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| --- | --- |
| **Institution Name:** | **Date:** |

This tool is designed to help your college assess how far along you are in implementing essential guided pathways practices at scale. Don’t be concerned if your college has made little progress in implementing any given practice. Conversely, if your team has indicated complete implementation in all practices, you may want to revisit your team’s responses to ensure an honest and courageous appraisal. Assess the extent to which each practice listed in the first column of the tool is currently implemented 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 planning 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 degree-seeking students |

Due date for submission of a draft assessment is October 23, 2017. Please submit to Raquel Garza (rgarza@tacc.org). Questions? Contact Martha Ellis at mellis@austin.utexas.edu

| **Guided Pathways Essential Practices** | **Scale of Adoption at our college**  | **Progress implementing practice** | **implementating practice 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.

  | [ ]  Not Occurring[ ]  Not Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale    | Progress to date:      | Next Steps     Timeline      |
| 1. Detailed information is easily accessible on the college’s website providing employment and further education opportunities targeted by each program.
 | [ ]  Not Occurring[ ]  Not Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |
| 1. Programs are aligned with high school endorsements and are clearly mapped across the two sectors. High school students know which high school courses, including dual credit courses, they should take to be prepared to seamlessly matriculate into college programs.
 | [ ]  Not Occurring[ ]  Not Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |
| 1. Programs are aligned with 4-year institutions where the majority of students transfer and are clearly mapped across the two sectors. Transfer students know which college courses they should take to be prepared to seamlessly transfer into baccalaureate programs without loss of credit leading toward the targeted degree.
 | [ ]  Not Occurring[ ]  Not Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |

| **Guided Pathways Essential Practices** | **Scale of Adoption at our college** | **Progress implementing practice** | **implementating practice at scale** |
| --- | --- | --- | --- |
| 1. HELPING STUDENTS ENTER A PATHWAY
2. Every new college 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 Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |
| 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—as soon as possible.
 | [ ]  Not Occurring[ ]  Not Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |
| 1. Required math courses are appropriately aligned with the student’s field of study.
 | [ ]  Not Occurring[ ]  Not Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |
| 1. Intensive support is provided to help very poorly prepared students and adult basic learners to succeed in college-level courses as soon as possible.
 | [ ]  Not Occurring[ ]  Not Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |
| 1. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in ta program of study when they enroll in college.
 | [ ]  Not Occurring[ ]  Not Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |

| **Guided Pathways Essential Practices** | **Scale of Adoption at our college** | **Progress implementing practice** | **implementating practice at scale** |
| --- | --- | --- | --- |
| 1. KEEPING STUDENTS ON THE PATH
2. Advisors monitor which program every student is in and how far along he/she is toward completing the program requirements.
 | [ ]  Not Occurring[ ]  Not Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |
| 1. Students can easily see how far they have come and what they need to do to complete their program.
 | [ ]  Not Occurring[ ]  Not Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |
| 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 Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |
| 1. Assistance is provided to students who are unlikely to be accepted into limited access programs such as nursing to redirect to another more viable path to credentials and a career.
 | [ ]  Not Occurring[ ]  Not Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |
| **Guided Pathways Essential Practices** | **Scale of Adoption at our college** | **Progress implementing practice** | **implementating practice at scale** |
| 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 Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |

| **Guided Pathways Essential Practices** | **Scale of Adoption at our college** | **Progress implementing practice** | **implementating practice at scale** |
| --- | --- | --- | --- |
| 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 Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |
| 1. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, services learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.
 | [ ]  Not Occurring[ ]  Not Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |
| 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 Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |
| 1. Results of learning outcomes assessment are used to improve teaching and learning through program review, professional development, and other intentional college efforts.
 | [ ]  Not Occurring[ ]  Not Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |
| 1. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
 | [ ]  Not Occurring[ ]  Not Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |
| 1. The college assesses effectiveness of educational practice (e.g., using *CCSSE* or *SENSE*, etc.) and uses results to create targeted professional development.
 | [ ]  Not Occurring[ ]  Not Systemic[ ]  Planning to Scale[ ]  Scaling in Progress[ ]  At Scale  | Progress to date:      | Next Steps     Timeline      |