**GUIDED PATHWAYS PLUS ESSENTIAL “PATHWAY NAVIGATION” 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, 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** |
| *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.

| **Essential Practices** | **Scale of Adoption  at Our College** | **How is this Component Currently Being Implemented** | **Steps Needed to Implement Practice at Scale** |
| --- | --- | --- | --- |
| Guided Pathways Pillar:  HELPING STUDENTS ENTER A PATHWAY |  |  |  |
| **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)* | 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. [↑](#footnote-ref-1)