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| **Institution Name:** |

This tool is designed to help your college assess how far along you are in implementing essential guided pathways practices at scale. In column 2, briefly describe what your college currently does relevant to each of the essential guided pathways practices listed in column 1 and indicate what improvements are needed. 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. In column 3, indicate the extent to which the college has implemented each essential practice *at scale* using the metric provided for each practice. In column 4, list the major steps your college needs to take to implement the given practice at scale. This form will help your college as you develop a plan for implementing guided pathways at scale at your college. Project partners will also use this information to monitor your college’s progress in implementing guided pathways over time. **Due date for submission of a draft assessment is October 15, 2016. Submit to Raquel Garza (**[**rgarza@tacc.org**](mailto:rgarza@tacc.org)**).**

| **Guided Pathways Essential Practices** | **Current practice/**  **Improvements needed** | **% affected fall 2016** | **Steps toward implementation at scale** |
| --- | --- | --- | --- |
| 1. MAPPING Pathways to student end goals   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. | Current practice:  Improvements needed: | *% of programs affected:*  [XXX]% |  |
| Detailed information is easily accessible on the college’s website providing employment and further education opportunities targeted by each program. | Current practice:  Improvements needed: | % of programs affected:  [XXX]% |  |
| 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. | Current practice:  Improvements needed: | % of programs affected:  [XXX]% |  |
| 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. | Current practice:  Improvements needed: | % of programs affected:  XXX]% |  |

| **Guided Pathways Essential Practices** | **Current practice/**  **Improvements needed** | **% affected fall 2016** | **Steps toward implementation at scale** |
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| 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. | Current practice:  Improvements needed: | % of degree-seeking students affected:  [XXX]% |  |
| 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. | Current practice:  Improvements needed: | % of degree-seeking students affected:  [XXX]% |  |
| 1. Required math courses are appropriately aligned with the student’s field of study. | Current practice:  Improvements needed: | % of degree-seeking students affected:  [XXX]% |  |
| 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. | Current practice:  Improvements needed: | % of degree-seeking students affected:  [XXX]% |  |
| 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. | Current practice:  Improvements needed: | % of degree-seeking students affected:  [XXX]% |  |

| **Guided Pathways Essential Practices** | **Current practice/**  **Improvements needed** | **% of students or programs affected fall 2016** | **Steps toward implementation at scale** |
| --- | --- | --- | --- |
| 1. KEEPING STUDENTS ON THE PATH 2. The college monitors which program every student is in and how far along he/she is toward completing their program plan. | Current practice:  Improvements needed: | % of degree-seeking students affected:  [XXX]% |  |
| 1. Students can easily see how far they have come and what they need to do to complete their program. | Current practice:  Improvements needed: | % of degree-seeking students affected:  [XXX]% |  |
| 1. The college is able to identify when students are at risk of falling off their program plans and has policies and supports in place to intervene in ways that help students get back on track. | Current practice:  Improvements needed: | % of degree-seeking students affected:  [XXX]% |  |
| 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. | Current practice:  Improvements needed: | % of degree-seeking students affected:  [XXX]% |  |
| 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. | Current practice:  Improvements needed: | % of degree-seeking students affected:  [XXX]% |  |
| 1. **Guided Pathways Essential Practices** | **Current practice/**  **Improvements needed** | **% affected fall 2016** | **Steps toward implementation at scale** |
| 1. College works with partner 4-year institutions to provide seamless transfer programs that are well-designed to continue to guide students’ pursuits of employment in fields of importance to the college’s service area and complete further education without loss of applicable credit. |  |  |  |

| **Guided Pathways Essential Practices** | **Current practice/**  **Improvements needed** | **% affected fall 2016** | **Steps toward implementation 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. | Current practice:  Improvements needed: | % of programs affected:  [XXX]% |  |
| 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 toher active learning activities that program faculty intentionally embed into coursework. | Current practice:  Improvements needed: | % of programs affected:  [XXX]% |  |
| 1. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs. | Current practice:  Improvements needed: | % of programs affected:  [XXX]% |  |
| 1. Faculty use the results of learning outcomes assessment to improve the effectiveness of instruction in their programs. | Current practice:  Improvements needed: | % of programs affected:  [XXX]% |  |
| 1. The college tracks mastery of learning outcomes by individual students and that information is easily accessible to students and faculty. | Current practice:  Improvements needed: | % of degree-seeking students affected:  [XXX]% |  |
| 1. The college assesses effectiveness of educational practice (e.g., using *CCSSE* or *SENSE*, etc.) and uses results to create targeted professional development and implementation action plans. | Current practice:  Improvements needed: | % of degree-seeking students affected:  [XXX]% |  |