**CCRC Guided Pathways Scale of Adoption Survey**

***Due: August 1, 2022***

For the last several years, the Community College Research Center (CCRC) has been studying guided pathways reforms at colleges across the country. Guided pathways, which goes by various names locally, is a whole-college reform model that aims to help students choose, enter, and complete community college programs that lead to sustaining-wage employment or transfer with junior standing in a major—and to do so at an affordable cost and in a reasonable timeframe. Now being taken up by hundreds of community colleges nationally, the guided pathways model consists of numerous interconnected changes in practice, implemented over several years and scaled to reach all students.

This survey is part of a National Science Foundation–funded study that CCRC is conducting with the community colleges in Ohio, Tennessee, and Washington to examine the extent to which guided pathways reforms are contributing to changes in early student outcomes. Our research with colleges and practitioners in Tennessee has been critical to our understanding of how these reforms are being adopted and how they are affecting student success and college performance. We greatly value your partnership in this effort to build knowledge for the field and appreciate the time you put into completing this survey.

**How is this Scale of Adoption Survey different from previous versions?**

The previously administered CCRC Scale of Adoption Assessment (SOAA) was designed primarily as an institutional self-assessment and planning tool. This survey and CCRC’s follow-up phone calls are intended to collect information on the scale and timing of the adoption of practices our research indicates are essential to student success.

**Who should complete the survey, and how long will it take?**

We suggest that a person or persons leading guided pathways or other major student success reforms at your institution complete the survey and solicit input from other individuals as needed. We recommend that the survey be completed by someone who has been at the college for at least five years and knows the history of the college’s reform work. (Otherwise, the person will have to reach out to others at the college to confirm when practices were adopted, and the survey may take longer to complete.) We anticipate that the survey may be completed in 60 minutes or less. At the end of the survey, we have provided a space for you to share additional comments about your college’s guided pathways reforms.

To help facilitate this during such a busy time, CCRC will schedule 1-hour calls with colleges to jointly complete the survey with colleges during the meeting. Colleges may, but are not required to, begin completing the survey before their scheduled call.

**How will CCRC use the survey data?**

CCRC will use the survey information together with deidentified student unit record data from the Washington State Board of Community and Technical Colleges to study whether the scale and timing of the adoption of particular guided pathways practices are associated with college credit accumulation, gateway course completion, and other indicators of “early momentum” in students’ first year. We will publish the results in a report and practitioner guide and send them to your college when they are released. *Note that individual colleges will not be identified in the publications we produce from this research.*

If you have any questions about the survey, please contact **Taylor Myers, CCRC Senior Research Assistant, at** [**tmm2186@tc.columbia.edu**](mailto:tmm2186@tc.columbia.edu). Thank you!

**College Name:** Enter your college’s name **Date:** Enter today’s date

**Please list the names, emails, and positions/titles of the persons completing the survey:**

Enter names, emails, and titles

# Area 1: Program Organization/Information

## Meta-majors

1. What percentage of credit programs are organized by meta-major or broad field?

**At least 80%** of credit programs are organized by meta-major or broad field.

*If yes:*

1. When were at least 80% of credit programs organized by meta-major or broad field? Indicate the term and year.

**Term:** Enter term **Year:** Enter year  **Unsure**

1. Does the college track which meta-major students are enrolled in?

**Yes**  **No**

**Less than 80% but at least half** of credit programs are organized by meta-major or broad field.

**Some but less than half** of credit programs are organized by meta-major or broad field.

**None** of our credit programs are organized by meta-major or broad field.

## Program Maps

1. What percentage of credit career-technical and workforce programs provide information on course requirements and recommended sequences (program maps) on the college’s website?

**At least 80%** of credit career-technical and workforce programs provide program maps on the website.

*If yes:*

1. When were program maps for at least 80% of credit career-technical and workforce programs first available on the website? Indicate the term and year.

**Term:** Enter term **Year:** Enter year  **Unsure**

**Less than 80% but at least half** of credit career-technical and workforce programs provide program maps on the website.

