GUIDED PATHWAYS SELF-ASSESSMENT TOOL

College of San Mateo

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College of San Mateo
Self-Assessment Outline

Key Element		Pre-Adoption	Early Adoption	In Progress	Full Scale
			Scale of Adoption		
Inquiry	1. Cross-Functional Inquiry		X		
	2. Shared Metrics			X	
	3. Integrated Planning		X		
Design	4. Inclusive Decision-Making Structures	X			
	5. Intersegmental Alignment			X	
	6. Guided Major and Career Exploration Opportunities		X		
	7. Improved Basic Skills			X	
	8. Clear Program Requirements		X		
Implementation	9. Proactive and Integrated Academic and Student Supports		X		
	10. Integrated Technology Infrastructure		X		
	11. Strategic Professional Development		X		
	12. Aligned Learning Outcomes			X	
	13. Assessing and Documenting Learning			X	
	14. Applied Learning Opportunities			X	
Overall Self-Assessment			X		

	INQUIRY (1-3) Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.			
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
1. CROSS- FUNCTIONAL INQUIRY College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.	College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.	Inquiry around Guided Pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes. Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.	Inquiry is happening in cross- functional teams that include faculty, staff and administrators. Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s). Guided Pathways are consistently a topic of discussion.	Inquiry is happening in cross-functional teams that include faculty, staff and administrators. Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings. Research on student success and equity are systematically included and focused on closing the equity gap(s). Guided Pathways are consistently a topic of discussion.

Please briefly explain why you selected this rating.

CSM has a long history with Basic Skills and Equity in reviewing data and addressing college needs. This process has guided the college to participate in programs like UMOJA, MANA, Project Change, Year One, and Writing in the End Zone.

The college has recently begun preliminary discussions about Guided Pathways at flex days and during division meetings. The concept of Guided Pathways was introduced at the administrative level and at division meetings in spring 2017. Student focus groups were also conducted in spring 2017. In addition, a college-wide opening day activity was devoted to cross-functional discussions around supporting students.

This information gathered at these meetings has helped guide this assessment and will be foundational to the work to be carried out by the design team which has been identified to lead Guided Pathways at CSM.

Describe one or two accomplishments the college has achieved to date on this key element.

Learning Communities that were formed to support disproportionately impacted students represent some elements of inquiry in cross- functional teams including faculty, staff and administrators. These Learning Communities have been institutionalized and supported by the college because of the impact on student success for traditionally marginalized students. To learn from the success of the Learning Communities, data about these initiatives was shared at college planning meetings in fall 2017 and will help to inform institutional level change.

Moving toward providing guidance for students proactively, the counseling department has also assigned counselor liaisons to each instructional division. The counselors attend division meetings to increase the understanding of individual courses and the interactions between programs and departments. They are also able to ensure students receive guidance based on programmatic changes.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

More awareness and participation is needed from the college community. Benefits of Guided Pathways are still not fully realized. In addition, on-going support is needed for students to ensure they accomplish their goals

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Students need to be supported throughout their academic endeavors, with the understanding that structured exploration ensures enduring success.

INQUIRY (1-3) Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	<mark>**Scaling in Progress**</mark>	**Full Scale**
2. SHARED METRICS College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.	College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.	Key benchmarks and progress on student data are used. They are beginning to be aligned across initiatives.	College has defined metrics that are shared across its different initiatives. But, student data are not systematically or regularly tracked to inform progress across initiatives. Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.	College uses shared metrics across the different initiatives to understand how student success has improved. College regularly revises and revisits college plans in response to those findings. Data for all metrics are disaggregated. Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students. Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.

Please briefly explain why you selected this rating.

CSM has developed a robust institutional effectiveness reporting mechanism which monitors and tracks student educational outcomes—ranging from college wide to the program-specific reporting level. As mentioned earlier, this process is used to inform decision making for institutional change.

The college, in conjunction with Learning Communities that support disproportionally impacted students, is beginning to regularly disaggregate data and use this data to inform programmatic changes.

In addition to the Learning Communities, CSM's CTE programs provide focused, industry informed instruction so students in these pathways can move seamlessly from classrooms and labs to internships and gainful employment. CTE educational and employment outcomes are supported by Strong Workforce Program grant objectives that include basic skills education and student services support.

Describe one or two accomplishments the college has achieved to date on this key element.

In Fall 2017, the integrated BSI, SSSP, and Equity plans define metrics that are consistent with all three areas.

