



SAN JOAQUIN **DELTA** COLLEGE

Guided Pathways Update: CCCCO Self-Assessment

Board of Trustees
December 12, 2017

Tina Merlino, Director of Institutional Research and Effectiveness

- Progress to Date
- Chancellor's Office Guided Pathways (GP) Award Program
- Timeline of GP Award Program
- Results of Delta College Self-Assessment

Progress to Date





California
Guided Pathways

Delta College is **one of 20** California Community Colleges selected to participate

Colleges send teams to six institutes from 2017-2019

Pathways coaches help guide and support the implementation process



CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

In 2017, California leaders allocated \$150 million from Prop. 98 funds for awards to community colleges to develop Guided Pathway Frameworks to support students.

All 114 California Community Colleges are eligible to receive award funding.

First installment of funding from the CCCCCO in April 2018
(80% of funding in first three years)

Delta's Total Five-Year Allocation over \$1.8 Million

Three Requirements of Guided Pathways Award Program:



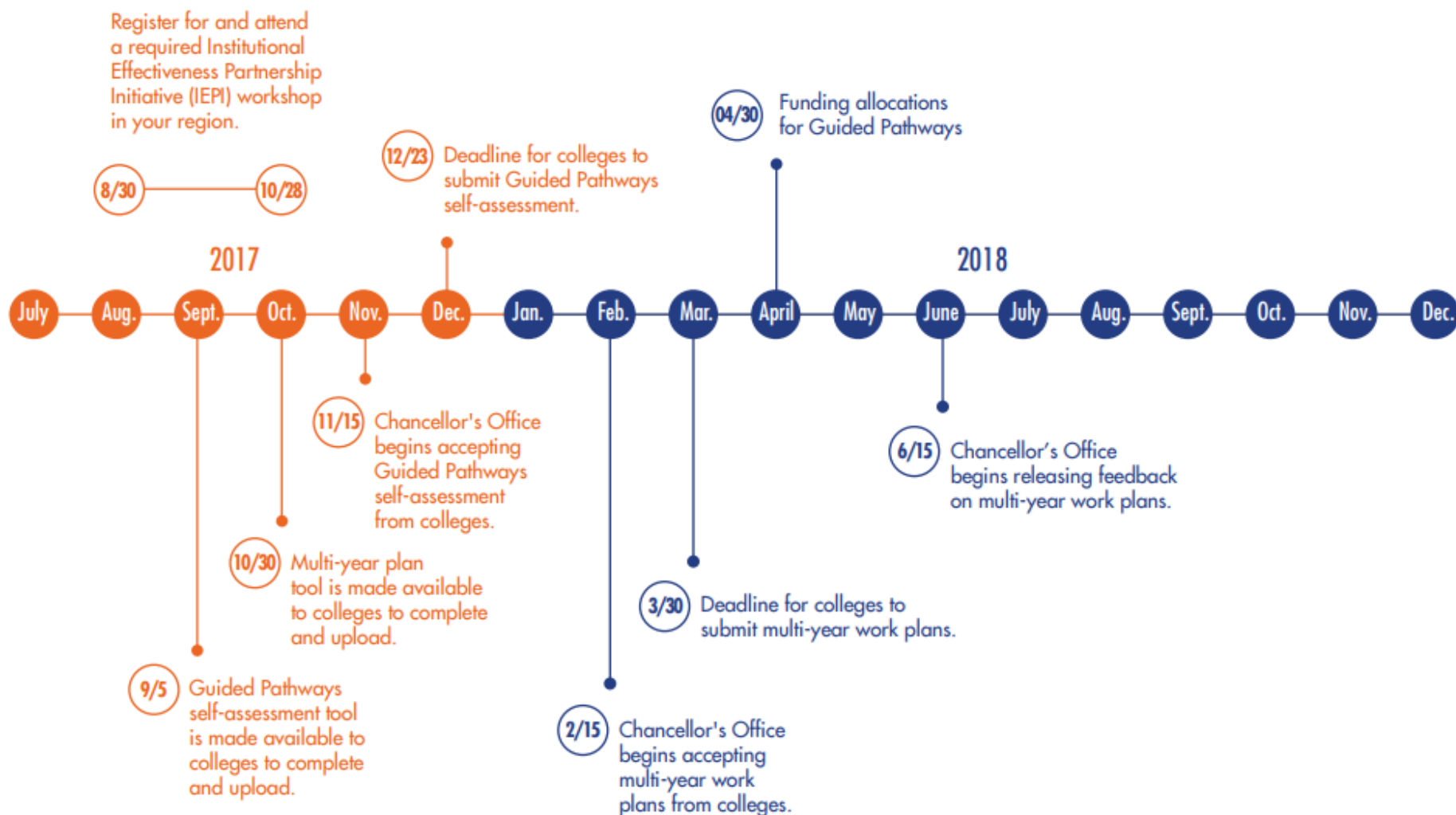
**Attend
an IEPI Workshop**



**Complete
Guided Pathways
Self-Assessment**

**Complete
Guided Pathways
Multi-Year Work
Plan**

CCCCO GP Award Program



The 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 CCCCCO 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.

