Guided Pathways Essential Practices: Scale of Adoption Self-Assessment

ASSESSMENT OF PROGRESS IN IMPLEMENTING PATHWAYS AS OF FALL 2016

SAMPLE COLLEGE

September 15, 2016

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. 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 column two, please indicate the extent to which the practice has been adopted at your college as of fall 2016 using the following scale:

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

In column three, list the progress your college has made toward implementing each practice at scale and 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.
<table>
<thead>
<tr>
<th>Guided Pathways Essential Practices</th>
<th>Scale of Adoption at Our College</th>
<th>Progress implementing practice / Next Steps Toward Implementing Practice at Scale / Timeline</th>
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</table>
| 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 following  
   [ ] Not systematic  
   [ ] Planning to scale  
   [x] Scaling in progress  
   [ ] At scale  
   **Progress since Feb. 2016:**  
   - All Programs have submitted draft program maps for review and entry into DegreeWorks  
   - Occupational programs have advisory boards  
   **Next steps:**  
   - Finalizing what the public “image” of the program map will be. Maps will be used:  
     - On program pages for public knowledge  
     - By Advisors, Success Coaches, Program Faculty Chairs.  
     - Marketing  
   - Need to figure out who will maintain the upkeep  
   **Timeline for implementing next steps:**  
   - Will have maps on website by end of fall 2016 - ideally will be used for new students in fall 2017 |
| b. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.  
   [ ] Not following  
   [ ] Not systematic  
   [ ] Planning to scale  
   [x] Scaling in progress  
   [ ] At scale  
   **Progress since Feb. 2016:**  
   - Some programs have gathered information regarding further education opportunities and employment information while doing the program mapping  
   - Academic divisions are tasked with collecting and updating the data  
   **Next steps:**  
   - The college is in the process of updating its website. Marketing is in charge of what that look will be and how each program’s page will be laid out  
   **Timeline for implementing next steps:**  
   - New website is planned to be released in late Spring/Summer 2017 |
| 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  
   [ ] Not following  
   [ ] Not systematic  
   [ ] Planning to scale  
   **Progress since Feb. 2016:**  
   - Programs have identified their course sequencing. All programs have submitted drafts.  
   - Most programs have not identified their Critical Courses |
program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.

| ☑ Scaling in progress | ☐ At scale |  ● Some programs have identified Milestones, but most have not. 
| | |  ● Maps will be available when the new website is done in Spring/Summer 2017

Next steps:
  ● Programs need to work on identifying critical courses and milestone (this has been a challenge). IR is pulling data to help programs.

Timeline for implementing next steps:
  ● Hope to have critical courses and milestones identified on maps by summer 2017.

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### Guided Pathways Essential Practices

<table>
<thead>
<tr>
<th>2. HELPING STUDENTS ENTER A PATHWAY</th>
<th>Scale of Adoption at Our College</th>
<th>Progress implementing practice / Next Steps Toward Implementing Practice at Scale / Timeline</th>
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</table>
| 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 following 
☐ Not systematic 
☐ Planning to scale 
☑ Scaling in progress 
☐ At scale | Progress since Feb. 2016:
  ● College has redesigned orientation for fall 2016. New orientation sessions include information on:
    o An introduction and explanation of each Career Community 
    o Overview of college technology, navigating the website, username, etc.
    o An overview of role of academic advisors and success coaches 
    o Students can take the Interest Profiler to better understand how their interests can fit with their program of study and potential career 
    o Students that select a career community will be given their pre-created one semester map
  ● Purchased Career Coach and other technology tools to assist students.

Next steps:
  ● Faculty, Advisors, and Success Coaches will collaborate on building out introductions/information about the career communities. |
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<tr>
<td><strong>Career Advising</strong> is available to all students (has interest inventories, etc.)</td>
<td><strong>Timeline for implementing next steps:</strong></td>
<td>All components are expected to be in place for new students during Summer 2017 orientation.</td>
</tr>
</tbody>
</table>
| 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 following  
□ Not systematic  
□ Planning to scale  
☒ Scaling in progress  
□ At scale | Progress since Feb. 2016:  
● Revamped placement requirements and lowered cut score  
● Co-requisite instruction available in English and math  
● Tutoring, Library and Supplemental instruction available  
● Developmental Math faculty created a co-requisite support for the quantitative reasoning and stats pathway  
**Next steps:**  
● Informing advisors and students of their options.  
**Timeline for implementing next steps:**  
● Fall 2017 |
| c. Required math courses are appropriately aligned with the student’s field of study. | □ Not following  
□ Not systematic  
□ Planning to scale  
☒ Scaling in progress  
□ At scale | Progress since Feb. 2016:  
● Faculty developed list of recommended math for each program of study.  
● Advisors and success coaches are being trained on math requirements.  
**Next steps:**  
● Working with state and universities to make sure that they are accepted.  
**Timeline for implementing next steps:**  
● In place fall 2017 |
| d. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible. | □ Not following  
□ Not systematic  
☒ Planning to scale  
□ Scaling in progress  
□ At scale | Progress since Feb. 2016:  
● See 2b.  
**Next steps:**  
● Explore Adult Basic Education connections.  
● Academic Success Coaches will be assigned to each Career Community in order to provide prompt assistance to students in need  
**Timeline for implementing next steps:** |
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<td>3. KEEPING STUDENTS ON THE PATH</td>
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</table>
| a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. | ☐ Not following     ☐ Not systematic   ☒ Planning to scale      ☐ Scaling in progress      ☐ At scale | • Summer 2017.  

