

Pathway Navigation Leads:

A major goal of the upcoming Pathway Navigation (PN) Community of Practice (CoP) meeting on October 4, 2019, is to inform development of your plans for 2020. The agenda is designed to support this goal by giving teams time to:

- Evaluate progress on year one activities
- Engage with and learn from colleagues at other colleges
- Begin development of the year two plan (due December 20, 2019)

In preparation, we are asking that you complete the following pre-work in advance of the CoP meeting.

1. Compile and share the following with your entire PN team prior to October 4th.
 - a. Self-assessment completed in Fall 2018 to inform your original response to the PN Request for Application (RFA)
 - b. Your response to the RFA, especially your action plan
 - c. Milestones and successes achieved in year one (from progress reports)
 - d. Challenges faced in year one (from progress reports)

Note: If you do not have access to your original self-assessment or completed application please contact Joy Lewis at jlewis@wested.org.

2. Complete the abbreviated version of the self-assessment checklist (see below)
- 3. Bring all the above items to the CoP Meeting on October 4.**

Pathway Navigation Abbreviated Self-Assessment Checklist

Using the scale below:

1. In column 1, insert the original rating from the self-assessment you completed in Fall 2018.
2. In column 2, rate your current practice.

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

ESSENTIAL PRACTICES FROM SELF-ASSESSMENT TOOL	1 Fall 2018 Rating	2 Current Rating
INTAKE		
a. Comprehensive intake is offered to all students.		
b. Comprehensive intake drives referrals to proactive differentiated services.		
c. Guidelines exist for determining which students are considered at-risk and why.		
d. Guidelines exist for ensuring that all at-risk students and those requesting support interact with advising or other support services.		
ORIENTATION		
a. Orientation to the college is differentiated on the basis of student needs and interests, and offers opportunities for students to interact with students, faculty, and staff.		
b. Orientation to the college offers intentional opportunities for students to interact with students, faculty, and staff, as well as links to programs and services.		
c. Students enroll in an orientation and career preparation course in their first semester.		
CAREER BEFORE EDUCATION PLANNING		
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.		
b. Career explorations begin at the very outset of the college experience to expose students to options, support career and education planning, and set the stage for engagement in learning.		
c. Assessment is comprehensive but individualized, and includes career assessment, as well as academic assessment.		
d. Career exploration includes real experiences, such as tours, informational interviews, and job shadowing, whenever possible, to contextualize learning from counseling or advising.		
e. Guidance is offered with linguistic and cultural competence, addressing the diversity of students' contexts for career exploration and planning		
f. Resources and professional development are provided to counselors, career staff and faculty, to support sequencing and integration of career exploration, career advising, and education advising throughout students' college experiences.		