ANALYSIS OF COLLEGE RESPONSES:
GUIDED PATHWAYS SCALE OF ADOPTION SELF-ASSESSMENT

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[DATE]

# INSTRUCTIONS

This table is for reporting out the results of a state-wide administration of CCRC’s Guided Pathways Scale of Adoption assessment. Once you have completed the follow-up interviews with teams from each college, use these tables to report where each college currently stands on each essential practice. This table is intended to be shared with all participating colleges along with a memo summarizing areas of progress, challenges, and important next steps across the colleges.

# SAMPLE INTRODUCTORY PARAGRAPH

The following tables show the results of an assessment of the extent to which [STATE’S] community and technical colleges have adopted “essential guided pathways practices” identified through CCRC’s research.[[1]](#footnote-1)\* Teams from each college were asked to fill out the “Guided Pathways Scale of Adoption Self-Assessment.” [Insert names/State SSC] followed up with phone calls with teams from each college to discuss the college’s responses and better understand what the college is doing on each essential practice. The tables on the following pages show the scale at which particular colleges have implemented the essential practices in each of the four areas of practice. The following scale was used to determine the extent to which a given practice had been implemented at scale, that is for all students in all programs of study:

|  |  |
| --- | --- |
| 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 |

| GUIDED PATHWAYS ESSENTIAL PRACTICES | NOT OCCURRING | NOT SYSTEMATIC | PLANNING TO SCALE | SCALING IN PROGRESS | AT SCALE |
| --- | --- | --- | --- | --- | --- |
| 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.
 |  |  |  |  |  |
| 1. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.
 |  |  |  |  |  |
| 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.
 |  |  |  |  |  |

| GUIDED PATHWAYS ESSENTIAL PRACTICES | NOT OCCURRING | NOT SYSTEMATIC | PLANNING TO SCALE | SCALING IN PROGRESS | AT SCALE |
| --- | --- | --- | --- | --- | --- |
| 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.
 |  |  |  |  |  |
| 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.
 |  |  |  |  |  |
| 1. Required math courses are appropriately aligned with the student’s field of study.
 |  |  |  |  |  |
| 1. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.
 |  |  |  |  |  |
| 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.
 |  |  |  |  |  |
| 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.
 |  |  |  |  |  |
| 1. Students can easily see how far they have come and what they need to do to complete their program.
 |  |  |  |  |  |
| 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.
 |  |  |  |  |  |
| 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.
 |  |  |  |  |  |
| 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.
 |  |  |  |  |  |
| 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.
 |  |  |  |  |  |
| 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.
 |  |  |  |  |  |
| 1. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.
 |  |  |  |  |  |
| 1. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.
 |  |  |  |  |  |
| 1. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
 |  |  |  |  |  |
| 1. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.
 |  |  |  |  |  |

1. \* See Thomas Bailey, Shanna Jaggars and Davis Jenkins, *Redesigning America’s Community Colleges: A Clearer Path to Student Success*, Harvard University Press, 2015. Also see “What We Know About Guided Pathways” on CCRC’s website: <http://ccrc.tc.columbia.edu/publications/what-we-know-about-guided-pathways-packet.html>. [↑](#footnote-ref-1)