Talent Strong Texas Pathways
2024 Scale of Adoption Assessment

Welcome, Pathways Teams!

The Texas Success Center is dedicated to evaluating our statewide student success strategy—Talent Strong Texas Pathways—and using the information to provide meaningful support to all Texas community colleges. To accomplish this, we collect information on the implementation of the essential practices of the guided pathways strategy, student outcome key performance indicators (KPIs), and the student voice.

The Scale of Adoption Assessment (SOAA) is the process by which we learn how each college is redesigning the student experience through Talent Strong Texas Pathways. The SOAA process includes a self-assessment survey and a follow-up interview. Understanding the level of implementation of each essential practice allows the Center to design supports, institutes, and coaching to be valuable partners with each college as they work to continuously improve. The SOAA is a companion tool to our KPIs and student voice data.

The 2024 SOAA has evolved to capture the growth in our collective student success strategy. Practices are still organized into four pillars, but some things have changed! There is now a section on leadership enabling conditions that research suggest are necessary to accomplish whole-college guided pathways reform. Each pillar also has practices to measure implementation of belonging and wellness strategies to support the whole student.

Our network of reform-minded and action-oriented colleges accomplished amazing growth scaling the essential practices as measured by the Texas Pathways SOAA in 2017, 2019, 2021, and 2023. The 2024 SOAA is our first measure of the Talent Strong Texas Pathways strategy. It provides an opportunity to reevaluate progress with new and evolved essential practices. Colleges should expect to be at a starting point for many of the new practices, with the understanding that we will work together to scale these over the upcoming years of the strategy.

Whether this is your team's first time participating in the SOAA process or the fifth, the Center has designed this tool to be a support to each college's ongoing action planning. The front matter contains information about the terminology and scaling options for each section of the SOAA. The next section contains the items in the SOAA instrument for your reference. When ready, each college team will submit their completed SOAA information through a Qualtrics survey link. The Center will then follow up with a team interview.

We are here to help!

As your Pathways Team works through the SOAA,

you can reach out to your Pathways Coach, your peers,

and anyone on the Center team.

Thank you for engaging with us and sharing your progress!

The practices cover several enabling conditions, including:
- Pathways Team planning efforts
- High-level leadership support
- Pathways communication efforts
- Belonging and wellness planning
- Connections to the K-12 and four-year institution sectors
- Connections to the workforce

The practices in the Leadership Enabling Conditions section have a three-point scale of adoption:
- **At Scale** refers to practices that have been fully implemented at the college WITH an established sustainability plan to institutionalize the practice.
- **Scaling in Progress** refers to practices that have completed the implementation planning phase and are getting underway.
- **Preparing to Scale** refers to practices that are in the planning phase in which colleges are learning more about the practice and exploring options to implement them in the near future.

As a reminder, college teams will enter the SOAA self-assessment selections in Qualtrics and be invited to provide additional context, successes, and challenges in the follow-up interview.

The Pillar 1 section of the SOAA allows Pathways teams to evaluate the structural changes made during the backwards design process used to ensure the college is planning based on the students' post-completion goals, whether those goals include transfer to a baccalaureate program, transition into another credential program, or entry into the workforce.

The practices cover several areas described by specific terminology:

- **Meta-Majors**: A broad grouping of programs that share common foundational courses, skills, and abilities. Meta-majors have different names in Texas community colleges, such as Pathways, Communities, Areas of Study, Schools Of, etc.
- **Program Maps**: Resources that clarify individual program requirements and timelines to completion for students. Program maps may include course sequences and milestone courses, along with K-12 alignment, baccalaureate alignment, and/or labor market alignment information.
- **Credential Maps**: Resources that clarify multiple stackable credentials and timelines to completion for more than one credential for students. For example, credential maps for workforce programs can include short-term certificates, Level 1 certificates, Level 2 certificates, Applied Associate Degrees, and relevant jobs/salaries. For academic programs, credential maps can include program maps, embedded short-term credentials, partner baccalaureate program maps, and relevant jobs/salaries.
- **Belonging**: Belonging is the extent to which each member of the college community feels connected, valued, supported, and included. In the context of guided pathways, fostering belonging refers to designing a collection of experiences and institutional factors that contribute to each student's sense of belonging.
- **Wellness**: Wellness is when each member of the college community thrives because their basic needs are met and barriers to resources are removed, enabling them to focus on success. Fostering wellness refers to the comprehensive approach to supporting the well-being of students, faculty, and staff within the college community.

