**GUIDED PATHWAYS PLUS ESSENTIAL “ONBOARDING” PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT**

**Based on June, 2017 Guided Pathways Assessment and Other Research[[1]](#footnote-1)**

**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, convene faculty, student services staff, and administrators from across divisions 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** |
| *Not following* | 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 |
| *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 |

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.

| **Guided Pathways Essential Practices** | **Scale of Adoption at Our College** | **How is this Component Currently Being Implemented** | **Steps Needed to Implement Practice at Scale** |
| --- | --- | --- | --- |
| 1. HELPING STUDENTS ENTER A PATHWAY
 |  |  |  |
| 1. **Program Components**
 |  |  |  |
| 1. 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. *MOVED BELOW*
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| 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.
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| 1. Required math courses are appropriately aligned with the student’s field of study.
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| 1. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| 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.
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| ***Detail with Career Focus*** |  |  |  |
| 1. Dual and concurrent enrollment opportunities are offered to support transition of high school students to college.

*[THIS IS ONE WE ADDED BUT NOT A FOCUS FOR WG 3]* | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[x]  At scale |  |  |
| **Intake** |  |  |  |
| 1. Comprehensive intake is offered to all students. *(Completion by Design, 2016; NE Wisconsin Technical College; CCRC, Entering a Program)*.
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| 1. Comprehensive intake drives referrals to proactive differentiated services. *(Completion by Design, 2016; NE Wisconsin Technical College; CCRC, Entering a Program)*.
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| 1. Guidelines exist for determining which students are considered at-risk and why. *(CCRC, Holistic Support)*
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| 1. Guidelines exist for ensuring that all at-risk students and those requesting support interact with advising or other support services. *(CCRC, Holistic Student Support)*
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| **Orientation** |  |  |  |
| 1. 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. *(Completion by Design, 2016; NE Wisconsin Technical College; CCRC, Entering a Program)*
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| 1. Orientation to the college offers intentional opportunities for students to interact with students, faculty, and staff, as well as links to programs and services. *(CCRC, Entering a Program; CAS, Advising)*
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| 1. Students enroll in an orientation and career preparation course in their first semester. *(Bailey, Jaggars, & Jenkins)*

*[COULD BE MOVED BELOW]* | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| **Career Advising Integrated with Academic Advising** |  |  |  |
| 1. 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.  *(CCRC Guided Pathways Self-Assessment)*
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| 1. 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. *(Completion by Design, 2016; Jenkins & Fink, 2015; Mejia, Rodriguez, & Johnson, 2016; CCRC, Entering a Program)*
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| 1. Assessment is comprehensive but individualized, and includes career assessment, as well as academic assessment. *(NACADA, Integrating Career and Academic Advising)*
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| 1. Career exploration includes real experiences, such as tours, informational interviews, and job shadowing, whenever possible, to contextualize learning from counseling or advising*. (CCRC, Entering a Program)*
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| 1. Guidance is differentiated and developmental, based on the ongoing needs of both new and continuing students. *(CCRC, Entering a Program)*
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| 1. Guidance is offered with linguistic and cultural competence, addressing the diversity of students’ contexts for career exploration and planning. *(Byars-Winston & Fouad)*
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| 1. 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. *(NACADA, Integrating Career and Academic Advising; CCRC, Entering a Program)*
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| 1. **Policy and Administrative Support**
 |  |  |  |
| 1. Policies support outreach and intake processes that direct students to the appropriate programs and services. *(Wei-Skillern & Silver)*
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |
| 1. Administration supports adequate and cost-effective resourcing of intake, orientation and advising processes. *(CAS, Advising, Orientation)*
 | [ ]  Not following[ ]  Not systematic[ ]  Planning to scale[ ]  Scaling in progress[ ]  At scale |  |  |

1. Expanded by WestEd based on research conducted for the San Diego/Imperial Counties Strong Workforce Consortium; original text was not altered. [↑](#footnote-ref-1)