**Some but less than half** of credit career-technical and workforce programs provide program maps on the website.

**None** of our credit career-technical and workforce programs provide program maps on the website.

1. What percentage of transfer programs provide information on course requirements and recommended sequences (program maps) and requirements for transfer in specific majors (e.g., AS in biology or AA in psychology, rather than AA in liberal arts or general studies) on the college’s website?

**At least 80%** of transfer programs provide program maps and requirements for transfer in specific majors on the website.

*If yes:*

1. When were program maps and requirements for transfer in specific majors first available for at least 80% of transfer programs on the website? Indicate the term and year.

**Term:** Enter term **Year:** Enter year  **Unsure**

**Less than 80% but at least half** of transfer programs provide program maps and requirements for transfer in specific majors on the website.

**Some but less than half** of transfer programs provide program maps and requirements for transfer in specific majors on the website.

**None** of our transfer programs provide program maps and requirements for transfer in specific majors on the website.

## Math Pathways

1. What percentage of program maps designate a program- or field-specific math sequence (for example, statistics for social science pathways), as opposed to designating college algebra as the default or providing no guidance on which math courses to take?

**At least 80%** of program maps designate a program- or field-specific math sequence.

*If yes:*

1. When did at least 80% of program maps first designate program- or field-specific math sequences? Indicate the term and year.

**Term:** Enter term **Year:** Enter year  **Unsure**

**Less than 80% but at least half** of program maps designate a program- or field-specific math sequence.

**Some but less than half** of program maps designate a program- or field-specific math sequence.

**None** of our program maps designate a program- or field-specific math sequence.

**Not applicable.** We do not have program maps.

# Area 2: Program Onboarding

## Academic and Career Exploration and Program Choice

1. What activities have been adopted for all or nearly all new credit students (not including high school dual enrollment/credit students) to help them explore career and academic interests and choose a program of study when they first enter the college? Select all that apply and indicate the term and year in which at least 80% of new credit students were experiencing or had access to the activity.

Mandatory orientation

**Term:** Enter term **Year:** Enter year  **Unsure**

Mandatory orientation with meta-major-specific content

**Term:** Enter term **Year:** Enter year  **Unsure**

Mandatory career assessment

**Term:** Enter term **Year:** Enter year  **Unsure**

Mandatory first-year experience course

**Term:** Enter term **Year:** Enter year  **Unsure**

Mandatory first-year experience course with meta-major-specific content

**Term:** Enter term **Year:** Enter year  **Unsure**

Field-specific events or activities organized by each meta-major community

**Term:** Enter term **Year:** Enter year  **Unsure**

Other: Please describe

**Term:** Enter term **Year:** Enter year  **Unsure**

1. What percentage of first-time students (not including high school dual enrollment/credit students) are advised to take at least one course related to their meta-major or program (other than math, English, or a first-year experience course) in their first term?

**At least 80%** of first-time students are advised to take at least one course related to their meta-major or program in their first term.

*If yes:*

1. When was this practice first adopted for at least 80% of first-time students? Indicate the term and year.

**Term:** Enter term **Year:** Enter year  **Unsure**

**Less than 80% but more than half** of first-time students are advised to take at least one course related to their meta-major or program in their first term.

**Some but less than half** of first-time students are advised to take at least one course related to their meta-major or program in their first term.

**None** of our first-time students are advised to take at least one course related to their meta-major or program in their first term.

## Educational Planning

1. What percentage of first-time credit program students (not including high school dual enrollment/credit students) are helped to develop a full-program educational plan by the end of their first term?

**At least 80%** of first-time credit program students are helped to develop a full-program educational plan by the end of their first term.

*If yes:*

1. When was this practice first adopted for at least 80% of first-time credit program students? Indicate the term and year.

**Term:** Enter term **Year:** Enter year  **Unsure**

**Less than 80% but more than half** of first-time credit program students are helped to develop a full-program educational plan by the end of their first term.