Over the years, the Center learned that implementation and scaling of practices varies by student and program type. Therefore, the SOAA allows each college to provide a level of scale for different student and program populations. We encourage colleges to build the capacity to measure essential practice outcomes by student/program type, but if that is not possible for this round, there will be an option to provide an overall level of scale or note that the population is not applicable, such as in the case that the college does not provide Adult Education & Literacy services or dual credit.

The practices in Pillar 1 have a three-point scale of adoption based on the proportion of first-time-in-college (FTIC) students served or the proportion of redesigned programs:

- **At Scale** refers to the practice reaching 80% or more of FTIC students OR 80% or more of programs being redesigned.
- **Scaling in Progress** refers to the practice reaching between 50% and 80% of FTIC students OR between 50% and 80% of programs being redesigned.
- **Preparing to Scale** refers to the practice reaching fewer than 50% of FTIC students OR fewer than 50% of programs being redesigned.

Why **FTIC students**, you ask? Great question!
The SOAA is one tool in a suite used to evaluate Talent Strong Texas Pathways. KPIs measure FTIC students to attribute milestones, such as completing a first college-level math course or earning six or more college credits in the first term, to the structures put into place by the community college. Students entering with credits from other institutions cannot be measured in the same way! Therefore, to be able to triangulate findings, we focus on FTIC students in the SOAA as well.

As a reminder, college team will enter the SOAA self-assessment selections in Qualtrics and be invited to provide additional context, successes, and challenges in the follow-up interview.

The Pillar 2 section of the SOAA allows colleges to reflect on the evolution of their onboarding practices. Talent Strong Texas Pathways encourages colleges to design early experiences that uncover the hidden curriculum for each student, engage each student with their interests upon entry, connect each student with program-related and basic needs resources, and start the process of developing a sense of belonging for each student.

Pillar 2 essential practices outline how colleges can move from conventional onboarding to student-interest-centered onboarding. The practices follow the research-based Ask-Connect-Inspire-Plan framework developed by the Community College Research Center:[1]

- **Ask**: Every student is asked about their interests, strengths, and aspirations and is guided to programs and people at the college with similar interests.
- **Connect**: From the start, colleges organize opportunities for all students to meet with faculty, students, alumni, and employers in fields of interest to them.
- **Inspire**: Every student takes at least one course in the first term on topics of interest that "light their fire" for learning.
- **Plan**: Colleges help every student to develop a full-program plan used to schedule classes and monitor progress.

Why **mandatory**, you ask? Great question!
Pillar 2 onboarding practices utilize the word "mandatory" because research on guided pathways and student success suggest that improvement in student outcomes relies on institutional practices that ensure each student engages in evidence-based student success practices. Evidence also tells us that students do not do "optional." As your team considers the current context in which you offer onboarding experiences, consider how you may move to "universal" or "mandatory" experiences for all students. The use of this descriptor does not suggest that the college should add back barriers to enrollment or registration if a student does not comply with a "mandatory" experience. Rather, the college should design systems that ensure each student eventually receives the evidence-based support. For example, this may look like a student being required to see an advisor before registering if they do not participate in a "mandatory" onboarding experience. We understand that it will take innovation and capacity building to reach full scale in these practices and the Center is committed to finding solutions to share with the network.

