**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). We suggest that you convene your team from the Oregon Pathways Symposium (faculty, student services staff, and administrators from across divisions at your college) to discuss the extent to which each essential practice listed in the first column of the tool is currently implemented at your college as of fall 2017. In the second column, indicate the extent to which the practices have been adopted at your college using the following scale:

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| **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 is 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, describe 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*. The Oregon Student Success Center will also use this information to design targeted technical assistance for your college and to follow your college’s progress in implementing guided pathways over time.

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*\*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** |
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| 1. MAPPING Pathways to student end goals 2. 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:*   * All programs have Program Learning Outcomes (PLOs). * All programs have outcome assessment program maps * Most instructors now include the course student learning outcomes and many include program learning outcomes on their syllabi. * AAOT and curriculum guides for all High School Connections programs exist * Curriculum alignment and proper placement strategies from ABS to Developmental Education to college credit are in place * Wrap around support team (advisor, work force advisor, outreach specialist) has begun clarifying roles and responsibilities for warm handoffs/integrated referral process | Next steps*:*   * Design & create curriculum maps first drafts by June 2018 * Implement Onboarding module of Navigate to help students identify career interests: Pilot in WI18, launch SP18 * Determine “meta-majors” (whatever they’ll be called) by June 2018 |
| 1. 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:*   * We have detailed information for the majority of the CTE programs related to employment – career pathway roadmap that leads directly to employment offerings. * For the non-CTE programs, we have job outlook pages. * Most transfer programs have connections to university partners listed on their webpage. * Career Coach tool in use. | Next steps:   * All CTE programs will have career pathways roadmaps by 2019 * Implement Onboarding module of Navigate to help students identify career interests: Pilot in WI18, launch SP18 * Each program page linked to related Career Coach employment forecast page by FA18 |
| 1. 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:*   * CTE programs have clearly mapped programmed sequences of courses. * Developed curriculum assessment maps, which illustrate in which courses PLOs are developed and assessed. * Student Planning Services was implemented to provide progress information about program completion and program/degree planning. * In summer 2017, we began enforcing pre-requisites. * Math pathways have been clarified and simplified. | Next steps:   * Design & create guided pathways curriculum maps first drafts by June 2018 * Publish guided pathways curriculum maps on website by June 2019. |

| **Guided Pathways Essential Practices** | **Scale of Adoption  at Our College** | **Progress to Date Implementing Practice** | **Next Steps Toward Implementing Practice at Scale & Timeline** |
| --- | --- | --- | --- |
| 1. HELPING STUDENTS Choose and ENTER A PATHWAY 2. 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:*   * A few departments have an embedded professional advisor. Other departments rely on professional advisors in a centralized advising center. * Some programs and instructors require students to meet with an advisor first term. * A new, required, online orientation model for degree-, certificate- and credit-seeking students was implemented Fall 2017. * EAB Student Success Collaborative (Navigate and Campus) is in the beginning implementation phase and will aid guiding students from application to their first day of the term. * All professional advisors are also certified career coaches. * Created a 5-week Jump Start for GED orientation and perform student planning inside the classroom. | Next steps:   * Build out First Year Experience/Student Success course around “meta-majors” in 2018/19 academic year. * Make policy decisions in 2018/19 academic year around requiring students to determine “meta-majors” and program of study within their first year of study. * Define Collaborative Advising processes and systems in 2018/19 academic year, including (but not limited to):   + Assign all degree seeking students to a professional advisor and faculty advisor.   + Require all degree seeking students to have an academic plan on file prior to their registration for the subsequent term.   + Require all degree seeking students to have a full-program plan after they’ve completed 30 academic credits. * Integrate Workforce Advisors into Collaborative Advising process/model in 2018/19. |
