PATHWAYS
READINESS ASSESSMENT

SECTION 2: READINESS—
THE CURRENT STUDENT SUCCESS AGENDA

1. Student Success Goals

List in the box below the student success goals formally established for your institution. [If none have been established, simply leave this item blank.]

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Are the student success goals incorporated into the institution's strategic plan?
  Yes   No

Is there a formal statement of governing board support for a student success agenda?
  Yes   No

Is there a formal statement of governing board direction for achieving equity in student outcomes?   Yes   No

Is there a standing item on student success and equity on agendas for the governing board and/or board student success committee?   Yes   No

2. Data Collection and Use

Describe in the box below the institutional research capacity at your institution and the IT capacity to support data use in planning, decision-making, and monitoring student progress (250 word maximum):

Does your institution routinely engage in longitudinal tracking of entering student cohorts?

Yes   No   If yes, briefly describe in the box below **how** and **by whom** the cohort data are used (150 word maximum):

Does your institution regularly report on clearly defined metrics for monitoring student progress and success?

Yes   No   If yes, list in the box below the five most important metrics (i.e., what are you measuring?):

If yes, briefly describe **how** and **by whom** the metrics are used (150 word maximum):

Does your institution participate in student engagement surveys—*CCSSE* and/or *SENSE*?

Yes   No   If yes, indicate the most recent year of survey administration at your college (survey data helpful but not required for project participation):

CCSSE (Community College Survey of Student Engagement):
SENSE (Survey of Entering Student Engagement):

If yes, briefly describe in the box below **how** and **by whom** the survey results are used (150 word maximum):

Briefly describe in the box below your two best examples of using data to explore and address a key student success issue. Indicate what issue the college was exploring, what the data showed you, what you did differently after reflecting on the data, and if possible, what the subsequent outcomes data showed were the new results (500 word maximum).

3. Student Learning Outcomes (250 word maximum)

Describe in the box below the extent to which your institution has completed and regularly updates definitions of student learning outcomes at the course, program, and institutional level:

Briefly describe in the box below **how** and **by whom** assessments of learning outcomes are used (150 word maximum):

4. **Completion and Transfer Outcomes** (500 word maximum)
Describe in the box below the results over the past 5-10 years of your institution's **best work** to improve the number and rate of students who complete a certificate with value in the labor market, attain an associate degree, and transfer to a baccalaureate institution. Provide data!

5. **Labor Market Information** (500 word maximum)

Describe in the box below how and to what extent to which your institution systematically uses current labor market data/information to (1) align curriculum with labor market needs, (2) conduct career counseling and academic planning with students, and (3) assess employment/earnings outcomes for students after graduating.

Also indicate the number and percentage of entering students who currently experience career counseling, including labor market information as an established part of the college intake process.

6. Promoting Equity

Does your institution routinely disaggregate and report data on student progress and completion by selected student characteristics?

Yes   No   If yes, check all routinely disaggregated variables that apply

Race/ethnicity   Gender   Income   Enrollment status (FT/PT)   College readiness
First time in college

If yes, briefly describe **how** and **by whom** the disaggregated data are used (100 word maximum):

Briefly describe in the box below your institution's most successful work to improve equity in outcomes for the college's students of color and students from low-income backgrounds. Include information about results, including also the number of students affected and what percentage that number is of the total target subpopulation of students. (500 word maximum)

7. Policy Change (250 word maximum)

Describe in the box below a key policy change at the institutional level that has been critically important in your institution's student success work. If possible, provide data illustrating the impact of the policy (how many students were affected, in what way, and with what results?):

**8. Reallocation of Resources** (250 word maximum)

Describe in the box below a recent example of significant reallocation of institutional resources (i.e., operating dollars, capital dollars, personnel, time) to support your college's student success agenda.

9. Achieving Scale (250 word maximum)

Describe in the box below an evidence-based student success strategy that was adopted by your institution and successfully scaled to serve all students who could benefit from that strategy. Define the target population and provide the number of students involved, indicating what percentage that number is of the total credit student population (i.e., number of students involved divided by total Fall unduplicated headcount enrollment). Provide succinct data on results.