The practices in Pillar 2 have a three-point scale of adoption based on the proportion of FTIC students served:
- **At Scale** refers to the practice reaching 80% or more of FTIC students.
- **Scaling in Progress** refers to the practice reaching between 50% and 80% of FTIC students.
- **Preparing to Scale** refers to the practice reaching fewer than 50% of FTIC students.

As a reminder, college team will enter the SOAA self-assessment selections in Qualtrics and be invited to provide additional context, successes, and challenges in the follow-up interview.

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[1] Community College Research Center, "Reimagining Onboarding: The Ask-Connect-Inspire-Plan Framework."
https://ccrc.tc.columbia.edu/research/guided-pathways.html

The Pillar 3 section of the SOAA allows colleges to reflect on the systems and structures in place for supporting student success throughout each student's time at the college.

The essential practices in Pillar 3 encourage colleges to consider systematic, proactive, and unavoidable supports throughout the student journey. The word "mandatory" is used again to describe advising practices that ensure that the onus is on the college to ensure each student engages in proactive advising, either each semester or at pre-determined program milestones. This pillar also encompasses systems that ensure each student receives regular and systematic communications related to their program, student life, and holistic supports. For example, this could look like scheduled registration reminders, text campaigns connecting students to resources, etc.

The practices in Pillar 3 section have a three-point scale of adoption for some practices:
- **At Scale** refers to practices that have been fully implemented at the college WITH an established sustainability plan to institutionalize the practice.
- **Scaling in Progress** refers to practices that have completed the implementation planning phase and are getting underway.
- **Preparing to Scale** refers to practices that are in the planning phase in which colleges are learning more about the practice and exploring options to implement them in the near future.

The practices in Pillar 3 also have a three-point scale of adoption based on the proportion of FTIC students served or the proportion of redesigned programs for other practices:
- **At Scale** refers to the practice reaching 80% or more of FTIC students OR 80% or more of programs being redesigned.
- **Scaling in Progress** refers to the practice reaching between 50% and 80% of FTIC students OR between 50% and 80% of programs being redesigned.
- **Preparing to Scale** refers to the practice reaching fewer than 50% of FTIC students OR fewer than 50% of programs being redesigned.

A note on determining scale: To be At Scale for practices that list options with "OR," one of the opportunities must reach at least 80% of students (not a sum of several interventions). We understand that it will take innovation and capacity building to reach full scale in these practices, ensuring universal advising support for all students, and the Center is committed to finding solutions to share with the network.

As a reminder, college team will enter the SOAA self-assessment selections in Qualtrics and be invited to provide additional context, successes, and challenges in the follow-up interview.

The Pillar 4 section of the SOAA allows colleges to reflect on teaching and learning practices that support the college to design structures that foster student success, students to succeed in their program and beyond, and faculty to be equipped with tools they need to support student success.

The practices cover several areas described by specific terminology:

- **Program Learning Outcomes (PLOs):** PLOs are statements that describe the knowledge, skills, abilities, and attitudes that students are expected to demonstrate upon the completion of an academic, workforce, or continuing education program. PLOs are often measured at pre-determined milestones in a program, unlike Student Learning Outcomes (SLOs) that are measured in each individual course.
- **Active learning:** Active learning refers to an instructional approach in which students are expected to actively participate in the learning process, rather than passively receiving information. Examples include project-based learning, inquiry-based learning, capstone projects, undergraduate research, etc.
- **Applied learning:** Applied learning refers to an instructional approach in which students participate in experiences that allow them to practice what they've learned in class and enhance their readiness for success in their meta-major, program, further education, or entry into the workforce. Examples include meta-major or program projects, service learning, internships, apprenticeships, etc.
- **Meta-major or program-specific foundation courses:** This refers to the courses that teach the knowledge, skills, abilities, and attitudes that are necessary for future success in the program and beyond. For example, STEM programs may consider Calculus as foundational to student success and Health Science programs may consider Anatomy & Physiology as foundational to student success.

