**TEXAS PATHWAYS**

**SCALE OF ADOPTION SELF-ASSESSMENT**

Spring 2023

**Institution Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Thank you for engaging in the 2023 Texas Pathways Scale of Adoption Assessment (SOAA) process! The SOAA process has three steps:

1. Texas Pathways colleges complete the SOAA self-assessment.
2. The Texas Success Center interviews college teams to gain deeper insights and calibrate responses across the state.
3. The Texas Success Center analyzes results and produces actionable research briefs for use by colleges.

This self-assessment tool was developed from the Community College Research Center tool to help your colleges assess how far along you are toward adopting the Texas Pathways essential practices. Please complete this self-assessment after reflecting on your college’s progress scaling each practice to reach first-time-in-college (FTIC) students at the end of the Fall 2022 semester. A glossary of terms is available [here.](https://www.dropbox.com/s/qtz8cvka0swq9si/Texas%20Pathways_Glossary%20of%20Terms_2023.pdf?dl=0)

The SOAA instrument has sections for each of the four pillars of Texas Pathways. In each section:

* The first column lists the essential practice for your reference.
* The second column allows you to select the level of implementation using the following scale:

|  |  |  |
| --- | --- | --- |
| **Scale of Adoption** | **Definition** | **Students Impacted** |
| *Not occurring* | College is currently not following, or planning to follow, this practice | Impacts no FTIC students |
| *Not systematic* | Practice is incomplete, inconsistent, informal, and/or optional | Impacts a few FTIC students |
| *Planning to scale* | College has plans to scale the practice and has started putting plans into place | Impacts some FTIC students |
| *Scaling in progress* | Implementation of the practice is in progress for all students | Impacts >50% of FTIC students |
| *At scale* | Practice is implemented at scale, for all students in all programs of study | Impacts >80% of FTIC students |

* The third column allows you to make brief comments about the progress for academic programs, workforce programs, and continuing education/short-term credential programs (when relevant) in 2021 and 2022. The fourth column allows you to note the timeframe in which you have reached or will reach at least the *Scaling in progress* level.

After each pillar section, there are additional questions to provide context to your earlier selections. The intention of these questions is to gather more uniform data across colleges and to reduce the length of the follow-up interview with your college team. We appreciate the opportunity to collect brief responses to these questions.

We appreciate the time and effort it takes to complete an in-depth assessment like the SOAA! We hope you found the [2021 SOAA briefs](https://tacc.org/tsc/texas-pathways) to be a valuable resource. We look forward to producing more actionable findings from the 2023 SOAA process.   
 **Please direct questions to Kristina Flores, Director of Research & Evaluation, at** [**kflores@tacc.org**](mailto:kflores@tacc.org?subject=2023%20SOAA)**.**

| **Texas Pathways  Essential Practices** | **Scale of Adoption**  **for All Programs** | | **Recent Progress**  *Please add bullet points as needed.* | **Timeline**  *Please indicate the term (e.g. Fall 2019) depending on your answer.* |
| --- | --- | --- | --- | --- |
| **PILLAR 1: MAPPING PATHWAYS TO STUDENT END GOALS** | | | | |
| 1A. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors.” |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:*  *Notable Progress in 2021 and 2022 for continuing education/short-term programs:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |
| 1B. Every program is well designed to guide and prepare students to enter employment and further education in fields of economic importance to the college’s service area. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:*  *Notable Progress in 2021 and 2022 for continuing education/short-term programs:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |

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| 1C. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:*  *Notable Progress in 2021 and 2022 for continuing education/short-term programs:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |
| 1D. Programs are clearly mapped out with clear guidance for students on which courses to take and in what sequence. Critical courses for program success and other key progress milestones are clearly identified. All info is easily accessible on the college’s website. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:*  *Notable Progress in 2021 and 2022 for continuing education/short-term programs:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |
| 1E. Required math courses are appropriately aligned with the student’s meta-major or field of study. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |

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| **PILLAR 1 FOLLOW-UP QUESTIONS** | | | |
| **Questions** | | | **Contextual Notes**  *Please provide any additional information you feel would provide the appropriate context for your answer. Add bullet points as needed.* |
| 1. Do all academic and workforce program maps have: | Yes | No |  |
| * Semester-by-semester sequences |  |  |
| * Suggested course sequences |  |  |
| * Critical courses |  |  |
| * Prerequisites |  |  |
| * Program milestones |  |  |
| * Transfer information (for academic programs) |  |  |
| * Labor market information (job availability and salary) |  |  |
| * Financial costs of program |  |  |
| 1. If you offer multiple math pathways, approximately what percentage of students are taking first college-level math courses on the following math pathways? (You may use Spring 2022 or Fall 2022 as a reference semester.) | Percent | |  |
| * College Algebra (MATH 1314 or MATH 1414) |  | |
| * Elementary Statistical Methods (MATH 1342) |  | |
| * Contemporary Mathematics - Quantitative Reasoning (MATH 1332) |  | |
| * Math for Business and Social Sciences (MATH 1324) |  | |
| 1. What specific actions have you taken to make program maps accessible on your webpage, particularly for students and families without prior experience with higher education? | | |  |

| **Texas Pathways  Essential Practices** | **Scale of Adoption  for All Programs** | | **Recent Progress**  *Please add bullet points as needed.* | **Timeline**  *Please indicate the term (e.g. Fall 2019) depending on your answer.* |
| --- | --- | --- | --- | --- |
| **PILLAR 2: HELPING STUDENTS CHOOSE AND ENTER A PATHWAY** | | | | |
| 2A. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |
| 2B. Contextualized supports are provided to help all students to succeed in the “gateway” courses for the college’s major program areas. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |

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| 2C. Contextualized supports are provided to help students placed into developmental math to succeed in the program-relevant **first college-level math** course by the end of their first year. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |
| 2D. Contextualized supports are provided to help students placed into developmental reading or writing to succeed in the **first college-level English** course by the end of their first year. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |
| 2E. Intensive support is provided to help students placed into adult basic education to enter and succeed in college-level courses as soon as possible. |  | Not occurring | *Notable Progress in 2021 and 2022:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |

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| 2F. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college. |  | | Not occurring | | *Notable Progress in 2021 and 2022:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | | Not systematic | |
|  | | Planning to scale | |
|  | | Scaling in progress | |
|  | | At scale | |
| **PILLAR 2 FOLLOW-UP QUESTIONS** | | | | | | |
| **Questions** | | | | | **Contextual Notes**  *Please provide any additional information you feel would provide the appropriate context for your answer. Add bullet points as needed.* | |
| 1. Are the following student intake activities offered and/or mandatory? | | Offered | | Mandatory for FTIC students |  | |
| * Orientation | |  | |  |
| * First-year experience/ Learning Framework | |  | |  |
| * Onboarding advising | |  | |  |
| 1. For math, is corequisite support contextualized for each math pathway or do all students take the same support math course? | | | | |  | |
| 1. Does the college offer or have plans to offer corequisite courses beyond math and English? | | | | |  | |
| 1. When do dual credit students choose a program pathway and make a full program plan? | | | | |  | |
| 1. What bridges to high-opportunity programs for students enrolled in adult education and literacy programs are being built by the college? | | | | |  | |

| **Texas Pathways  Essential Practices** | **Scale of Adoption  for All Programs** | | **Recent Progress**  *Please add bullet points as needed.* | **Timeline**  *Please indicate the term (e.g. Fall 2019) depending on your answer.* |
| --- | --- | --- | --- | --- |
| **PILLAR 3: KEEPING STUDENTS ON PATH** | | | | |
| 3A. The college’s advisors have accurate information to monitor which program every student is in and how far along the student is toward completing the program requirements. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |
| 3B. The college provides students with accurate information so students can easily see the progress they are making towards their program, life, and career goals. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |

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| 3C. The college has policies and practices in place so that advisors, faculty, and staff intervene in ways that help students continue to build momentum to program completion. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:* | | | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |
| 3D. The college provides early and accurate advising to students selecting into limited-access programs, such as nursing or culinary arts, to engage them with available options for credentials that align with their goals. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:* | | | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |
| 3E. The college schedules courses based on student educational plans to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can efficiently complete their programs. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:* | | | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |
| **PILLAR 3 FOLLOW-UP QUESTIONS** | | | | | | |
| **Questions** | | | | | **Contextual Notes**  *Please provide any additional information you feel would provide the appropriate context for your answer. Add bullet points as needed.* | |
| 1. Which of the following changes to advising is your college planning to adopt or has already adopted? | | | Adopted | Planning to adopt |  | |
| * Embedded or assigned advisors to meta-majors | | |  |  |
| * Caseload management for advisors | | |  |  |
| * Hiring additional advisors | | |  |  |
| * Mandatory advising in first term | | |  |  |
| * Mandatory advising checkpoints | | |  |  |
| 1. In what specific ways does the college support advisors to incorporate appreciative, proactive (intrusive), and/or culturally responsive advising practices? | | | | |  | |
| 1. What specific actions has the college taken to improve scheduling practices based on students’ educational plans? What future plans does the college have to evolve scheduling practices? | | | | |  | |

| **Texas Pathways  Essential Practices** | **Scale of Adoption  for All Programs** | | **Recent Progress**  *Please add bullet points as needed.* | **Timeline**  *Please indicate the term (e.g. Fall 2019) depending on your answer.* |
| --- | --- | --- | --- | --- |
| **PILLAR 4: ENSURING STUDENTS ARE LEARNING** | | | | |
| 4A. Program learning outcomes (PLOs) are aligned with the requirements for success in the further education and employment outcomes targeted by each program. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |
| 4B. Faculty provide instruction across programs (especially in program introductory courses) that engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |

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| 4C. Experiential learning activities are embedded in every program that allow all students to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*        *Notable Progress in 2021 and 2022 for workforce programs:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |
| 4D. Faculty/programs assess whether students are mastering program learning outcomes (PLOs) and building skills across each program, in both academic and workforce programs. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |

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| --- | --- | --- | --- | --- |
| 4E. Results of program learning outcomes (PLOs) assessments are used to improve teaching and learning through program review, professional development, and other intentional college efforts. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |
| 4F. The college helps students document their learning for employers and universities through portfolios, badging, sharing of micro-credentials, and other means beyond transcripts. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |
| 4G. The college collects quantitative and qualitative data to assess the effectiveness of educational practice (e.g., using CCSSE or SENSE, etc.) and uses the results to create targeted professional development for faculty and program leads. |  | Not occurring | *Notable Progress in 2021 and 2022 for academic programs:*      *Notable Progress in 2021 and 2022 for workforce programs:* | If currently *not occurring, not systematic, or not planning*, in what academic term do you expect to be at least *scaling?*      If currently *at scale* or *scaling*, in what academic term did you reach this status? |
|  | Not systematic |
|  | Planning to scale |
|  | Scaling in progress |
|  | At scale |

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| **PILLAR 4 FOLLOW-UP QUESTIONS** | |
| **Questions** | **Contextual Notes**  *Please provide any additional information you feel would provide the appropriate context for your answer. Add bullet points as needed.* |
| 1. What processes are used to collect data on student progress toward achievement of program learning outcomes (PLOs) in academic and workforce programs? |  |
| 1. How does the college allow students to see their progress toward achievement of program learning outcomes (PLOs)? |  |
| 1. How does the college engage faculty in program learning outcome (PLO) assessment and using the results to make programmatic changes? |  |
| 1. What specific actions are the college taking to strengthen teaching in entry-level courses and program gateway courses? |  |
| 1. How is the college scaling efforts to provide experiential learning opportunities to students in workforce programs? In academic programs? |  |

**You have completed the 2023 Texas Pathways SOAA self-assessment!   
Please look out for an invitation to join in an interview to discuss your results.   
Thank you for all you have done and continue to do to redesign the student experience in Texas community colleges!**