

GUIDED PATHWAYS PLUS ESSENTIAL “PATHWAY NAVIGATION” PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT

Based on June, 2017 Guided Pathways Assessment & Additional Research *

Revised May, 2021

Institution Name: _____

Date: _____

This tool is designed to help your college assess how far along you are toward adopting research-based intake, orientation, and career guidance practices.

For each of practices listed in the first column, guided by your core team, convene faculty, student services staff, and administrators from across divisions and initiatives (e.g., Guided Pathways, SSSP, Student Equity, Strong Workforce Program) at your college to discuss the extent to which the practice is currently implemented for 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, describe current practice and in column four, 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.

Prompts for WG3 Meeting Review, 5.20.21 – Clarify, Share, and Brainstorm

1. Who in the breakout group has seen and/or engaged with this tool before?
2. Take a moment to review the essential practices. Are there questions about any of them? Are there any key practices missing that make a difference for students?
3. Which practices have your college PN team focused on and/or attempted?
4. Which essential practices might you still consider taking action on in the coming year?

Prepare to share out on questions 3 and 4 in the larger group (identify a volunteer).

* Expanded by WestEd based on research conducted for the San Diego/Imperial Counties Strong Workforce Consortium.

Essential Practices	Scale of Adoption at Our College	How is this Component Currently Being Implemented	Steps Needed to Implement Practice at Scale	2021 Review: Strategic Priority (1-3) [†]
GUIDED PATHWAYS PILLAR: HELPING STUDENTS ENTER A PATHWAY				
Intake				
a. Comprehensive intake is offered to all students. <i>(Completion by Design, 2016; NE Wisconsin Technical College; CCRC, Entering a Program).</i>	<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. Comprehensive intake drives referrals to proactive differentiated services. <i>(Completion by Design, 2016; NE Wisconsin Technical College; CCRC, Entering a Program).</i>	<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. Guidelines exist for determining which students are considered at-risk and why. <i>(CCRC, Holistic Support)</i>	<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. Guidelines exist for ensuring that all at-risk students and those requesting support interact with advising or other support services. <i>(CCRC, Holistic Student Support)</i>	<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			
Orientation				

[†] 1=high priority; 2=mid-level priority; 3=lower priority

Essential Practices	Scale of Adoption at Our College	How is this Component Currently Being Implemented	Steps Needed to Implement Practice at Scale	2021 Review: Strategic Priority (1-3) [†]
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. <i>(Completion by Design, 2016; NE Wisconsin Technical College; CCRC, Entering a Program)</i>	<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. Orientation to the college offers intentional opportunities for students to interact with students, faculty, and staff, as well as links to programs and services. <i>(CCRC, Entering a Program; CAS, Advising)</i>	<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. Students enroll in an orientation and career preparation course in their first semester. <i>(Bailey, Jaggars, & Jenkins)</i>	<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			
Career Advising Integrated with Academic Advising				
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. <i>(CCRC Guided Pathways Self-Assessment)</i>	<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. Career explorations begin at the very outset of the college experience to expose students to options, support career and education planning, and set	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale			

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the stage for engagement in learning. <i>(Completion by Design, 2016; Jenkins & Fink, 2015; Mejia, Rodriguez, & Johnson, 2016; CCRC, Entering a Program)</i>	<input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale			
c. Assessment is comprehensive but individualized, and includes career assessment, as well as academic assessment. <i>(NACADA, Integrating Career and Academic Advising)</i>	<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. Career exploration includes real experiences, such as tours, informational interviews, and job shadowing, whenever possible, to contextualize learning from counseling or advising. <i>(CCRC, Entering a Program)</i>	<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. Guidance is differentiated and developmental, based on the ongoing needs of both new and continuing students. <i>(CCRC, Entering a Program)</i>	<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			
f. Guidance is offered with linguistic and cultural competence, addressing the diversity of students' contexts for career exploration and planning. <i>(Byars-Winston & Fouad)</i>	<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			
g. Resources and professional development are provided to counselors, career staff and faculty, to support sequencing and	<input type="checkbox"/> Not following <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale			

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<p>integration of career exploration, career advising, and education advising throughout students' college experiences. (<i>NACADA, Integrating Career and Academic Advising; CCRC, Entering a Program</i>)</p>	<input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale			
Policy and Administrative Support				
<p>a. Policies support outreach and intake processes that direct students to the appropriate programs and services. (<i>Wei-Skillern & Silver</i>)</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. Administration supports adequate and cost-effective resourcing of intake, orientation and advising processes. (<i>CAS, Advising, Orientation</i>)</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			