**Some but less than half** of first-time credit program students are helped to develop a full-program educational plan by the end of their first term.

**None** of our first-time credit program students are helped to develop a full-program educational plan by the end of their first term.

1. Can students see their educational plans online and determine which courses they have already taken and which they need to take to complete their programs?

Yes  No

*If yes:*

1. When was this practice first adopted for at least 80% of new credit students? Indicate the term and year.

**Term:** Enter term **Year:** Enter year  **Unsure**

## Enriched Instruction in Program Foundation Courses

1. Have there been formal academic division or college-wide efforts to improve instruction in meta-major or program-related foundation courses (other than math, English, or first-year experience courses)?

**Yes,** there have been division- or college-wide efforts to improve instruction in **more than half** of program-related foundation courses.

**Yes,** there have been division- or college-wide efforts to improve instruction in **some but less than half** ofprogram-related foundation courses.

**No,** efforts to improve instruction have been initiated at the department or faculty levels and not in divisions or college-wide.

## Corequisite Support in Math

1. What percentage of first-time students (not including high school dual enrollment/credit students) who are deemed to need remediation in math are placed in a corequisite math course (i.e., a college-level math course with academic support)?

**At least 80%** of first-time students who are deemed to need remediation in math are placed in a corequisite math course.

*If yes:*

1. When was this practice first adopted for at least 80% of first-time students? Indicate the term and year.

**Term:** Enter term **Year:** Enter year  **Unsure**

**Less than 80% but more than half** of first-time students who are deemed to need remediation in math are placed in a corequisite math course.

**Some but less than half** of first-time students who are deemed to need remediation in math are placed in a corequisite math course.

**None** of our first-time students who are deemed to need remediation in math are placed in a corequisite math course.

1. Does the academic support provided to students in corequisite math align with the content of their college-level math course? (For example, do students in college-level statistics have statistics-focused learning support?)

Yes  No  Not applicable

# Area 3: Ongoing Support

## Student Advising

1. What systems and structures are in place to support the monitoring of students’ progress on their educational plans? Select all that apply and indicate the term and year in which at least 80% of credit students were experiencing this form of advising.

a. Mandatory advising, first term

**Term:** Enter term **Year:** Enter year  **Unsure**

b. Mandatory advising, subsequent terms (advisors must sign off before students can register)

**Term:** Enter term **Year:** Enter year  **Unsure**

c. Checkpoint advising (required appointments with advisors at key progress milestones)

**Term:** Enter term **Year:** Enter year  **Unsure**

d. Caseload advising (each student is assigned to a specific advisor)

**Term:** Enter term **Year:** Enter year  **Unsure**

e. Automatic registration alerts (to notify when students have registered for courses not on their educational plan)

**Term:** Enter term **Year:** Enter year  **Unsure**

f. Other: Please describe

**Term:** Enter term **Year:** Enter year  **Unsure**

g. Other: Please describe

**Term:** Enter term **Year:** Enter year  **Unsure**

1. Are professional or faculty advisors assigned to students in specific meta-majors or broad fields?

Yes  No

*If yes:*

1. When was field-specific advising first adopted? Indicate the term and year.

**Term:** Enter term **Year:** Enter year  **Unsure**

1. Are students intending to transfer in STEM assigned to STEM-specific advisors?

**Yes**  **No**

## Class Scheduling Based on Educational Plans

1. Does the college develop its course schedule based on data from students’ educational plans?

Yes  No

*If yes:*

1. When did the college begin scheduling classes based on students’ educational plans? Indicate the term and year.

**Term:** Enter term **Year:** Enter year  **Unsure**

1. Does the college provide class schedules for one or more full years so that students can see the course offerings and times for future terms?

Yes  No

*If yes:*

1. When did the college begin offering yearlong schedules? Indicate the term and year.

**Term:** Enter term **Year:** Enter year  **Unsure**

# Optional

Use the space below to share any additional comments about your college’s guided pathways reforms. You may also include questions or doubts about particular survey items or responses.

Enter your response here