Instructional and student services program review reporting incorporates the used of student academic (including degree/certificate completion and transfer) outcomes. The College Index also provides a scorecard, with targets, for a wide variety of measures of institutional effectiveness.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Identifying and tracking various student sub-populations across all student support programs needs to be made more efficient and automated for purposes of reporting. In addition, the college is challenged in tracking students transitioning to four-year institutions and the workforce.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Accurately tracking student level transfer and employment outcomes remains a challenge and currently requires considerable staff time.

INQUIRY (1-3)
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
3. INTEGRATED PLANNING College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to): • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation	College is currently not integrating or planning to integrate planning in the next few months.	Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.	Some conversations have taken place, with all of the key constituency groups at the table. Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are	College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students. All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions. Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key

Program (BSI/BSSOT) • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF)			Beginning to routinely inform and engage their constituents around integrated planning.	overarching strategies across the main college initiatives. Integrated plans and over-arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework. College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.

Please briefly explain why you selected this rating.

The college has integrated the Basic Skills, Equity, and SSSP plans. The integrated planning group is also in the process of identifying an integrated assessment process.

Describe one or two accomplishments the college has achieved to date on this key element.

The Guided Pathways Design Team has been identified and will be attending trainings to begin work on Guided Pathways. In addition, this team will be benefiting from partnerships with Career Ladders and attend training through Leading from the Middle. The college is also collaborating with the colleges in the district to implement high impact practices like multiple measures and Guided Pathways.

The Design team includes:

- Dave Danielson (Philosophy)
- Kathleen Sammut (Counseling/Senator, Academic Senate)
- Peter von Bleichert (Business/VP Academic Senate)
- Mohsen Janleenatpour (Astronomy)
- Jeramy Wallace (English/President, Academic Senate)
- Allie Fasth, (Year One Program Services Coordinator)
- Anniqua Rana (Dean, ASLT)
- Krystal Romero (Dean, Counseling)
- Laura Demsetz (Dean, Creative Arts and Social Science)

Guided Pathways have also been presented and supported by Academic Senate, Institutional Planning Committee, Cabinet, and was presented to a joint Academic and Classified Senate meeting in fall 2017.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Time and resources are needed for thoughtful and meaningful engagement of faculty, classified, and administration.

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
4. INCLUSIVE DECISION-MAKING STRUCTURES College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college- wide.	College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.	Workgroups or teams have been created, but they are *not* yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.	Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.	Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college- wide input (including student voice). Cross-functional teams are in communication and collaboration with college governance bodies.

Please briefly explain why you selected this rating.

College of San Mateo has identified a design team of faculty and administrators. This team will be attending the state-level trainings. They will also identify processes to create, implement and asses a Guided Pathways plan.

Describe one or two accomplishments the college has achieved to date on this key element.

- Design Team identified
- Assessment completed
- Scheduled to attend the state training
- Planning Timeline created

    Timeline Fall 2017

- Present Guided Pathway Self-Assessment Document to college- 10/6/2017
- Attend IEPI Guided Pathways workshop in Oakland, CA – 11/7/2017
- Skyline College will be presenting at a joint Academic Senate and Classified Senate meeting- 11/14
- Present to Board – 11/27/2017
- CSM Design Team will be consulting with the Career Ladders Project (CLP) to outline a plan for Guided Pathways for spring and beyond.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Some of the challenges include, but are not restricted to, identifying more work groups to get involved in this work. In addition, resources and time will be needed to create a strong foundation for this work. Relevant professional development is also fundamental to these efforts.

Working with colleges in the region will be instrumental in making pathways that are relevant to all students in the community since many of the students in the Bay area choose to take classes at different campuses.

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	<mark>**Scaling in Progress**</mark>	**Full Scale**
5. INTERSEGMENTAL ALIGNMENT *(Clarify the Path)* College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.

Please briefly explain why you selected this rating.

CSM has a unique program for high school seniors to provide an easy transition from high school to college. The Priority Enrollment Program (PEP) guarantees priority enrollment and early registration in classes for summer and Fall semester classes. High school students enroll at CSM through the College Connection Concurrent Enrollment Program. This enrichment program enables students who are still in high school to get an "early start" on their college experience and benefit from advanced scholastic or vocational work by taking classes at CSM.

