p>	<p>X Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>

in their programs.				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
Attainment of learning outcomes is not made available to students and faculty. Not every program examines and uses learning outcomes results to improve the effectiveness of instruction.

2. Describe one or two accomplishments the college has achieved to date on this key element.
Our SLO/SUO assessment cycle is well articulated and adhered to by programs. Data is stored in TracDat, and program reports are on the VC website. Outcomes are linked to resource requests in program review. As noted earlier, we are using the 2017-2018 academic year as a time to step back from the constant churn of developing and assessing outcomes in order to “Review, Reflect, and Reset” our SLO/SUO process. This involves a systematic review of the quality and relevancy of all SLOs/SUOs and assessment methods.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
As noted earlier, there is also a challenge in engaging all faculty and staff to fully embrace and participate in college dialog regarding the SLO/SUO process. In addition, we may face a challenge in integrating guided pathways with SLOs/SUOs.

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

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
<p>14. APPLIED LEARNING OPPORTUNITIES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ College is currently not offering or planning to offer applied learning opportunities.</p>	<p>X 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.</p>	<p>○ 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.</p>	<p>○ 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.</p>

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

1. Please briefly explain why you selected this rating.

Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.

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

We offer applied/contextual learning opportunities in a number of areas. In particular, our health science, nursing, diesel mechanics, auto tech, welding, manufacturing tech, construction tech, water science, and human services programs offer extensive applied learning opportunities. Contextual learning has also been incorporated into a number of science classes.

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

To date, most efforts have occurred in Career Education and science courses. It important to broaden applied/contextualized learning to more programs across campus.

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

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:

For 10 of the 14 self-assessment questions, we found that that we were in the Early Adoption stage.

2. 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:

Based on our self-assessment results, the most helpful resources for our campus would be related to communication, engagement, and professional development.

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

4. 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

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.

Ventura College

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, Classified Senate President	_____ 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