SCALE OF ADOPTION SELF-ASSESSMENT: GUIDED PATHWAYS ESSENTIAL PRACTICES IN SUPPORT OF WTCS CAREER PATHWAYS

Revised January 2023

**Institution Name: Date:**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale to support students in their career pathway aspirations. This assessment is an adaptation of the [CCRC SOAA](https://ccrc.tc.columbia.edu/research/guided-pathways.html) and [JFF Guided Career Pathways framework](https://info.jff.org/guided-career-pathways-framework) and has been developed to align with the WTCS guided career pathways work. We suggest that you convene a local cross-functional Student Success Center Team at your college to discuss the extent to which each essential practice listed in the first column of the tool is currently implemented at your college. In the second column, indicate the extent to which the practices have been adopted at your college using the following scale:

|  |  |
| --- | --- |
| **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 |

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are scaling or at scale, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college’s timeline for implementing these steps. Do not be concerned if your college has not fully scaled each practice. This assessment is intended to help your college develop a plan for implementing pathways at scale.

Throughout this assessment, **all students include students in adult education, English language learning courses, and postsecondary courses and programs. In addition, this definition includes** incumbent workers served in contract training, students served by community-based organization partners, and students who are justice-involved. Colleges must strive to work within the limitations that are unique to particular groups of students (e.g., justice-involved) to provide equity in access and success.

Please email questions and submit your completed assessment to successcenter@wtcsystem.edu.

# 1. Mapping Pathways to Student End Goals:

As part of the WTCS Program Approval Process (see [Educational Services Manual](https://mywtcs.wtcsystem.edu/educational-services/instructional-resources/educational-services-manual/)), all colleges create credentials that are designed to guide & prepare students for relevant employment.

| **Guided Pathways Essential Practices** | **Scale of Adoption at Our College** | **Progress to Date Implementing Practice** *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | **Next Steps Toward Implementing Practice at Scale & Timeline** |
| --- | --- | --- | --- |
| 1. Entry points to enrollment are designed for access and equitable outcomes for underrepresented populations, such as Black and Hispanic learners, working adults, people from low-income backgrounds, and lower-opportunity youth.
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:*Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |
| 1. On-ramps are established from adult education, K-12, workplace, community-based organizations (CBOs), and noncredit workforce programs where students have earned or are earning credentials.
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:**

Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |
| 1. Every program, as appropriate, is designed to guide and prepare students to earn additional credentials at the college or at a baccalaureate institution.
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:**

Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |
| 1. Ensure “gatekeeper” requirements are necessary for each student’s field of study and degree type.
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:**

Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |
| 1. A robust and transparent system of credit for prior learning (CPL, e.g., list of courses with CPL availability in program curriculum) exists so that learners’ pathways account for what they know and credentials earned before college entry.
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:**

Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |

\*Gatekeeper Definition: based on data analysis of course outcomes, identify the courses within the program curriculum that students struggle to successfully complete (e.g., 70% or fewer of course enrollments result in a C grade).

# 2. Helping Students Choose and Enter a Program Pathway

| **Guided Pathways Essential Practices** | **Scale of Adoption at Our College** | **Progress to Date Implementing Practice***(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | **Next Steps Toward Implementing Practice at Scale & Timeline** |
| --- | --- | --- | --- |
| 1. The college provides equitable opportunities for high school students to participate in dual enrollment, explore career interests and develop viable college plans.
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:*Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |
| 1. The college provides equitable opportunities for Adult Education, English Language Learning and Justice-Involved students to explore career interests and develop viable college plans.
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:*Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |
| 1. Prior to registration, and throughout the student’s journey, the College helps every new student develop a **career plan** to clarify their career aspirations and ensures program selection aligns with students’ interests and abilities and earning potential. Students are provided with additional options in their career cluster.
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:*Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |
| 1. Credit for Prior Learning is available to all students and the process is transparent, easy to navigate and streamlined to remove barriers to access. CPL is brought up early in the admissions process in developing career and academic plans (see CPL policy 323 in [Board Policy Manual](https://mywtcs.wtcsystem.edu/priorities-policies/state-law-policy/))
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:*Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |
| 1. Every new student is helped to develop a full **academic plan** early in the enrollment process and briefed on being able to come in and out of the pathway as needed.
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:*Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |
| 1. Every new student is helped early in the enrollment process to develop a full **financial plan** that includes an understanding of costs, potential debt, and economic benefits of completion, as well as potential financial resources to assist students in achieving their goals (e.g., TANF, SNAP, resources from community-based organizations).
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:*Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |

# 3. Keeping Students on a Path

| **Guided Pathways Essential Practices** | **Scale of Adoption at Our College** | **Progress to Date Implementing Practice***(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | **Next Steps Toward Implementing Practice at Scale & Timeline** |
| --- | --- | --- | --- |
| 1. Programs develop course schedules that meet students’ needs for enrollment intensity, mode of delivery, and time of day to allow efficient completion.
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:*Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |
| 1. College personnel monitor student progress toward completing program requirements and proactively intervenes when students struggle or deviate from their program plans.
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:*Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |
| 1. Students can easily see how far they have come and what they need to do to complete their program.
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:*Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |
| 1. All students receive proactive and ongoing provision of services (childcare, mental health services, transportation services, tutoring, career services, etc.) and have what they need to access them (translation, accommodation, etc.).
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:*Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |
| 1. Supports are provided to help all students be successful in “Gatekeeper” courses.
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:*Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |

# 4. Ensuring that Students are Learning

Given the requirements of Technical Skill Attainment (see [Educational Services Manual](https://mywtcs.wtcsystem.edu/educational-services/instructional-resources/educational-services-manual/)), learning outcomes are designed to measure students’ mastery of the knowledge and skills required to successfully enter employment. Given the requirements of [Faculty Quality Assurance System](https://mywtcs.wtcsystem.edu/educational-services/fqas/) (FQAS), foundational professional learning is offered related to teaching methods, curriculum and assessment, diversity equity and inclusion and student success and is provided for all full time and part time faculty.

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| --- | --- | --- | --- |
| 1. Students are provided opportunities to participate in experiential education (e.g. projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and active learning experiences in the classroom) to enhance learning.
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:*Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |
| 1. Results of student learning outcome assessments are used to improve teaching (see [FQAS Curriculum & Assessment Competency](https://mywtcs.wtcsystem.edu/wp-content/uploads/2020/04/Revised-FQAS-Competency-Framework_FINAL-1.pdf)) and learning through program review, professional development, and other intentional quality improvement efforts. Data are disaggregated by race, economic status, age, gender and other student identities to examine equity gaps.
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:*Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |
| 1. Faculty adapt teaching practice based on student voice and feedback, industry standards, and academic research (see [FQAS Teaching Methods Competency](https://mywtcs.wtcsystem.edu/wp-content/uploads/2020/04/Revised-FQAS-Competency-Framework_FINAL-1.pdf)).
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:*Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |
| 1. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:*Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |
| 1. The college assesses effectiveness of institutional practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development. *See* [*Building Momentum report*](https://cccse.org/sites/default/files/BuildingMomentum.pdf)*.*
 | ☐ Not occurring☐ Not systematic☐ Planning to scale☐ Scaling in progress☐ At scale | *Progress to date:*Term, if *at scale* or *scaling*:  | *Next steps:**Timeline for implementing next steps:* |