**Progress since Feb. 2016:**  
- We work closely with the local high schools on dual enrollment. Have collaborated with the HS faculty to select courses.  
- Students can take DE courses as a junior or senior if they have a certain GPA and faculty recommendation.  
- Increasing number of students taking dual enrollment courses at the college and in DE courses in the high school (taught by HS faculty). Most students take the following courses, which are fully transferrable to the college and universities in the state.  
  - English Composition  
  - Natural Science  
  - Math  
  - Social Science  
  - Humanities and Fine Arts  

**Next steps:**  
- Continuing to implement dual enrollment.  

**Timeline for implementing next steps:**  
-
### The pilot programs were selected for their size (not big), faculty interest and willingness to monitor students closely

**Next steps:**
- Depends on what we learn from the pilots.
- We are in the process of hiring new success coaches that will work with the faculty and are responsible for responding to the alerts.

**Timeline for implementing next steps:**
- Full implementation is expected for Fall 2017?

| b. Students can easily see how far they have come and what they need to do to complete their program. | □ Not following  
□ Not systematic  
☒ Planning to scale  
□ Scaling in progress  
□ At scale |
| --- |
| **Progress since Feb. 2016:**
- First draft of sequenced program maps were completed by faculty  
- We’re going to start entering them into DegreeWorks in fall 2016  
- Most students and advisors are currently using old curriculum worksheets.  

**Next steps:**
- Need to train students on how to use the degree audit function  
- Need to make sure that maps are kept up to date

**Timeline for implementing next steps:**
- Will have in place for students in fall 2017 |

| 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 following  
□ Not systematic  
☒ Planning to scale  
□ Scaling in progress  
□ At scale |
| --- |
| **Progress since Feb. 2016:**
- Right now, we’re piloting a new course planning and early alert program in 4 programs.  
- In other programs without the technology, faculty and advisors follow up with students individually.  
- This is currently a big challenge area for the college. Off plan alerts are not always reliable. Also, need to set up better early warnings for students earlier in the semester.

**Next steps:**
- Will be adding additional programs to the pilot.

**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.

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<th>Status</th>
<th>Progress since Feb. 2016:</th>
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<tbody>
<tr>
<td>☐ Not following</td>
<td>☒ Planning to scale</td>
<td>• Selective programs are exploring ways to identify students earlier so that fewer are left out of the programs and they are channeled to other fields hopefully within the same career community where they can be successful</td>
</tr>
<tr>
<td>☐ Not systematic</td>
<td></td>
<td>• This is all done based on faculty recommendations and when advisors identify students who are struggling.</td>
</tr>
<tr>
<td>☒ Scaling in progress</td>
<td></td>
<td>• Programs are working to develop alternative paths for students based on interests and ability</td>
</tr>
<tr>
<td>☐ At scale</td>
<td></td>
<td>Next steps:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• This is a work in progress. Involves helping programs change way they think about student admission and recruitment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• College is asking these programs to be more explicit about requirements for entry and to share this with interested students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• We need to find a way to automate some of the identification of struggling students. Many are not currently being identified.</td>
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<td></td>
<td></td>
<td><strong>Timeline for implementing next steps:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ongoing.</td>
</tr>
</tbody>
</table>

### 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.

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<th>Status</th>
<th>Progress since Feb. 2016:</th>
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<tbody>
<tr>
<td>☐ Not following</td>
<td>☐ Not systematic</td>
<td>• We currently have full-year schedules available.</td>
</tr>
<tr>
<td>☒ Planning to scale</td>
<td></td>
<td>• Predictable scheduling is important to our guided pathways work, but we’re not currently making progress here due to college’s technological challenges.</td>
</tr>
<tr>
<td>☐ Scaling in progress</td>
<td></td>
<td>Next steps:</td>
</tr>
<tr>
<td>☐ At scale</td>
<td></td>
<td>• Our plan: students should be able to enroll or at the very least “hold” a seat in the projected semesters of their map</td>
</tr>
</tbody>
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*Note: The options provided include the choices for tracking progress and status of projects.*
The information made available to the students about the projected semesters would include course code and title, and an am/pm option.

