January 2018

**WASHINGTON GUIDED PATHWAYS ESSENTIAL PRACTICES:**

**SCALE OF ADOPTION ASSESSMENT**

**Background**

The Student Success Center at the Washington State Board for Community and Technical Colleges (SBCTC) is partnering with the Community College Research Center (CCRC) on research and technical support to help Washington colleges design and scale guided pathways reforms. These reforms are intended to help students explore, enter, and complete programs of study that prepare them for career advancement and further education. CCRC’s research agenda includes qualitative research to better understand how colleges are changing practices, what challenges colleges are facing, and how they are overcoming these challenges. In addition, CCRC will conduct quantitative analyses using student unit record data shared by SBCTC to examine the effects of these reforms on short- and longer-term student outcomes. In order to understand the progress Washington colleges are making toward implementing these practices at scale, **we are asking that your college complete the Scale of Adoption Assessment by February 28, 2018**.

**Instructions for Completing the SOAA**

We suggest that you convene faculty and deans from transfer and career/technical programs, student services staff, and administrators 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 (as of Winter Term, 2018). Many colleges are also including representatives from Institutional Research, Information Technology, the Registrar’s office, and Financial Aid in their planning teams. In column three, describe the progress your college has made toward implementing each practice at scale (that is, for all entering students). 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. Then, in column two, select a scale item that best represents your progress thus far (see descriptions on next page). Finally, if your college selected “scaling in progress” or “at scale” for a given practice, please note which term (e.g., fall 2017) the college first reached this point.

If your college previously completed the assessment (for example, through participation in the AACC Pathways project), we ask that you convene colleagues to update the assessment. Please also note that we have included three new items – for Washington State community and technical colleges only – that assess your institution’s work in creating a common equity language, equity goals, and metrics. These items were developed collaboratively by a group of your peers representing WACTC, its Commissions, and leaders in our equity and guided pathways work. CCRC and SBCTC subsequently refined them in consultation with this group. The equity items occur at the end of the assessment for research protocol purposes only—as you know, equity is central to our guided pathways work, and is not seen as an “add-on.”

**Timeline**

CCRC and SBCTC will hold two webinars on **Thursday, January 25th and Monday, January 29th from 10-11am PST** to review the Scale of Adoption Assessment (SOAA).During the webinar, CCRC will review how to complete the SOAA. **Please submit the completed SOAA to Joe Holliday (**[**jholliday@sbctc.edu**](mailto:jholliday@sbctc.edu)**) by February 28, 2018**. Following the submission of your college’s SOAA, CCRC will reach out to schedule a follow-up interview with you and a few members of the team who completed the assessment. The purpose of the call is for CCRC and trained change facilitators from among your peers to review with you the college’s progress across the four practices areas and in the three equity benchmarks. The interviews will also provide an opportunity for follow-up on any questions that arise from reviewing your college’s SOAA. We will be scheduling these calls for March and early April 2018. Based on these calls, CCRC will compile a report for the colleges and SBCTC on patterns of adoption, challenges colleges face, and breakthrough practices.

**Questions?**

If you have any questions, please contact Joe Holliday (jholliday@sbctc.edu) of SBCTC or Hana Lahr (lahr@tc.columbia.edu) of CCRC. Questions about the SOAA itself can be directed to Hana.

**Scale definitions and descriptions**

|  |  |  |
| --- | --- | --- |
| Scaling Status | Definition | Description |
| Not Occurring | College is currently not following, or planning to follow, this practice | College is either not currently planning to implement a practice, but may in the future; or has no plans to implement the practice. |
| Not systematic | Practice is incomplete, inconsistent, informal, and/or optional | For any number of reasons, practice currently affects, happens for, happens to, or is accessible to some, but not all students. |
| Planning to Scale | College has made plans to implement the practice to scale and has started to put these plans into practice | College, with support of leadership, faculty, etc. has committed to implementing the practice and has a plan and timeline for implementation |
| Scaling in Progress | Implementation of the practice is in progress for all students | College is currently scaling the practice for all students, with a timeline for being at scale (currently at around 50%) |
| At Scale | Practice is implemented at scale – that is, for all students in all programs of study | Practice is in place for all entering students in a given academic term. |

This study has been approved by the Office of Institutional Research at Teachers College, Columbia University, protocol #18-145.