

## ENGAGEMENT SELF-ASSESSMENT FOR GUIDED PATHWAYS

Engagement is an essential component of institutional change. This rubric is designed to help colleges assess the extent to which they are implementing practices to fully engage the college community in Guided Pathways. It is based on lessons learned from Achieving the Dream in Washington state and national best practice and research.

More information, tips, and tools can be found at <http://collegespark.org/wp-content/uploads/2017/06/AtD-Issue-Brief-Institutional-Change.pdf>. We suggest that you convene faculty, staff, and administrators from across your college to discuss the extent to which your Guided Pathways engagement efforts incorporate these practices.

**QUALITY SCALE:** How well are these elements integrated into your design?

- 1- Rarely/not occurring
- 2- Occasionally occurring
- 3- Regularly occurring
- 4- Occurs with limited exceptions

### 1. VISIONARY, ACTIVE AND ONGOING LEADERSHIP IS ENGAGED AT ALL LEVELS

1	2	3	4	Description
				A. Executive leadership engages the college community in deepening an understanding of the overall sense of direction and communicates a vision for Guided Pathways—what it is and why the college is working on redesigning the systemic structures to foster an equitable excellent student experience.
				B. The college systematically engages leaders across all levels and functions, including vice presidents, deans, division heads, department chairs, diversity and equity officers, faculty, and staff.
				C. The college expands multi-level leadership engagement intentionally and strategically throughout the college.
				D. The college provides release time, stipends, job-sharing, or other means of supporting and sustaining leadership engagement.
				E. Executive leadership is highly visible regarding the focus on Guided Pathways redesign efforts as an institution-wide priority.
				F.

### 2. FACULTY ARE ENGAGED ACROSS DISCIPLINES AND THROUGHOUT LEADERSHIP

1	2	3	4	Description
				A. Faculty engage deeply in reflecting on Guided Pathways redesign efforts across the college.
				B. Faculty are included in the data collection, analysis and dissemination process as part of the Guided Pathways implementation efforts.
				C. Faculty are engaged in deepening the understanding of the role of classroom experiences plays in student engagement, retention and completion.
				D. The college provides release time, stipends, job-sharing, or other means of supporting and sustaining faculty engagement.
				E. Faculty engage in regular interdisciplinary pathways specific learning outcomes assessment, revision and curricular planning.
				F.

### 3. MAKING THE CASE FOR CHANGE IS A PRIORITY AND INTENTIONALLY BUILT INTO ONGOING PRACTICES

1	2	3	4	Description
				A. The college builds in activities to help participants understand why change needs to occur—tied to core values and mission—and how they can help change students' lives.
				B. The college provides transparent student success data access broadly across the college.
				C. The college regularly creates space for student success data analysis.
				D. The college builds in activities to onboarding processes for new faculty, staff and leadership.
				E.

### 4. ENGAGEMENT IS BOTH BROAD AND DEEP

1	2	3	4	Description
				A. Guided Pathways work has both horizontal and vertical reach and collaboration, across functions, levels, and departments.
				B. The college finds, engages, and rewards both formal and informal champions of change at all levels.
				C. The college provides release time, stipends, job-sharing, or other means of supporting and sustaining staff engagement regardless of employment classification.
				D. Faculty and staff are encouraged to participate through use of incentives, release time, or other supports that make participation feasible and sustainable.
				E. Committees and work groups plan for succession to keep engaging new and different people as a means of spreading the work and buy-in throughout the college.
				F. The college uses strategic professional development, along with follow up support, as a tool for large-scale, ongoing engagement and learning.
				G. The college intentionally engages adjunct faculty and professional-technical faculty in Guided Pathways.
				H. Key committees and personnel plan for transitions so that the college does not lose institutional knowledge or momentum as vice presidents, deans, and other leaders rotate in and out of the work or leave for other jobs.
				I.

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