| 1. 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:*   * First Year Experience course for first year students is encouraged, not required. * Science tutoring is available for students. * Online smarthinking tutoring is available for all students (including GED students) in multiple subject areas. * Learning Center has Writing Center, Math Lab, technology tutors. * LIB101 available as 1 free credit. * Multiple measures placement process for Math, Writing, some select other departments implemented. | Next steps:   * Develop models for Integrated Education & Training (IET) in 2018/19 academic year for CTE programs. * Implement IET models in 2019/20 * Develop supports for “meta-majors”, such as “meta-major” specific FYE, advising, etc. in 2018/19 academic year. * Implement Advising module with Early Alert capability. Pilot in WI18, launch SP18 |
| 1. 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:*   * MTH 98, an accelerated developmental math course designed to decrease math credits taken, has been developed. * The visual math pathway helps students know which math course to take based on program of study. * Math faculty continue to meet with departments to help them determine which math course is best aligned to each field of study. | Next steps:   * Part of guided pathways curriculum mapping process (see 1a). |
| 1. 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:*   * Prep sheets have been developed for students to help them place higher in math courses to review key concepts. * Dye Learning Center offers face-to-face tutoring services. * Students can access an online smarthinking tutoring lab. * FYE courses help students with time-management, study skills, resource access. * CougarConnect developed as integrated resource clearing house (on website and information desks). * Placement Advising for Student Success (multiple measures) includes referrals to support services. * Workforce Advisors provide intense support for underprepared students referred through the workforce system. | Next steps:   * Explore academic & non-academic areas of being “poorly-prepared” at CCC in … * Define what “intensive support” might look like at CCC in … * Scale up CougarConnect to include desks at other campuses, locations in … |
| 1. 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:*   * We have a full time advisor focused on high school advising. * We work with over 40 high schools, at the high schools and on the college campus. * We bring high school students on campus for orientation and overview sessions. * We offer accelerated college-credit programs in over 40 high schools. * We provide significant outreach/recruitment activities in area high schools and their communities. | Next steps:   * Requested 1.0 FTE permanent HS advisor for 2018/19 fiscal year. * Align mapping & “meta-majors” with HS offerings in 2019/20 academic year. * Gather and assess data on HS student outreach and engagement efforts through 2019. * Fully integrate education planning as a part of GED instruction in 2018/19 academic year. |
| 1. KEEPING STUDENTS ON THE PATH 2. 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:*   * Workforce advisors reach out to coach workforce students on progress and job search. * We are working on early alert system in EAB Student Success Collaborative. * Faculty in many CTE programs advise students quarterly. * Graduation Services emails all students who have completed 85% of their program requirements and call all who have completed 100% to guide them to complete their program credential. | *Next steps:*   * Assign all degree seeking students to both a professional and faculty advisor in 2018/19 academic year. * Develop a flow plan for when students must see faculty advisors and when they need to see a professional advisor in 2018/19 academic year. * Create milestone check points for students when they meet 30, 50, 75, 85 and 100% of their program requirements in 2019/20 academic year. |
| 1. 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:*   * Academic evaluations and Student Planning Services let students see how far they come and what they need to complete. | *Next steps:*   * Work with the curriculum workgroup to ensure degree audit is set up to guide the student down an easy to follow course plan depending on guided pathways curriculum maps in 2018/19 academic year. * Purchase Academic Planning module of EAB’s Student Success Collaborative in 2017-18 fiscal year. |
| 1. 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:*   * Academic Standing procedures, but up to the student to reach out for help * Piloting a Grade/Attendance check policy/procedure for High School Connections, Expanded Options students in WI2018 | *Next steps:*   * Mandatory advising within a cohort model by FA 2020. * EAB Student Success Modules and advising systems in place to improve communicating program plans and course choices in 2019/20 academic year. * Implement Phase two of Campus (Early Alert) in2018/19 academic year. * Develop policy, standards, procedures, and resources around alert system * Train all faculty on how input attendance and send an alert in 2018/19 academic year. * Train all professional and faculty advisors on how to respond, based on alert in 2018/19 academic year. |
