



**INSTITUTIONAL POLICIES TO SUPPORT GUIDED PATHWAYS  
POLICY SELF-ASSESSMENT FOR GOVERNING BOARDS**

**INSTRUCTIONS: PLEASE COMPLETE THE FOLLOWING ASSESSMENT WITH MEMBERS OF YOUR GOVERNING BOARD, IF POSSIBLE, AND SUBMIT TO CORAL NOONAN-TERRY BY OCTOBER 13<sup>TH</sup>. ([NOONAN@CCCSE.ORG](mailto:NOONAN@CCCSE.ORG)).**

**INSTITUTION NAME:**

Policy	Adopted / Date	If adopted prior to pathways work, has policy been revisited/ revised?	If not adopted, steps toward adoption?
<b>Clarify the Pathways</b>			
Has your governing board officially endorsed the institution's work to develop and implement guided pathways at scale – <i>for all students</i> in the college?			
Has your institution mandated redesign of developmental math and English, with the goal of ensuring students complete college-level gateway courses during the first academic year?			
Has your institution mandated focus on and monitoring of equity, inclusion, and diversity in program design and review?			
Does your governing board explicitly support institutional partnerships with K-12, transfer institutions, and regional employers to ensure alignment of pathways across sectors?			

<b>Help Students Choose and Enter Pathways</b>			
Has your institution mandated multiple measures assessment for all students, to identify the level and type of support needed for success in college-level courses?			
Has your institution mandated orientation for all entering students prior to registration?			
Does your institution prohibit late registration?			
Has your institution mandated a student success course for all students in their first semester (or summer prior)?			
<b>Help Students Stay on Their Path</b>			
Has your institution mandated early advising and career exploration for all students, leading to development of an education plan?			
Has your institution implemented and scaled systems enabling students and their advisors to monitor progress and milestone accomplishments along the chosen pathway?			
Has your institution implemented and scaled systems for identifying students who are struggling and intervening with timely support (i.e., early alert)?			
<b>Ensure Students are Learning</b>			
Does your governing board have a policy statement mandating periodic review of student learning outcomes and their appropriate alignment with transfer and employment options upon completion?			
Does your institution mandate and fund professional development programs that focus on improving student success, including cultural competency and effective practices of teaching and learning?			
Has your institution revised minimum qualifications and hiring practices for faculty to ensure effective teaching skills?			
Has your institution revised evaluation, promotion and tenure guidelines for faculty to ensure effective teaching skills?			

<b>Essential Conditions</b>			
Has your governing board adopted a resolution to increase completion rates?			
Has your governing board adopted a resolution committing the institution to achievement of equity in student outcomes?			
Does your institution ensure that the strategic plan centers on student success and completion (as opposed to buildings, bonds, and budgets)?			
Does the governing board agenda include at least one item on student success for every board meeting?			
Does the governing board have regular updates on the institution's progress toward scaled guided pathways implementation?			
Does your institution require regular presentation and use of disaggregated cohort tracking data, including student progress and completion?			
Has your institution mandated development of a comprehensive evaluation design, both formative and summative, for college processes and programs?			
Has the governing board devoted sufficient time to understand the work of guided pathways reform and the related demands upon the CEO in leading large-scale institutional change?			