Components of the Self-Assessment Tool

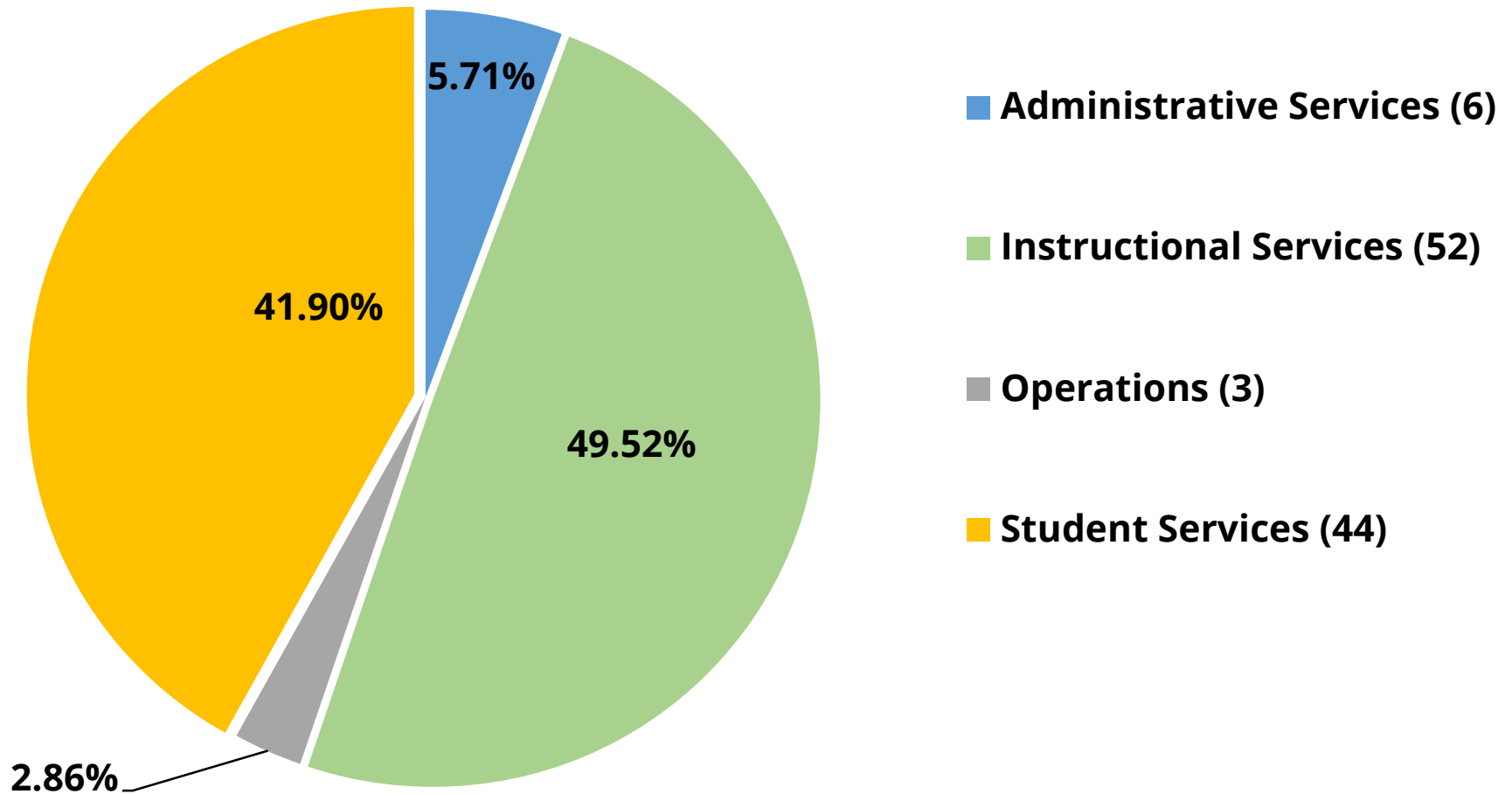
1. **Inquiry:** Engage campus stakeholders in actionable research and with local data; create consensus about Guided Pathways, core issues and broad solutions.
2. **Design:** Establish and use an inclusive process to make decisions about and design the key elements of Guided Pathways.
3. **Implementation:**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