10. Pathways Work (500 word maximum)

Describe in the box below work currently underway at your college that is directly related to *design and implementation of academic and career pathways for students*
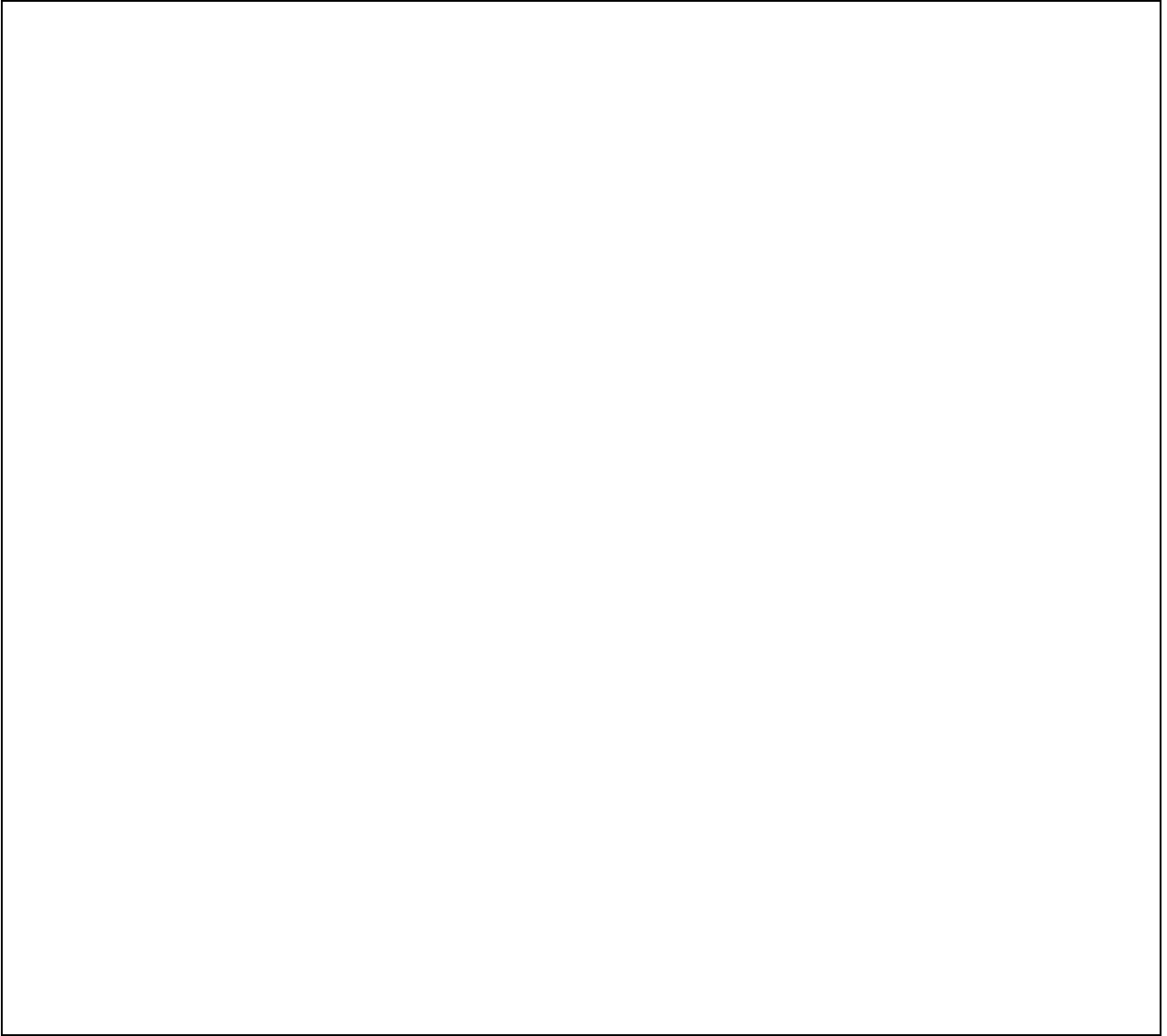
IN THE FOLLOWING SECTION #3,
RESPOND TO EACH ITEM IN TERMS OF THE AGREEMENT SCALE PROVIDED.

THIS SECTION SHOULD BE COMPLETED AND DISCUSSED BY MEMBERS OF THE
COLLEGE LEADERSHIP TEAM, WORKING AS A GROUP.

ITEMS PERTAINING TO GOVERNING BOARD COMMITMENTS
SHOULD BE DISCUSSED WITH THE BOARD.

IT WILL BE HELPFUL ALSO TO SEEK PERSPECTIVES OF OTHER GROUPS ON CAMPUS,
AS APPROPRIATE TO THE TOPICS OF EACH SECTION.

REMARKS SHOULD BE **BRIEF NOTES (1-3 BULLETS OR SENTENCES)** ABOUT
PARTICULAR STRENGTHS OR CHALLENGES THE INSTITUTION
MAY BRING TO THE PATHWAYS WORK.

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION					
LEADERSHIP					
Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree					
Capacity and Commitment	**Assessment and Remarks**				
College leadership is committed to substantial redesign of academic programs, instruction, and student supports, starting with a critical review of the extent to which the college's academic programs provide a clear and educationally coherent pathway for students to further education or directly to good jobs in fields of economic importance to the college's service area.	**Check one:** 1 2 3 4 5 Remarks:				
College leadership has spent at least one year laying the groundwork for major reform, including engagement of faculty and staff across divisions and departments in discussions about student success data and strategies for improving student outcomes.	**Check one:** 1 2 3 4 5 Remarks:				
College leadership is committed to a reform process that will likely take 4-5 years for full implementation.	**Check one:** 1 2 3 4 5 Remarks:				
President/chancellor and senior administrators understand that implementing transformational pathways reforms will be hard, and they understand specific associated challenges.	**Check one:** 1 2 3 4 5 Remarks:				
Leaders have the strategic capacity to organize the college around a broad institutional reform strategy and have the vision, flexibility, and confidence to make substantial midcourse corrections as needed.	**Check one:** 1 2 3 4 5 Remarks:				
Governing board is formally committed to supporting leadership through a long-term reform process that will involve substantial and sometimes difficult change.	**Check one:** 1 2 3 4 5 Remarks:				

Governing board is committed to spending regular time in work sessions, retreats, and/or regular meetings in discussion and review of data on student progress and completion and the work of pathways design and implementation.	**Check one:** 1 2 3 4 5 Remarks:

SECTION 3: PATHWAYS READINESS CRITERIA

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION

MAGNITUDE OF INSTITUTIONAL CHANGE

Scale: (1) strongly disagree   (2) disagree   (3) neutral   (4) agree   (5) strongly agree

Capacity and Commitment	Assessment and Remarks
Leaders in the campus community understand that numerous systems and processes may need to be redesigned and are committed to making substantial changes in multiple areas including student intake (assessment, advising, orientation, registration, class scheduling); curriculum; and instruction.	**Check one:** 1 2 3 4 5 Remarks:
College is committed to strengthening functions that may be under-developed (e.g., career advising) and scaling experiences important to student progress and success.	**Check one:** 1 2 3 4 5 Remarks:
College leaders understand that pathway design work will involve streamlining curriculum, including potential elimination of courses and programs and reduction of credit hours students must complete for degree attainment.	**Check one:** 1 2 3 4 5 Remarks:
College is committed to integrating important and effective supports into student pathways as the alternative to typically disconnected and optional services.	**Check one:** 1 2 3 4 5 Remarks:
College leaders understand that pathways reforms will involve more structure and more prescription for students.	**Check one:** 1 2 3 4 5 Remarks:
College leaders have the will and the capacity to shut down or substantially curtail initiatives or programs in order to dedicate resources to more coherent and effective student experiences.	**Check one:** 1 2 3 4 5 Remarks:

College leaders have the will and capacity to reallocate resources at a substantial scale.	<u>**Check one:**</u> 1 2 3 4 5 <u>Remarks:</u>

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION	
FACULTY ENGAGEMENT	
Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree	
Capacity and Commitment	**Assessment and Remarks**
College leaders, including faculty and student services leaders, are committed to designing and executing a comprehensive plan for broad and deep faculty and staff engagement in work to design and implement pathways for students.	<u>**Check one:**</u> 1 2 3 4 5 <u>Remarks:</u>
There is commitment from the faculty governance group or organization (e.g., senate, council) to support the Pathway Project work.	<u>**Check one:**</u> 1 2 3 4 5 <u>Remarks:</u>
At least one faculty representative is on the project leadership team.	<u>**Check one:**</u> 1 2 3 4 5 <u>Remarks:</u>
If the faculty is unionized: There is commitment from the faculty union(s) to support the Pathway Project work.	<u>**Check one:**</u> 1 2 3 4 5 <u>Remarks:</u>
If the faculty is unionized: A union representative is on the project leadership team.	<u>**Check one:**</u> 1 2 3 4 5 <u>Remarks:</u>

College faculty recognize that some changes in faculty roles and responsibilities will likely be part of the institutional change needed to support guided pathways for all students.	**Check one:** 1 2 3 4 5 Remarks:

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION	
DATA COLLECTION, ANALYSIS AND USE	
Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree	
Capacity and Commitment	**Assessment and Remarks**
At multiple levels within the college, disaggregated longitudinal data on student progress and success are regularly examined and plans are developed to improve outcomes where weaknesses are identified.	**Check one:** 1 2 3 4 5 Remarks:
The college IR and IT functions regularly track student participation in support services.	**Check one:** 1 2 3 4 5 Remarks:
The college governing board regularly sees, reviews and discusses data on student progress and success.	**Check one:** 1 2 3 4 5 Remarks:
Faculty and student services professionals regularly see, review, and discuss data on student progress and success and determine action steps.	**Check one:** 1 2 3 4 5 Remarks:
College leaders are committed to report on selected metrics to establish baseline performance and progress, from the beginning of the project until three years after the 3-year project ends.	**Check one:** 1 2 3 4 5 Remarks:

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION	
TECHNOLOGY	
Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree	
Capacity and Commitment	**Assessment and Remarks**
The college has in place technology tools to support academic planning and advising.	**Check one:** 1 2 3 4 5 Remarks:
The college has in place technology tools that enable students, advisors, and faculty to track student progress through a defined pathway.	**Check one:** 1 2 3 4 5 Remarks:
The college has in place technology tools to support career counseling, including employment and salary information and transfer and bachelor's degree attainment data.	**Check one:** 1 2 3 4 5 Remarks:
The college has in place technology to support learning analytics.	**Check one:** 1 2 3 4 5 Remarks:

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION	
PARTNERSHIPS	
Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree	
Capacity and Commitment	**Assessment and Remarks**
The college has strong partnerships with baccalaureate institutions that receive the largest numbers of transfer students from the college.	<u>**Check one:**</u> 1 2 3 4 5 <u>Remarks:</u>
There is a pattern of trust between the college and the four-year colleges/universities at which most of the college's transfer students enroll evidenced through data sharing about student transitions and performance.	<u>**Check one:**</u> 1 2 3 4 5 <u>Remarks:</u>
The college has strong partnerships with major employers and workforce/ economic development entities that can assist with alignment of pathways to jobs with value in the labor market.	<u>**Check one:**</u> 1 2 3 4 5 <u>Remarks:</u>
The college has strong partnerships with the K-12 schools and systems from which their largest numbers of recent high school graduates come for college enrollment.	<u>**Check one:**</u> 1 2 3 4 5 <u>Remarks:</u>

SECTION 4: STATEMENT OF INSTITUTIONAL ASPIRATION AND COMMITMENT

In 500 words or less, describe in the box below why your institution wishes to participate in the Pathways Project and what your shared aspirations are for work to be accomplished through your college's participation. Please state a compelling case as to why adopting a guided pathways model at your institution is the critical next step in helping more students complete programs, earn credentials, and/or transfer.