With the objective to reach students who might not otherwise attend college, the developing Early College program at Half Moon Bay High School encourages these students take college classes at the High School as part of their regular school day. Students receive the benefit of extra support from their high school to ensure success in a college-level class. In addition, they are prepared to transition to CSM after graduation.

More recently, The College of San Mateo Promise Scholarship is available to San Mateo County recent high school graduates and students who have recently completed their GED or Adult Education who enroll at College of San Mateo full-time and plan to earn a certificate or degree. The Scholarship supports students by making college more affordable and ensuring that higher education is achievable for all members of our community. Students who do not receive the Promise Scholarship may be eligible for other types of financial support.

In addition to the college's collaboration with High Schools, the college has been collaborating with Adult Schools through the AEBG grant and the ACCEL consortium.

Describe one or two accomplishments the college has achieved to date on this key element.

For students to connect and collaborate with High Schools, Year One and the Outreach Departments coordinate events like Connect to College and Bulldog Bash.

The CTE Programs have taken a lead in creating intersegmental alignments. Courses in Digital Media Drafting Technology have been articulated through the CTE Transitions program which gives high school, SMCOE ROP and Job Train students and their parents/ families a chance to identify technical careers and the pathways of study that will need to be followed to prepare for those careers. In addition, new positions of Director of Workforce and Industry Relations Manager have been created to facilitate and strengthen employment pipelines between the campus and local employers.

College of San Mateo joined with Pacific Gas and Electric (PG&E), East Bay Municipal Utilities District (EBMUD), and San Francisco Public Utilities Commission (SFPUC) to develop the curriculum in the EPS program. The intent of this certificate is to prepare students for work in a variety of industries that require knowledge of electronics and skills in the calibration of highly sensitive equipment/instrumentation. The curriculum in the certificate program is also intended to position students to pass employment tests and interviews for high wage/high demand jobs. This certificate is designated an approved Power Pathways program under the PG&E umbrella of Power Pathways training programs in California. In addition the BART Transit Career Ladders Training Program has been created for students interested in working in the industry.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Outside of a few CTE areas, many Transfer and CTE pathways have not been developed, so the challenge will be in scaling up these pathways. In addition, the

varying requirements for CSUs and UCs create challenges.

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES *(Help Students Choose and Enter a Pathway)* College has structures in place to scale major and career exploration early on in a student's college experience.	○ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.	○ Discussions are happening about ways to cluster programs of study into broad interest areas.	○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies. College has not yet implemented meta- majors/interest areas. College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.	○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies. Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on. Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is systematically included into the process.

Please briefly explain why you selected this rating.

Students are generally guided into pathways through their counseling consultations. In addition, some cohorts of students are provided proactive counseling support. However, clusters of meta-majors have not yet been created.

Describe one or two accomplishments the college has achieved to date on this key element.

Counselors have been assigned to work with each academic division to better understand discipline and program needs. The college also has a history of faculty advising, which has created expertise necessary to have conversations around how to create pathways.

For students in STEM programs, the METaS project has been implemented to improve the success, retention, and completion of Latino/a and low-income STEM students at the College of San Mateo. By fostering a supportive community of faculty, administrators, and peer tutors, METaS works to help students achieve their academic goals while celebrating the impact of Hispanics and Latinos in Bay Area STEM fields. The METaS project is funded by an HSI-STEM grant through the Department of Education. METaS has a variety of support systems and programs to help students succeed in their academic goals at CSM. Some examples include peer tutors and Supplemental Instructional Leaders, field trips to universities and STEM industries, textbook assistance, transfer support, and counseling.

In the Biology and Health Science areas, the Bridges Scholars Program provides two-month paid research internship in June and July for working in laboratories at SF State University, together with students from CSM and three other area community colleges. Students are also eligible to apply for a second summer where they conduct advanced research. The NIH requires that participants be African-American, Latino or Latina, Native American, or Pacific Islander (e.g., be a native of Samoa, Hawaii, or Guam) who are underrepresented in biomedical research fields. Students' intended major must fall under the broad category of "Biomedical", which can include biology, chemistry, and biochemistry. In addition, a major in physics, engineering, and computer science may qualify if students are interested in biological applications of these fields.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Engaging all constituents around the development of meta-majors and pathways will require time and energy. The college is working on building capacity to scale up the conversations to guide the planning and implementation with faculty and administrative leadership.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

The College is working on creating structures/curriculum to help students identify areas of interest particular to different majors or careers.

