

Cross-Sector Guided Pathways Self-Assessment

What is the purpose of this survey?

Since publishing *Redesigning America's Community Colleges: A Clearer Path to Student Success* in 2015, the Community College Research Center (CCRC) has been studying the implementation of guided pathways reforms in more than 100 colleges nationally. Guided pathways is a whole-college reform model that aims to help students choose, enter, and complete community college programs that lead to living-wage jobs or transfer with no excess credits in a major field of interest—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 was designed by CCRC for use by colleges assessing the extent to which they have implemented at scale (that is, for all students) practices that research by CCRC indicates are important for improving student outcomes. The survey reflects what CCRC has learned through our research on efforts by colleges to strengthen [program exploration, connection and completion through reforms within the college](#), as well as newer work on efforts by colleges to partner with employers and universities, on the one hand, and K-12 schools and community groups on the other, to [build cross-sector pathways to career-path employment for students from underserved communities](#).

How will the results of the survey be used?

Colleges involved in NCII's Rural Guided Pathways Project can use the survey to assess their progress in implementing guided pathways reforms within their colleges and across sectors in partnership with employers, universities, K-12 schools, and community groups and identify areas for further improvement and scaling. This survey is designed to be used for self-assessment: to identify areas of progress and areas for further work. Your responses to this survey will be shared with NCII, CCRC, SMEs, and coaches. Aggregate survey responses will be shared with the colleges, partners and funders.

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

We suggest that the team responsible for leading guided pathways reforms at your institution complete the survey as a group. We estimate that this will take up to 90 minutes. Following the October Institute, your team will meet with your coach to review, discuss, and finalize your responses to the survey.

Please send your completed survey to your coach and to Sarah Cale (sarah@ncii-improve.com) by October 13th, 2023.

If you have any questions about the survey instrument, please contact Hana Lahr (lahr@tc.columbia.edu) at CCRC. Thank you!

College Name:

List of persons (including their titles) involved in filling out the survey:

Date reviewed with your coach:

Clarifying Paths to Student Employment and Transfer Goals

This section includes questions on meta-majors (broad fields of study), program mapping for workforce programs, program mapping for transfer programs, and math pathways (program- or field-specific sequences of math courses).

Meta-majors

1. Are the college's credit programs organized by meta-major or broad fields of study on your college's website?

Yes No

If yes:

- a. Please share a link to your college's meta-majors:
- b. Does the college track which meta-major students are enrolled in?
 Yes No
- c. Are non-credit or continuing education workforce programs included in meta-majors in related fields?
 Yes No

(Optional) Comments on Practice 1:

Workforce program mapping

2. Are program maps with information on program and course requirements and recommended sequences for credit workforce (also called career-technical or professional-technical) programs provided on the college's website?

Yes No

If yes:

- a. What percentage of credit workforce programs have program requirements and course sequence maps on the website?
 - At least 80% of credit career-technical programs
 - Less than 80% but at least half
 - Some but less than half
 - None

- b. Is updating of workforce program maps a required part of the program review process at your college?

Yes No

If yes, how often is the program review process and who participates?

(Optional) Comments on Practice 2:

3. Does your website include information on job titles, earnings and local demand for jobs specific workforce programs are designed to prepare students for?

Yes No

If yes:

- a. For what percentage of workforce programs is associated job title, earnings and local demand information provided on the website?

At least 80% of credit workforce programs

Less than 80% but at least half

Some but less than half

None

- b. Please include a link to a sample website page with this information:

- c. How are job and wage data integrated into the program review process?

(Optional) Comments on Practice 3:

4. Does the website provide information on specific further education programs that students who earn workforce credentials can pursue in related fields (e.g., associate degree programs for certificate graduates or bachelor's programs for associate graduates)?

Yes No

If yes:

- a. For what percentage of workforce programs is information on further education opportunities provided on the college's website?

At least 80% of credit workforce programs

Less than 80% but at least half

Some but less than half

None

- b. Please add a link to a sample website page with this information:

(Optional) Comments on Practice 4:

Transfer Program Mapping

5. Are program maps with information on program and course requirements and recommended sequences for transfer to bachelor's programs in specific majors (e.g., biology, criminal justice, business finance as opposed to liberal arts or general studies) provided on the college's website?

Yes No

If yes:

- a. For what percentage of transfer programs are requirements and maps provided for transfer in specific majors (e.g. AS in Business or AA in History) on your website?

At least 80% of credit transfer programs
 Less than 80% but at least half
 Some but less than half
 None

- b. Please add a link to a sample transfer program map in a specific major:

(Optional) Comments on Practice 5:

6. Does your college provide guides showing requirements for transfer in particular majors at specific destination universities?

Yes No

If yes, how often are the guides revisited and updated based on curricular changes?

(Optional) Comments on Practice 6:

Math Pathways

7. 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 for particular programs?