- **Fourteen Items Rated on a Four-Point Scale of Adoption:**

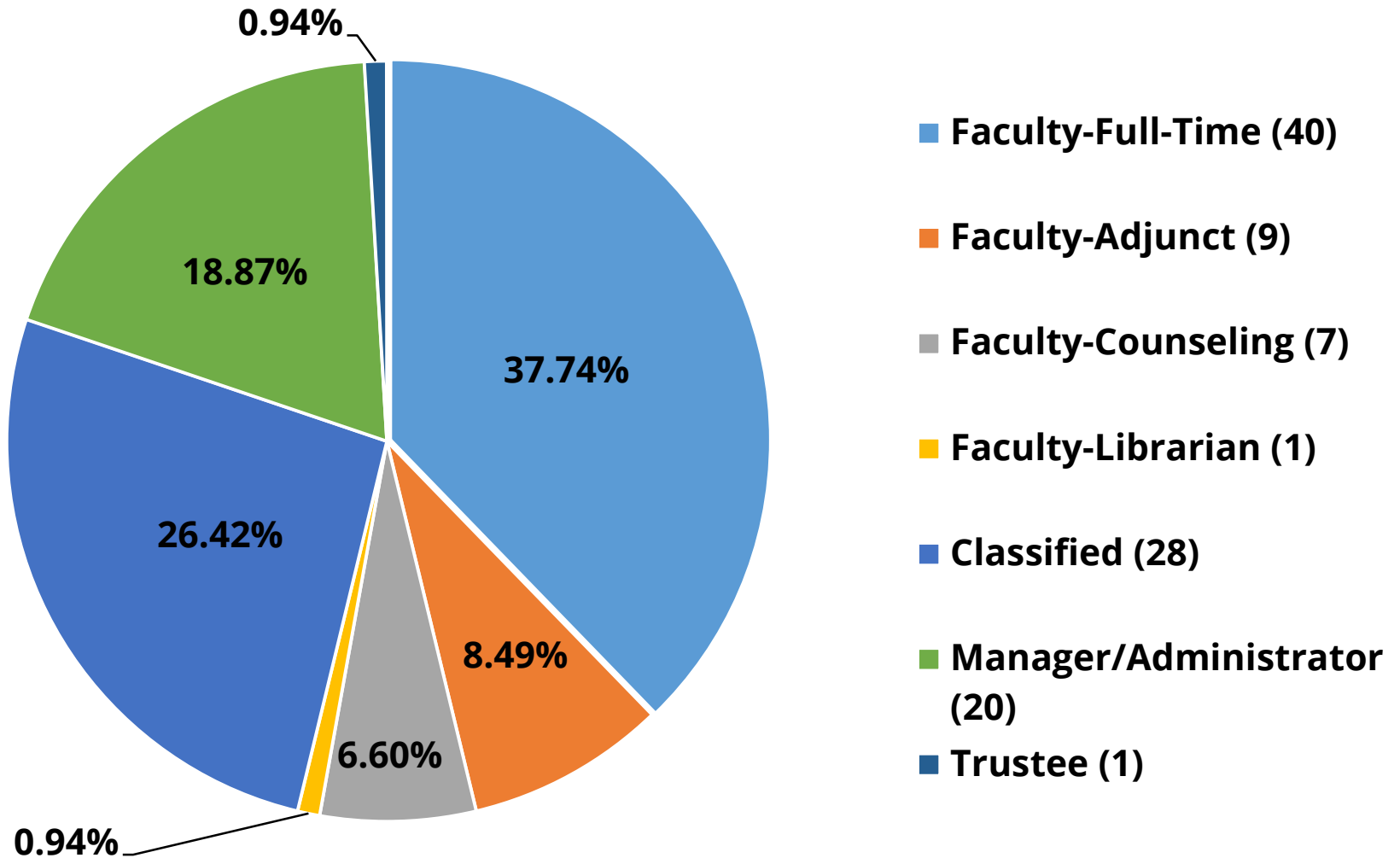


- **Crosswalk with CA Guided Pathways Project Readiness Assessment**
- **Items converted to Online Survey for College Input**
 - Over 100 responses collected
 - Representative of different areas and roles at the College
 - Used to complete Self-Assessment to be submitted to Chancellor's Office
 - Defaulted to lower of the two ratings between crosswalk and survey result

Respondent Division



Respondent Role



Using the survey responses, the GP Project Implementation Team determined the College's placement on the four-point Scale of Adoption for each key element, and addressed accomplishments and challenges for each item.

INQUIRY (1-3) Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
1. CROSS-FUNCTIONAL INQUIRY College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.	<input type="radio"/> College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.	<input checked="" type="checkbox"/> 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.	<input type="radio"/> 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.	<input type="radio"/> 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.

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



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QUESTIONS?

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