**Timeline for implementing next steps:**
- Fall 2017?

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| **4. ENSURING THAT STUDENTS ARE LEARNING**

a. Learning outcomes are clearly defined for each of the college’s programs (not just courses). |
- Not following
- Not systematic
- Planning to scale
- Scaling in progress
  - At scale

  **Progress since Feb. 2016:**
  - Director of Assessment worked with every program to establish their own program outcomes
  - These outcomes will be evaluated every Program Review cycle

  **Next steps:**
  - Need for systematic process for review and updating program learning outcomes.

  **Timeline for implementing next steps:**
  - Review of program outcomes will proceed and continue
  - New programs will be addressed by process to be established

b. Learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. |
- Not following
- Not systematic
  - Planning to scale
- Scaling in progress
- At scale

  **Progress since Feb. 2016:**
  - Although there are program learning outcomes, it's not clear that they are always well-aligned with transfer especially.
  - All CTE programs have advisory boards that meet twice/year and discuss program learning outcomes.

  **Next steps:**
  - Ongoing efforts as part of pathways/program mapping.

  **Timeline for implementing next steps:**
  - This will continue over the next year. Would like to refresh PLOs for new website. |
<table>
<thead>
<tr>
<th></th>
<th>c. Faculty assess whether students are mastering learning outcomes and building skills across each program.</th>
<th>□ Not following&lt;br&gt;☐ Not systematic&lt;br&gt;☒ Planning to scale&lt;br&gt;☐ Scaling in progress&lt;br&gt;☐ At scale</th>
<th>Progress since Feb. 2016: &lt;br&gt;● This occurs across in certain programs across the college.&lt;br&gt;● CTE Programs have traditionally applied this type of assessment to their areas of study.&lt;br&gt;● Programs with third-party accreditation also do this regularly.&lt;br&gt;Next steps: &lt;br&gt;● Liberal Arts and General Education based programs are the least developed in this practice.&lt;br&gt;Timeline for implementing next steps: &lt;br&gt;● Ongoing. No firm timeline as of right now.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>d. Faculty use the results of learning outcomes assessments to improve the effectiveness of instruction in their programs.</td>
<td>□ Not following&lt;br&gt;☐ Not systematic&lt;br&gt;☒ Planning to scale&lt;br&gt;☐ Scaling in progress&lt;br&gt;☐ At scale</td>
<td>Progress since Feb. 2016: &lt;br&gt;● Again, this is occurring in certain programs and to varying degrees of success&lt;br&gt;● Like 4c, this happens more regularly in the CTE programs and in education programs.&lt;br&gt;Next steps: &lt;br&gt;● &lt;br&gt;Timeline for implementing next steps: &lt;br&gt;● Ongoing. No firm timeline as of right now.</td>
</tr>
<tr>
<td></td>
<td>e. The college tracks mastery of learning outcomes by individual students, and that information is easily accessible to students and faculty.</td>
<td>□ Not following&lt;br&gt;☐ Not systematic&lt;br&gt;☒ Planning to scale&lt;br&gt;☐ Scaling in progress&lt;br&gt;☐ At scale</td>
<td>Progress since Feb. 2016: &lt;br&gt;● Done in certain programs, but the college does not currently track this for all students and it is not easily accessible to students and faculty.&lt;br&gt;Next steps: &lt;br&gt;● Need assistance in this area.&lt;br&gt;Timeline for implementing next steps: &lt;br&gt;●</td>
</tr>
<tr>
<td></td>
<td>f. The college assesses effectiveness of educational practice (e.g., using CCSSE or SENSE, etc.) and uses results to create targeted professional development.</td>
<td>□ Not following&lt;br&gt;☐ Not systematic&lt;br&gt;☒ Planning to scale&lt;br&gt;☐ Scaling in progress</td>
<td>Progress since Feb. 2016: &lt;br&gt;● College administers CCSSE every two years.&lt;br&gt;● Results are shared among senior administration and deans.&lt;br&gt;Next steps:</td>
</tr>
</tbody>
</table>
| ☐ At scale | • Professional development based on the CCSSE data is not a current practice  
| | • College will be administering CCSSE again in spring 2017 and that information will be shared  
| | *Timeline for implementing next steps:*  
| | • Summer 2017 |