At least 80% of program maps
 Less than 80% but at least half
 Some but less than half
 None
 Not applicable. (We do not have program maps.)

(Optional) Comments on Practice 7:

Helping Students Choose and Enter a Program

This section includes questions on opportunities for academic and career exploration and education planning.

Academic and Career Exploration and Program Choice

8. Which of the following supports are provided to all or nearly all new credit students (not including high school dual enrollment students) to help them explore career and academic interests and choose a program of study during their first term at the college? (Select all that apply.)
- Mandatory orientation
 - Mandatory orientation with meta-major- or field-specific content
 - Mandatory career assessment
 - Mandatory first-year experience course
 - Mandatory first-year experience course with meta-major-specific content
 - Field-specific events or activities organized by each meta-major community
 - Other (Please describe):

(Optional) Comments on Practice :8

9. What percentage of first-time students (not including high school dual enrollment students) are advised to take at least one course related to their meta-major or field of interest (other than math, English, or a first-year experience course) in their first term?
- At least 80% of program maps
 - Less than 80% but at least half
 - Some but less than half
 - None

(Optional) Comments on Practice 9:

Helping Students Explore the Connection Between Programs and Living Wage Attainment

10. During the onboarding process, does your college help students explore the regional job market and the connection between the college's workforce and transfer programs and living wage attainment in the region?

Yes No

If yes:

- a. What percentage of students are assisted in exploration of these local labor market issues during the onboarding process?
- At least 80% of first-time students
 - Less than 80% but at least half
 - Some but less than half
 - None

(Optional) Comments on Practice 10:

11. Which of the following are part of the onboarding process to help students explore programs and living wage attainment? (check all that apply)

- Matching student interests to potential jobs & careers
- Exploring available jobs & titles in your region
- Clarifying the education required for these jobs
- Identifying the entry and mid-career wages associated with jobs
- Understanding the concept of family-sustaining wages and what is required to achieve that in your region
- Other (Please describe):

(Optional) Comments on Practice 11:

Educational Planning

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

- Yes No

If yes:

- a. What percentage of first-time credit students (not including dual enrollment) are helped to develop a full-program educational plan by the end of their first term?
 - At least 80% of first-time students
 - Less than 80% but at least half
 - Some but less than half
 - None
- b. 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
- c. Are the education plans for transfer-intending students customized to align with the requirements for transfer in the specific major fields at the specific bachelor's program or programs to which they want to transfer?
 - Yes No

(Optional) Comments on Practice 12:

13. What percentage of students seeking to transfer and/or pursuing an associate of arts degree (not including dual enrollment students) are enrolled in liberal or general studies program tracks (i.e., those that are not aligned with specific majors or fields)? Note: you can use the program enrollment data your college prepared in fall 2022 to answer this question.

- At least 80% of students seeking to transfer or earn an associate of arts
- Less than 80% but at least half

- Less than 50% but at least 25%
- Less than 25%
- None

(Optional) Comments on Practice 13:

Ensuring Students are Learning Across Programs

This section includes questions on corequisite support in math, active and experiential learning, and professional development for faculty.

Corequisite Support in Math

14. Which of the following methods are used to determine whether incoming students need remediation or academic support in mathematics? (Check all that apply.)

- Commercially developed standardized placement test (e.g., ACCUPLACER)
- College developed standardized placement test
- High school GPA
- Grades in high school math
- Guided self-placement
- Other - Please specify:

(Optional) Comments on Practice 14:

15. What percentage of first-time students (not including high school dual enrollment students) who are deemed to need remediation or academic support in math are placed in an accelerated math course or some other type of college-level math course with embedded academic support as opposed to a full-term prerequisite developmental education course?

- At least 80% of first-time students deemed to need remediation
- Less than 80% but at least half
- Some but less than half
- None

If the college still offers prerequisite developmental education courses, how many levels of developmental math are available?

(Optional) Comments on Practice 15:

16. 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 (We do not offer corequisite support in mathematics)

(Optional) Comments on Practice 16:

Active and Experiential Learning

17. In the past five years, have there been formal academic division or college-wide efforts to integrate active teaching and learning (defined as actively engaging students with the course material through discussions, problem solving, case studies, role plays and other methods), 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 integrate active teaching and learning in **more than half** of program-related foundation courses.
- Yes**, there have been division- or college-wide efforts to integrate active teaching and learning in **some but less than half** of program-related foundation courses.
- No**, efforts to integrate active teaching and learning have been initiated at the department or faculty levels but not in divisions or collegewide.

(Optional) Comments on Practice 17:

18. What percentage of students outside of healthcare participate in internships, co-ops, service learning, student clubs and other out-of-class experiential learning?