| 1. 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:*   * Professional advisors do this occasionally, based onGPA , for students who do come to advising and express interest in limited access fields. | *Next steps:*   * Assign all degree seeking students to a professional advisor in 2019/20 academic year. * Develop full academic and career plans for students to see their path in 2019/20 academic year. * All staff and faculty trained on how to appropriately guide these students to career counseling by 2020/21 academic year. |
| 1. 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:*   * Math, Engineering and science courses are offered at the right levels at times convenient to students. * Skills Development Department has rescheduled its class times to better allow for appropriate student placement and to facilitate student transitions in the department sequence * We offer an increasing number of online and hybrid courses to help students schedule their work more easily. * Some CTE programs such as automotive and welding offer evening, late afternoon and weekend courses. | *Next steps:*   * Collect better data on student plans, hopes for scheduling in 2018/19 academic year. * Develop block scheduling across the college in 2018/19 academic year (Implementation in 2019/20 academic year.) * Develop the ability for students to project a 2-year academic schedule in 2019/20 academic year. * Explore accelerated scheduling capabilities/opportunities in 2018/19 academic year. * Develop partnerships for Integrated Education and Training (IET) models in 2017/18 academic year. * Designing IET models in 2018/19 academic year. * Implementing IET models in 2019/20 academic year. |
| 1. ENSURING THAT STUDENTS ARE LEARNING 2. 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:*   * All programs have learning outcomes and have a plan to evaluate whether or not they aligned with further education or employment. | Next steps:   * Ties into curriculum mapping (see 1a) * Continuing and closing the loop on newly created assessment processes and assessment program in 2018/19 academic year. |
| 1. 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:*   * We have robust Cooperative Work Experience opportunities in CTE. | Next steps:   * Revitalize study abroad and study away offerings for students in 2018/19 academic year. * Examine our experiential learning programming 2017/18 academic year. * Make recommendations for changes to experiential learning program in 2018/19 academic year as necessary. |
| 1. 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:*   * We have assessment plans for 95% of our programs. * In 2016-2017, programs began to develop rubrics to assess their PLOs. All PLOs will be assessed in a 3 year cycle. * We are assessing General Education outcomes. | Next steps:   * Follow through on assessment plans and continue with assessment program. |
| 1. 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:*   * Beginning in 2016-2017, each program completes an assessment plan which details how assessment results are used to improve the program. * Assessment plans are tied to institutional level accountability and related to mission fulfillment. | Next steps:   * Fully implement integrated planning for budget and assessment results in 2017/18 academic year. * Incorporate learning outcomes assessment results in unit planning and budget request process in 2017/18 academic year. * See above 4 a and b. * The Center for Instructional Support and Professional Development is developing and implementing professional development sessions to support faculty in the assessment process and guided pathways in the 2017/18 and 2018/19 academic years. |
| 1. 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:*   * A few departments use portfolios: Early Childhood Education, Education, Digital Media Communication, Criminal Justice, and English. | Next steps:   * Evaluate scaling practice in 2020/21 academic year. |
| 1. 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:*   * Use CCSSE and SENSE data. However, not always or necessarily to inform professional development. * Have developed EYES (Early/End Year Engagement Survey) to assess educational and support practices across campus * 3-year Climate Survey * First-year (FT) faculty required to participate in year-long seminar based in part on data from student surveys * Periodic environmental scans to connect faculty development with industry or disciplinary needs. * Use ULifeline.org/Clackamas to gather data on student mental health trends and develop responsive programming. | Next steps:   * Develop service area outcomes in 2017/18. * Unit planning (instructional and service) required to incorporate outcome assessment, alignment with strategic priorities (including the institutional priority, Guided Pathways), and direct and indirect data (including survey data) for planning and budget requests. * Evaluate professional development efforts for PT faculty related to guided pathways in 2018/19 academic year (e.g. through in-service, early alert training, engaged teaching workshops). |