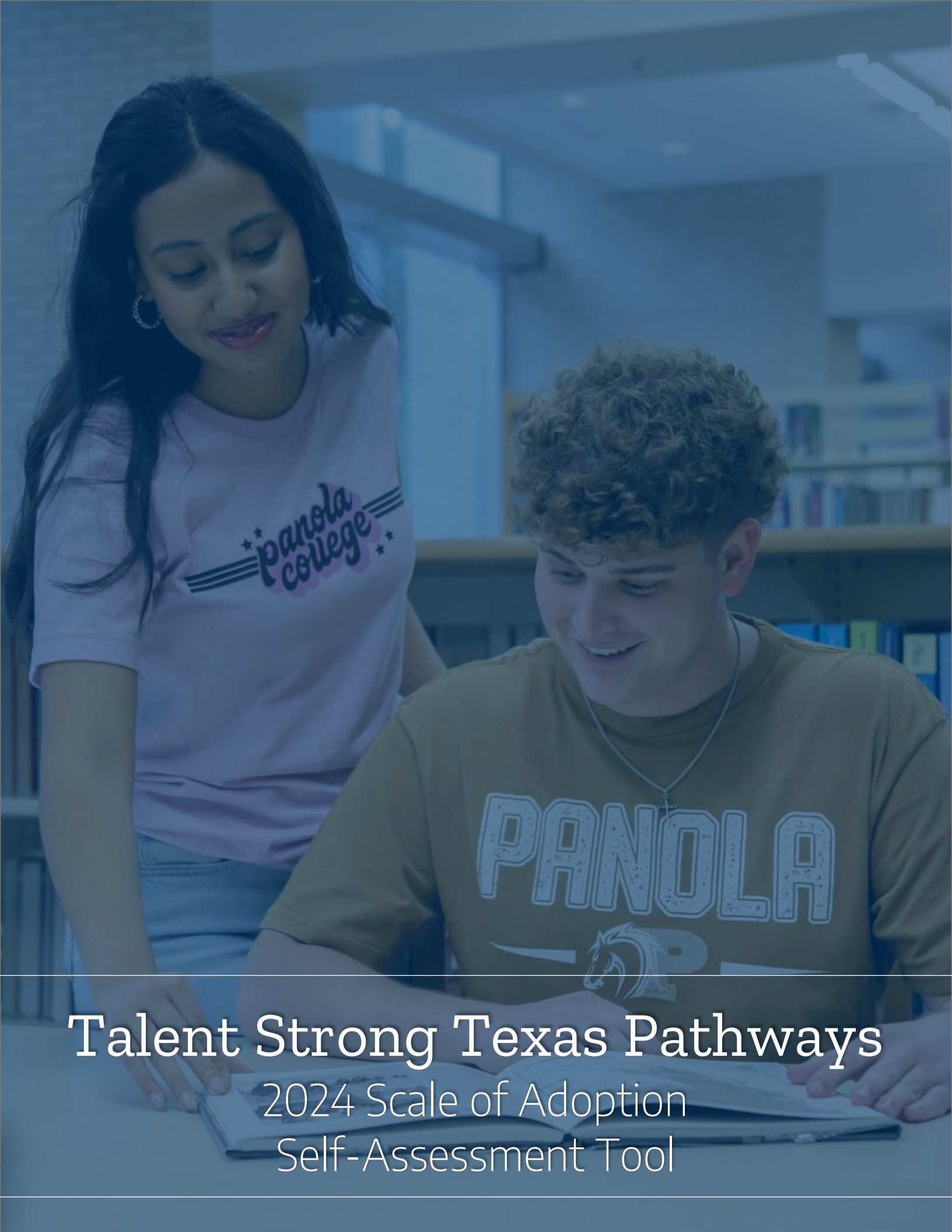The practices in Pillar 4 section have a three-point scale of adoption for some practices:

- **At Scale** refers to practices that have been fully implemented at the college WITH an established sustainability plan to institutionalize the practice.
- **Scaling in Progress** refers to practices that have completed the implementation planning phase and are getting underway.
- **Preparing to Scale** refers to practices that are in the planning phase in which colleges are learning more about the practice and exploring options to implement them in the near future.

The practices in Pillar 4 also have a three-point scale of adoption based on the proportion of FTIC students served, the proportion of redesigned programs, or the proportion of attendees for professional development:

- **At Scale** refers to the practice reaching 80% or more of FTIC students OR 80% or more of programs being redesigned OR 80% or more members participating in professional development.
- **Scaling in Progress** refers to the practice reaching between 50% and 80% of FTIC students OR between 50% and 80% of programs being redesigned OR between 50% and 80% of members participating in professional development.
- **Preparing to Scale** refers to the practice reaching fewer than 50% of FTIC students OR fewer than 50% of programs being redesigned OR less than 50% of members participating in professional development.

A note on determining scale: To be At Scale on practices that have two parts connected with "AND," the college must meet the full implementation with sustainability status or 80% requirement for both parts.

As a reminder, college team will enter the SOAA self-assessment selections in Qualtrics and be invited to provide additional context, successes, and challenges in the follow-up interview.

Talent Strong Texas Pathways

2024 Scale of Adoption
Self-Assessment Tool

		Name	Title	Email
Pathways Team	List the name, title, and email for each member of the Pathways Team.			

Essential Practice		SOAA Item	At Scale Yes, implementation complete and sustained	Scaling in Progress No, but implementation plan in place	Preparing to Scale No, but exploring options
L-A	Pathways Team Work Plan	Ai. Does the Pathways Team have an established meeting schedule throughout the year to review and report on progress made on College Action Plans?			
		Aii. Has the Institutional Effectiveness team developed an internal continuous evaluation process for Pathways reforms?			
L-B	Leadership Support	Bi. Has the college president/chancellor established a leadership priority to support Pathways efforts?			
		Bii. Has the college board of trustees/regents established a priority to support Pathways efforts?			
L-C	Guided Pathways	Ci. Has guided pathways been communicated to the college community as the student success framework for the college?			
		Cii. Has guided pathways been embedded into the college's strategic planning, such as the Strategic Plan or Quality Enhancement Plan?			
L-D	Pathways Communi-cations	Di. Does the college regularly and systematically communicate Pathways plans, successes, and challenges to the college community, including to students?			
		Dii. Does the college regularly and systematically gather feedback from the college community, including students, about Pathways plans, successes, and challenges?			
L-E	Wellness	Ei. Has the Pathways Team established a priority to take action to systematically address each student's wellness and support each student's basic needs?			
L-F	Belonging	Fi. Has the Pathways Team established a priority to take action to systematically foster each student's sense of belonging?			
L-G	Education Ecosystem	Gi. Has the college formalized relationships with Independent School District (ISD) partners to expand dual credit pathways aligned with college programs?			
		Gii. Has the college formalized relationships with four-year partners to improve the transition and success of transfer students?			
L-H	Workforce Ecosystem	Hi. Does the college regularly and systematically engage workforce and business partners in Pathways efforts to ensure the college contributes to a successful workforce ecosystem?			

Essential Practice		SOAA Item	At Scale At least 80% of programs OR At least 80% of FTIC students	Scaling in Progress Between 50 and 80% of programs OR Between 50 and 80% of FTIC students	Preparing to Scale Less than 50% of programs OR Less than 50% of FTIC students

1-A	Programs organized by meta-major	1Ai. What percentage of each type of program are organized by meta-major or broad field?
		  i. Academic programs
		  ii. Workforce programs
		  iii. Continuing education programs
		  iv. Adult Education & Literacy programs
		  v. Dual credit programs			

1-B	Program-specific math sequences mapped for credit programs	1Bi. What percentage of academic program maps designate a program- or field-specific math sequence, as opposed to designating college algebra as the default or providing no guidance on which math courses to take?			
1-C	Program Maps: Programs mapped to student post-completion goals	1Ci. What percentage of academic programs provide program maps with related major information on the website?			
		1Cii. What percentage of career and technical education or workforce programs provide program maps with job/career information on the website?			
		1Ciii. What percentage of continuing education programs provide program maps with credit program information on the website?			
		1Civ. What percentage of adult education and literacy (AEL) programs provide program maps with credit program information on the website?			
1-D	Credential Maps: Credentials mapped through multiple levels	1Di. What percentage of academic programs provide credential maps with available short-term, sub-baccalaureate, and baccalaureate credentials by major area with labor market information?			
		1Dii. What percentage of workforce programs provide credential maps with available short-term, certificate, and applied associate credentials with labor market information?			

		1Diii. What percentage of each type of student has a digital record of their skills and credentials beyond the traditional academic transcript?
		  i. Academic students
		  ii. Workforce students
		  iii. Continuing education students			

Essential Practice		SOAA Item	At Scale Yes, implementation complete and sustained	Scaling in Progress No, but implementation plan in place	Preparing to Scale No, but exploring options
1-E	Centralized and highly visible location/hub for basic needs supports AND dedicated staff members to manage access to and use of supports	1Ei. Is there a centralized and highly visible location/hub for basic needs supports on campus?			
		1Eii. Is there a webpage on the college site that contains all information for available basic needs supports on and off campus?			
		1Eiii. Are there dedicated staff members to plan, manage, and facilitate student access to and use of basic needs supports?			
		1Eiv. Which of the following services are offered on campus, off campus, or both on and off campus?	**Matrix Options:** Food insecurity supports Housing insecurity supports Mental health universal supports Mental health therapeutic supports Mental health crisis supports Pregnant and parenting student supports Childcare supports Transportation supports Public benefit registration support Other – please describe		
1-F	Strategy in place to promote belonging	1Fi. Is there a college-wide strategy in place to promote each student's sense of belonging?			

Essential Practice		SOAA Item	
2-A	Either mandatory orientation or mandatory first-year experience course AND either meta-major content or field-focused events	2Ai. What onboarding activities have been adopted for all, or nearly all, students in the following populations to help them explore career and academic interests and choose a program of study when they first enter the college? i. Academic students ii. Workforce students iii. Continuing education students iv. Adult Education & Literacy students v. High school dual credit students	**Matrix Options:** Mandatory – Optional – Not Offered Orientation Orientation with meta-major-specific content Career assessment First-year experience course First-year experience course with meta-major-specific content Field-specific events or activities organized by each meta-major community Other - please describe

Essential Practice		SOAA Item	At Scale At least 80% of FTIC students	Scaling in Progress Between 50 and 80% of FTIC students	Preparing to Scale Less than 50% of FTIC students
2-B	All students given career assessments AND undergo initial advising	2Bi. What percentage of first-time students from each population undergo career assessment during onboarding AND participate in a mandatory initial advising session? i. Academic students ii. Workforce students iii. Continuing education students iv. Adult Education & Literacy students v. High school dual credit students			
2-C	All students take a program-related course in the first term	2Ci. What percentage of first-time students (not including high school dual 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?			
		2Cii. What percentage of first-time high school dual 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 year?			

Essential Practice	SOAA Item	At Scale At least 80% of FTIC students	Scaling in Progress Between 50 and 80% of FTIC students	Preparing to Scale Less than 50% of FTIC students

2-D
 	
All students receive support to create a full program plan in the first term
	2Di. What percentage of first-time students from each population are required and supported to develop a full-program educational plan by the end of their first term?
	  i. Academic students
	  ii. Workforce students
	  iii. Continuing education students
	  iv. Adult Education & Literacy students
	  v. High school dual credit students			

	2Dii. What percentage of students from each population can see their educational plan online AND determine which courses they have taken and which they need to take to complete their programs?
	  i. Academic students
	  ii. Workforce students
	  iii. Continuing education students
	  iv. Adult Education & Literacy students
	  v. High school dual credit students			

2-E
 	
All students given basic needs assessment AND access to available supports during onboarding
	2Ei. What percentage of students from each population complete a basic needs assessment during the onboarding or registration process?
	  i. Academic students
	  ii. Workforce students
	  iii. Continuing education students
	  iv. Adult Education & Literacy students
	  v. High school dual credit students			

	2Eii. What percentage of students from each population receive information about basic needs supports available on and off campus during onboarding or registration?
	  i. Academic students
	  ii. Workforce students
	  iii. Continuing education students
	  iv. Adult Education & Literacy students
	  v. High school dual credit students			

2-F
 	
All students participate in a planned intervention or experience aimed at each student's sense of belonging in the first term
	2Fi. What percentage of first-time students from each population participate in a planned intervention or experience aimed at promoting each student's sense of belonging in the first term?
	  i. Academic students
	  ii. Workforce students
	  iii. Continuing education students
	  iv. Adult Education & Literacy students
	  v. High school dual credit students			

Essential Practice		SOAA Item	At Scale Yes, implementation complete and sustained	Scaling in Progress No, but implementation plan in place	Preparing to Scale No, but exploring options
3-A	Caseload advising AND advisors assigned by meta-major	3Ai. Are professional or faculty advisors assigned a caseload?			
		3Aii. Are professional or faculty advisors assigned to students in specific programs or meta-majors?			

Essential Practice		SOAA Item	At Scale At least 80% of programs OR At least 80% of FTIC students	Scaling in Progress Between 50 and 80% of programs OR Between 50 and 80% of FTIC students	Preparing to Scale Less than 50% of programs OR Less than 50% of FTIC students
3-B	Mandatory advising for returning students	3Bi. What percentage of each type of student receive mandatory advising every semester OR at program milestones? i. Academic students ii. Workforce students iii. Continuing education students iv. Adult Education & Literacy students v. High school dual credit students			
3-C	Systematic checkpoint advising OR registration alerts	3Ci. What percentage of each type of student receive early alerts OR registration alerts OR other systematic progress communications every semester OR at program milestones? i. Academic students ii. Workforce students iii. Continuing education students iv. Adult Education & Literacy students v. High school dual credit students			
3-D	Programs are structured and scheduled to promote student completion and facilitate their efficient and effective transition to further education and/or employment	3Di. What percentage of each type of program courses are scheduled based on data from student educational plans? i. Academic programs ii. Workforce programs iii. Continuing education programs iv. Adult Education & Literacy programs v. Dual credit programs			

3-D	Programs are structured and scheduled to promote student completion and facilitate their efficient and effective transition to further education and/or employment		**At Scale** Yes, implementation complete and sustained	**Scaling in Progress** No, but implementation plan in place	**Preparing to Scale** No, but exploring options
		3Dii. Does the college provide course schedules for at least one full year so that students can see the course offerings and times for future terms?			

Essential Practice	**SOAA Item**	**At Scale** At least 80% of FTIC students	**Scaling in Progress** Between 50 and 80% of FTIC students	**Preparing to Scale** Less than 50% of FTIC students
3-E	Basic needs supports systematically and regularly communicated to students	3Ei. What percentage of students from each population receive regular systematized communications directing them to basic needs supports? i. Academic students ii. Workforce students iii. Continuing education students iv. Adult Education & Literacy students v. High school dual credit students			

Essential Practice	**SOAA Item**	**At Scale** Yes, implementation complete and sustained	**Scaling in Progress** No, but implementation plan in place	**Preparing to Scale** No, but exploring options
3-E	Basic needs supports systematically and regularly communicated to students	3Eii. Does the college retain student-level records on basic needs supports use?			
3-F	Strategies in place for ongoing student belonging efforts	3Fi. Does the college have planned interventions and experiences throughout each student's pathway to promote the sense of belonging?			
		3Fii. Does the college use a tool to measure each student's sense of belonging at least annually?			
		3Fiii. Does the college have a system to use information about each student's sense of belonging to improve college practices and policies?			