- At least 80% of students
- Less than 80% but at least half
- Some but less than half
- None

Please provide an example of an experiential learning opportunity in a program outside of healthcare:

(Optional) Comments on Practice 18:

Faculty professional development

19. In the past three years, what percentage of full-time faculty have participated in formal training or professional development on effective teaching practices (such as ACUE, Quality Matters, or other training organized by the college)?

- At least 80% of full-time faculty
- Less than 80% but at least half
- Some but less than half
- None

(Optional) Comments on Practice 19:

20. In the past three years, what percentage of part-time or adjunct faculty have participated in formal training or professional development on effective teaching practices (such as ACUE, Quality Matters, or training organized by the college)?

- At least 80% of part-time faculty

- Less than 80% but at least half
- Some but less than half
- None

(Optional) Comments on Practice 20:

Ensuring Students Complete their Program

This section includes questions on advising and class scheduling.

Student Advising

21. Which of the following are in place to support the monitoring of students' progress on their educational plans? Select all that apply.

- Mandatory advising, first term
- Mandatory advising, subsequent terms (advisors must sign off before students can register)
- Mandatory checkpoint advising (required appointments with advisors at key progress milestones)
- Caseload advising (each student is assigned to a specific advisor)
- Automatic registration alerts (to notify when students have registered for courses not on their educational plan)
- Other:

(Optional) Comments on Practice 21:

22. Are students assigned to professional or faculty advisors?

- Yes No

If yes, are students assigned to professional or faculty advisors in their meta-major or field of study?

- Yes No

If yes, how are students introduced to their assigned professional or faculty advisor:

(Optional) Comments on Practice 22:

Class Scheduling Based on Educational Plans

23. Does the college develop its class schedules based on data from students' educational plans?

- Yes No

(Optional) Comments on Practice 23:

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

- Yes No

(Optional) Comments on Practice 24:

Recruiting Students into Programs

This section includes questions on onramps to college degree programs for high school dual enrollment students, high school career-technical students, and students enrolled in non-credit programs.

Onramps to college degree programs for high school dual enrollment students

25. Has the college mapped curricular pathways to associate or bachelor's degrees in specific fields (not just liberal or general education core or AA programs) for high school students taking dual enrollment courses?

- Yes No

If yes, please provide a link to a sample pathway for dual enrollment students:

(Optional) Comments on Practice 25:

26. Does the college provide advising for dual enrollment students on courses they need to take during and after high school to pursue a degree in particular fields of interest to students?

- Yes No

If yes:

a. What percentage of current dual enrollment students does the college advise each year?

- At least 80% of dual enrollment students
 Less than 80% but at least half
 Some but less than half
 None

b. Are dual enrollment students helped to develop an education plan to pursue during and after college that they can see on their college student portal?

- Yes No Not applicable (Dual enrollment students do not have their own portal.)

(Optional) Comments on Practice 26:

27. Does the college monitor the percentage of former dual enrollment students who matriculate at college after high school?

- Yes No

If yes, approximately what percentage of former dual enrollment students matriculate each year:

(Optional) Comments on Practice 27:

Onramps to college degree programs for high school career-technical students

28. Has the college mapped curricular pathways to your applied associate degree programs for high school career-technical students?

Yes No

If yes, please provide a link to an example pathway to applied associate degrees:

(Optional) Comments on Practice 28:

29. Are your career-technical program faculty and administrators actively involved in recruiting high school career-technical students to enter their programs after high school?

Yes No

(Optional) Comments on Practice 29:

30. Does the college have a system or processes to ensure that eligible career-technical credits students earn in high school are applied toward a degree program if they enter the college after high school (beyond relying on students themselves to request that credits be applied)?

Yes No

If yes, please briefly describe:

(Optional) Comments on Practice 30:

Bridges to credit programs for non-credit program students

31. Does your college offer adult basic skills (ABE/ESL/GED) programs?

Yes No

If yes:

a. Have you developed “bridge” or transition curricula to enable adult basic skills students to take college-credit courses while they are taking ABS courses?

Yes No

If yes, approximately what percentage of adult basic skills students take credit courses:

b. What percentage of adult basic skills students does the college provide academic and financial aid advising to help them transition to credit programs?

- At least 80% of adult basic skills
- Less than 80% but at least half
- Some but less than half
- None

(Optional) Comments on Practice 31:

32. Does your college actively recruit students in non-credit or continuing education workforce programs into your career-technical degree programs?

- Yes
- No

(Optional) Comments on Practice 32:

33. What percentage of programs utilize prior learning assessments to provide college credit for entering students' previous work and educational experiences?

- At least 80% of programs
- Less than 80% but at least half
- Some but less than half
- None

(Optional) Comments on Practice 33:

Additional information

Use the space below to share any additional comments about your college's efforts to build stronger paths to degrees and good jobs for students in the college and across sectors. You may also include questions or concerns about particular survey items or responses.

Enter your response here: