**GUIDED PATHWAYS FIELD REPORT TEMPLATE**

**With Essential Practices Indicators**

Revised July 2017

College: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Site Visit Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Field Report Draft Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NOTE: This is the framework for the field reports CCRC is writing based on our research at colleges implementing guided pathways reforms. It’s based on CCRC’s Guided Pathways Scale of Adoption Assessment. This template provides more articulated indicators for each of the main essential practices outlined in the Scale of Adoption tool. We will the following 5-level scale to indicate the extent to which a college has adopted a given practice. These levels are defined as follows:

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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 |
| *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 |

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|  | **Guided Pathways Essential Practice** | **Practices Indicator(s)** | **Scale of Adoption** | **Notes on College Practices** |
| ***Mapping pathways to student end goals*** | 1. 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.
 | College regularly reviews all programs to ensure that they prepare students for success in employment and further education. Employers and four-year faculty are actively involved in program review. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Transfer programs are mapped out that students know which courses to take and in what sequence to be able to transfer with junior standing in their desired major. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Career technical programs are designed and mapped with input from employers to ensure programs prepare students for available jobs. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| 1. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.
 | Programs are organized by broad career field (i.e. meta major). | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |   |
| Students can see all offerings (from certificates to transfer degrees) in a field. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Program descriptions include information on target jobs (with earnings) and transfer opportunities (with requirements). | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |

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|  | 1. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.
 | Degree maps are easily found on all program websites. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |   |
| Maps show recommended sequence of courses. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Maps show critical courses, prerequisites, and program milestones | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Degree maps should include embedded certificates, certifications and other intermediate credentials as appropriate. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Degree maps are used as the default basis for students’ academic plans. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| *Summary assessment of fidelity of adoption of mapping practices:* |

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|  | **Guided Pathways Essential Practice** | **Practices Indicator(s)** | **Scale of Adoption** | **Notes on College Practices** |
| ***Helping students choose and enter a pathway*** | 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.
 | All entering students who do not have clear goals are helped to explore personal, academic, and career interests and aptitudes to facilitate choice of a field of study. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| By the second semester, all students have chosen a field of study and have a customized full-program educational plan showing the sequence and timing of courses to complete their program. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| This customized educational plan is “locked” into the student information system to ensure that students take courses on their plan; students must see an advisor to change their plan. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| 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
 | Each student’s need for support in critical courses is assessed. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |   |
| College has moved away from the pre-requisite remediation model. Instead, needed learning support is embedded in the critical courses (e.g., through required supplemental instruction, co-requisite, tutoring, and learning center support.) | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| 1. Required math courses are appropriately aligned with the student’s field of study.
 | Students are required to take the math courses that faculty have identified as appropriate for their field of study based on employer and transfer requirements (and this is the default math course on the program map) | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Pedagogy in math courses reflects latest professional standards (e.g., AMATYC).  | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Learning support is integrated into math courses. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| ***Helping students choose and enter a pathway*** | 1. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.
 | College identifies students who are unprepared to succeed in college-level work even with learning support. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| College provides these students with intensive support (e.g., bootcamps or transition courses) to enable them to pass college-level courses in their first year. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| 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.
 | College marketing and recruitment has a clear focus on careers/programs of study. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |   |
| College and high school faculty collaborate to improve curricular alignment by program area. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Dual enrollment students are required to choose and take courses in a program area of interest (not just take “random” courses). | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| College builds bridges into college programs for students in adult basic education and non-credit workforce programs. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| *Summary assessment of fidelity of adoption of onboarding and intake practices:* |

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|  | **Guided Pathways Essential Practice** | **Practices Indicator(s)** | **Scale of Adoption** | **Notes on College Practices** |
| ***Keeping students on a pathway*** | 1. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.
 | Information on students’ progress on their plan is kept up-to-date. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Advisors monitor every student’s progress. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Advisors have easy access to accurate information on each student’s progress on their academic plan, including courses and milestones completed and remaining. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Advisors regularly send program-wide student progress reports to program chairs | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| 1. Students can easily see how far they have come and what they need to do to complete their program.
 | Students have easy web access to accurate and up-to-date information on their progress on their plan, including courses and milestones completed and remaining. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |   |
| Students should be able to perform “what if” scenarios to determine implications of major changes and see other possible paths to a credential. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Ideally students can easily determine how much time and money will be required to complete their program. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| 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.
 | Advisors and other key support personnel are alerted when students fail to follow academic plans, fail courses or fail to achieve milestones. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Students are also alerted when they are off track academically or financially. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |

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|  |  | Processes are in place to ensure appropriate and timely communication and intervention when students fall off plan. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Advisors and other key support personnel are alerted when students struggle (or are at risk of struggling) in critical courses | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| 1. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.
 | Limited access programs of study identify grades in critical courses and other indicators that predict whether or not a student would be admitted. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Progress of students seeking to qualify for limited access programs is closely monitored. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Students who are not meeting or at risk of not meeting admissions requirements are required to see an advisor and discuss alternative pathways. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| College has developed clear alternative pathways for students who don’t qualify for selective programs. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| 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.
 | Colleges use students’ customized educational plans to schedule courses (Deans, program chairs, and others can run reports based on students’ plans to predict course and section demand) | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |   |
| Colleges schedule courses for the entire academic year. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Students’ schedules are predictable from term to term. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
|  | *Summary assessment of fidelity of adoption of keeping students on a pathway advising practices:*  |
|  | **Guided Pathways Essential Practice** | **Indicator(s)** | **Scale of Adoption** | **Notes on College Practices** |
| ***Ensuring that students are learning*** | 1. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
 | Program learning outcomes are defined based on analysis of employer and university transfer requirements (rather than being “rolled up” from course learning outcomes. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| The list of essential skills and knowledge that students will develop in a program is accessible to students, faculty, and other stakeholders via program webpages. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Processes are in place for faculty to work with faculty from further education institutions and with employers to define and regularly review PLOs in each program area. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |   |
| 1. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.
 | Faculty have identified the types of active learning opportunities that are most appropriate and field-relevant, and have embedded them into the program maps.  | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Faculty collaborate with student services/affairs to ensure that students are made aware of these learning opportunities, integrate active learning into their educational plans, and are provided support to successfully complete these activities.  | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| 1. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.
 | Faculty work collaboratively to create and conduct assessments that measure student mastery of program learning outcomes (e.g. student portfolios or capstone projects). | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Faculty can track and aggregate analysis of student learning outcome assessments by program pathway and/or meta-major | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |

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|  | 1. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.
 | Program faculty collaboratively review student performance on PLOs. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| Faculty revise classroom instructional methods, content, assignments, and assessments based on results of PLO assessments. | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
|  | College dedicates faculty professional development resources to support improvement of instruction toward the PLOs.  | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| 1. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
 | Processes and systems are in place to enable students to create portfolios and other means for students to document and share evidence of PLO mastery, via classroom-based, and out of class assignments, projects, and active learning activities (including those outlined in 4b.) | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| 1. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.
 | The college administers a college-wide survey like CCSSEE, SENSE, or another survey every 2 to 3 years.  | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| The results of the survey are shared across the college, and college leadership discuss the potential implications of the results | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| The results are used to plan and conduct professional development activities for various campus constituencies.  | NO 🞎 NS 🞎PS 🞎SP 🞎AS 🞎 |  |
| *Summary assessment of fidelity of adoption of learning outcomes and assessment practices:* |