

ADVISING SELF-ASSESSMENT FOR GUIDED PATHWAYS

Based on national best practice and research on increasing the rate of students who earn college-level credits, the WA Guided Pathways coaches, WSBCTC and College Spark WA leadership have developed a suggested self-assessment for *designing, reviewing and refining quality models of advising* to serve as the basis for an advising system designed to *support clarifying pathways, entering a pathway and keeping students on a pathway to completion*. These components have been shown impact key metrics such as retention, credit accumulation, math and English completion and completion. The following design elements or standards may be helpful for colleges and coaches to use as a self-evaluation tool, and have been derived from NACADA¹ and CAS standards² in alignment with NWCCU standards³.

QUALITY SCALE: How well are these elements integrated into your design?

- 1- We do not have the data or analysis completed to know
- 2- Not true for most/ all
- 3- Partially true/ true for some
- 4- True for all

1. ENTRY ADVISING (PRE-ENROLLMENT)

1	2	3	4	Description
				A. Entry advising for each program of study provides clear guidance regarding access to all available pathways and programs for every student.
				B. Specialized advising for selective admissions programs are available and mandatory for every student who indicates interest in the pathway, including alternative programs within each pathway.
				C. Students who took Intermediate Algebra in high school are not advised to take Intermediate Algebra for transfer reasons alone, but instead only if it is the correct math for their program of study.
				D. Mandatory advising for every student is implemented at scale.
				E. Not only are the courses offered and appropriately advised, but data confirms students are enrolling in the correct courses for their programs.
				F. Structured career advising is provided to all students, including clear and current labor market information for each program of study and related career pathways.
				G. Intensive career exploration services are provided for every student who at the time of application indicates a lack of clarity regarding which pathway to pursue, including career assessments, counseling services and relevant structured industry exploration experiences.
				H. Advisors receive consistent training regarding equity competencies related to career selection processes.
				I. Students who indicate a plan to transfer are engaged in identification of their transfer institution (top three) by the end of second term.
				J.

2. EDUCATIONAL PROGRAM AND COURSE ADVISING

1	2	3	4	Description
				A. Advisors collaborate with faculty to use a range of instruments in addition to or in lieu of placement tests for placement into Math & English coursework, including high school GPA, high school and previous college transcript analysis, Guided Self-Placement, etc.

¹ NACADA <http://www.cwu.edu/academic-advising/sites/cts.cwu.edu/academic-advising/files/DW83%20HANDOUT.pdf>

² CAS Standards <http://standards.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>

³³ NWCCU <https://www.nwccu.org/accreditation/standards-policies/standards/>

				B. Every student co-creates an individualized educational plan by the end of the first quarter including financial, academic and career plan. The educational plan must be captured in a system that allows monitoring of progress against the plan.
				C. Advisors have access to a two year schedule of course offerings integrating forecasted enrollment needs which is consistent and available for program & course advising.
				D. Relevant labor market information related to programs and pathways offered is readily available in a consumable format for advisors.
				E. A system is in place to assure students who are not accepted into selective admissions programs are assisted with re-direction to relevant programs within their pathway.
				F. A system is in place to intervene with students who are consistently off-path to redirect to relevant programs.
				G.

3. TRANSFER AND CAREER ADVISING

1	2	3	4	Description
				A. It is possible for a student to complete their degree and transfer requirements for their identified transfer institution within two years.
				B. Students at all levels of preparation are advised to enroll in college-level math courses with required just-in-time support.
				C. Students are advised into major appropriate college-level math course for program completion or transfer institution.
				D. Industry related work-learn requirements are embedded in advising practices and available to every student (Professional-Technical & Transfer) with appropriate compensation.
				E. Local industry partnerships & network is leveraged for student work-learn experiences resulting in development of a professional network and deepened understanding of related sector entry processes and practices.
				F. Upon completion of their first year, students are engaged with relevant industry partners in meaningful ways (informational interviewing, structured networking, internships, etc.).
				G.

4. SYSTEMS AND INFRASTRUCTURE

1	2	3	4	Description
				A. The college has scheduled all courses so that students can complete their identified plan and program, transfer requirements, and industry certifications, regardless of point of entry, course enrollment status (PT/FT), or modality needs (online, hybrid, flex, etc)
				B. The college has transparent planned intervention strategies and clearly identified responsible parties that are regularly reviewed and updated.
				C. Systemic progress monitoring identifies students who are off path and effective and evidence-based interventions are in place to redirect and support students.
				D. Advisors are clearly identified as liaisons to each Meta-major/ area of study for timely, clear communication and smooth student transitions.
				E. The college leverages technology to track, monitor and improve the data release cycle regarding student progress toward degree completion.
				F. The college leverages technology to improve systemic communication with students, and between staff, faculty, and leadership.
				G.

NOTES