

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT

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 recently published 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 to which the practice is currently implemented for degree-seeking students at your college. In the second column, indicate the extent to which the practice has been adopted at your college using the following scale:

Scale of Adoption	Definition
<i>Not following</i>	College is currently not following or planning to follow this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College is planning to implement the practice at scale
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, for all degree-seeking students

In column three, list the steps your college needs to take to implement the given practice at scale. This will help you develop a plan and prioritize next steps. For more information, contact Davis Jenkins, CCRC Senior Research Associate, at davisjenkins@gmail.com.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Steps Needed to Implement Practice at Scale
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.	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	
b. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	
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.	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	

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<p>2. HELPING STUDENTS ENTER A PATHWAY</p> <p>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.</p>	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	
<p>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.</p>	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	
<p>c. Required math courses are appropriately aligned with the student’s field of study.</p>	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	
<p>d. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	
<p>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.</p>	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	

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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.	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	
b. Students can easily see how far they have come and what they need to do to complete their program.	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	
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.	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	
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.	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	
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.	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	

Guided Pathways Essential Practices	Scale of Adoption at Our College	Steps Needed to Implement Practice at Scale
4. ENSURING THAT STUDENTS ARE LEARNING a. Learning outcomes are clearly defined for each of the college's programs (not just courses).	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	
b. Learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	
c. Faculty assess whether students are mastering learning outcomes and building skills across each program.	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	
d. Faculty use the results of learning outcomes assessments to improve the effectiveness of instruction in their programs.	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	
e. The college tracks mastery of learning outcomes by individual students, and that information is easily accessible to students and faculty.	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	