CCRC COMMUNITY COLLEGE RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT

REVISED JUNE 2017

Institution Name: _____ **Date:** _____

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The essential practices listed are examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). For each of the guided pathways essential practices listed in the first column, convene faculty, student services staff, and administrators from across divisions at your college to discuss the extent that the practice is currently implemented at your college. In the second column, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
Not occurring	College is currently not following, or planning to follow, this practice
Not systematic	Practice is incomplete, inconsistent, informal, and/or optional
Planning to scale	College has made plans to implement the practice at scale and has started to put these plans into place
Scaling in progress	Implementation of the practice is in progress for all students
At scale	Practice is implemented at scale—that is, for all students in all programs of study

In column three, list the progress your college has made toward implementing each practice at scale. In column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made little progress implementing any given practice. This assessment will help your college establish a baseline and develop a plan for implementing guided pathways at scale at your college*. For more information, contact Davis Jenkins, CCRC Senior Research Scholar, at davisjenkins@gmail.com.

Note: In June 2017, CCRC revised the essential practices in the fourth practice area, *Ensuring That Students Are Learning,* based on our field research and input from colleges.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
1. MAPPING PATHWAYS TO STUDENT END GOALS a. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •
b. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •
c. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •

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2. HELPING STUDENTS CHOOSE AND ENTER A PATHWAY a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •
b. Special supports are provided to help academically unprepared students to succeed in the "gateway" courses for the college's major program areas—not just in college-level math and English.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •
c. Required math courses are appropriately aligned with the student's field of study.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •
d. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •
e. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •

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3. KEEPING STUDENTS ON THE PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •
b. Students can easily see how far they have come and what they need to do to complete their program.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •
c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •
d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •

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4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •
b. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •
c. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •
d. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •

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e. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •
f. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* •	*Next steps:* • *Timeline for implementing next steps:* •