Essential Practice		SOAA Item	At Scale At least 80% of programs OR At least 80% of FTIC students	Scaling in Progress Between 50 and 80% of programs OR Between 50 and 80% of FTIC students	Preparing to Scale Less than 50% of programs OR Less than 50% of FTIC students
4-A	Program Learning Outcomes (PLOs) designed AND assessed for program improvement	4Ai. What percentage of each type of program have established program learning outcomes aligned with student end goals AND make programmatic adjustments based on the results of PLO assessment? i. Academic programs ii. Workforce programs iii. Continuing education programs			
4-B	Eligible students placed into corequisite math AND support aligned with math subject content	4Bi. What percentage of students deemed underprepared for math enroll in entry-level math with corequisite support?			
4-B	Eligible students placed into corequisite reading-intensive courses AND support aligned with reading needs	4Bii. What percentage of students deemed underprepared for reading enroll in an entry-level reading course with corequisite support?			
4-B	Eligible students placed into corequisite writing-intensive courses AND support aligned with writing needs	4Biii. What percentage of students deemed underprepared for writing enroll in an entry-level writing course with corequisite support?			
4-C	Strategic course, program, and basic needs supports embedded throughout program	4Ci. Which of the following supports are available for students who demonstrate need for an intervention during a course or program?	**Matrix Options:** Early alert Tutoring Writing lab Math lab NCBO support course Embedded tutors Peer tutors Supplemental instructors Basic needs supports Other – please describe		

			At Scale Yes, implementation complete and sustained	Scaling in Progress No, but implementation plan in place	Preparing to Scale No, but exploring options
4-C	Strategic course, program, and basic needs supports embedded throughout program	4Cii. Can faculty make interventions mandatory for students who demonstrate need for support during a course or program?			
		4Ciii. Is there a systematic process faculty use to refer students to learning supports?			
		4Civ. Is there a systematic process faculty use to refer students to basic needs supports?			
4-D	Instructional improvement in foundation courses by meta-major or program	4Di. Are there formal academic division efforts to improve active and applied learning in meta-major or program-related foundation courses (other than math, English, or first-year experience courses)?			
		4Dii. Are there formal workforce division efforts to improve active and applied learning in meta-major or program-related foundation courses?			
		4Diii. Are there formal college-wide efforts to improve active and applied learning in all courses?			
4-E	All faculty, advisors, staff, administrators receive training to recognize student basic needs insecurities AND direct students to appropriate personnel and services	4Ei. Does the college have an annual professional development plan to provide training for the college community to identify student basic needs insecurities and be able to direct students to appropriate supports?			
		4Eii. What percentage of each group participate in student basic needs professional development annually? i. Full-time faculty ii. Adjunct faculty iii. Advisors iv. Staff v. Administrators	**At Scale** At least 80% of the group	**Scaling in Progress** Between 50 and 80% of the group	**Preparing to Scale** Less than 50% of the group
4-F	All faculty, advisors, staff, administrators receive training to support belonging	4Fi. Does the college have an annual professional development plan to providing training for the college community on sense of belonging?	**At Scale** Yes, implementation complete and sustained	**Scaling in Progress** No, but implementation plan in place	**Preparing to Scale** No, but exploring options
		4Fii. What percentage of each group participates in student belonging professional development annually? i. Full-time faculty ii. Adjunct faculty iii. Advisors iv. Staff v. Administrators	**At Scale** At least 80% of the group	**Scaling in Progress** Between 50 and 80% of the group	**Preparing to Scale** Less than 50% of the group

Acknowledgements

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Texas Success Center

The Texas Success Center supports the Texas Association of Community Colleges members' efforts to improve student success and directs Talent Strong Texas Pathways—a statewide strategy focused on building capacity for community colleges to design and implement structured academic and career pathways at scale, for all students. For more information, visit tacc.org/tsc.