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	<mark>**Scaling in Progress**</mark>	**Full Scale**
7. IMPROVED BASIC SKILLS *(Help Students Choose and Enter a Pathway; Ensure Students are Learning)* College is implementing evidence-based practices to increase access and success in college and/or transfer- level math and English, including, but not limited to: ● The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement Co-requisite remediation or shortening of developmental sequence ● Curricular innovations including creation of math pathways to ● align with students' field of study.	○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.	○ College is currently piloting one or more of the evidence-based strategies listed in the "key element" description to increase access to and success in college and/or transfer-level English and math courses.	○ College has scaled one or more instance of the evidence-based strategies listed under "key element," but others are still in the pilot stage.	○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.

Please briefly explain why you selected this rating.

The College of San Mateo and the San Mateo Community College District has fully implemented using high school transcript for placement including cumulative GPA, course grades, non- cognitive measures. Evaluations of these efforts are still in process. The assessment will be used to inform changes.

Describe one or two accomplishments the college has achieved to date on this key element.

A key accomplishment is the multiple measures initiative, which has been a district wide effort.

In English, remediation has been consolidated in English 105, allowing students to accelerate through the academic pathway. In addition, options like Path to Stats have helped increase student transition to transfer.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Additional resources are needed to scale these classes and provide more opportunities for students to enroll in them. Professional development around contextualizing needs to be provided.

In addition, the transition for ESL students to transfer-level English classes remains problematic.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	<mark>**Early Adoption**</mark>	**Scaling in Progress**	**Full Scale**
8. CLEAR PROGRAM REQUIREMENTS *(Clarify the Path)* College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).	○ College is currently not providing or planning to provide clear program requirements for students.	○ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty. A few course offerings and schedules are designed to meet student demand. Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences. Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences. Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences. Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion. Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.

Please briefly explain why you selected this rating.

Some programs, like Nursing, have created clear pathways and schedules for students. In other programs, pre-requisites dictate course sequence and schedules. For example, the Math Science division establishes a core schedule of required courses. Similarly, the Language Arts Division offers sequenced course schedules.

However, to create Guided Pathways, data and more cross-discipline discussion is needed. The Design Team will work with the campus to map Key educational and career competencies (including transfer and major requirements and labor market information) to develop more student-centered course sequences.

Describe one or two accomplishments the college has achieved to date on this key element.

Some course sequences, like Math, ESL, and English are listed in the schedule of classes. Other programs, such as Music, Digital Media, Architecture, Engineering, Biology, have this information available on their website.

To prepare students to be successful as STEM majors a Math-Science Jam is offered. This one-week intensive math treatment offers new and returning students the opportunity to improve placement test results in math and/or prepare for math and science courses they will be taking. This is particularly beneficial for students who placed into college math below precalculus intending to major in Science, Technology, Engineering or Math (STEM) fields. CSM is also offering Science Jams (Chemistry and Physics/Astronomy) to teach students how to use math tools in other sciences.

In addition, College of San Mateo has been awarded a Mathematics, Engineering and Science Achievement (MESA) grant. The purpose of the MESA grant is to launch a MESA program at the College of San Mateo (CSM). The funding focuses on expanding student services and academic support to educationally and economically disadvantaged students majoring in science, technology, engineering or math (STEM). The 13 MESA components required for the California Community Colleges provide the perfect guidelines to organize some of the components we have in place and fund additional support to strengthen and expand services to the target student population. The CSM MESA program will be the center of focus to support student success and transfer to 4-year universities and STEM majors.

The College of San Mateo Nursing Program provides students with opportunities for learning at the College, local hospitals, and community health agencies. The program is fully accredited by the California Board of Registered Nursing. Upon graduation, the candidate receives an Associate in Science degree in Nursing, and is eligible to take the National Council Licensing Exam (NCLEX) examination. The graduate is also eligible to transfer to programs offering a bachelor's degree in nursing. Articulated course information is readily available for students on the college web site.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Creating predictable schedules based on Ed Plans is also part of the challenge. The timelines for creating class schedules and Student Ed Plans are not aligned. In addition, student course selection often differs from what is shown in the multi-semester Ed Plan.

A multi-college district creates challenges aligning Guided Pathways and creating supportive rather than conflicting schedules.

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS *(Help Students Stay on the Path)* College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.	○ College is currently not implementing or planning to implement proactive and integrated student supports.	○ The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling. Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently. There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and support services.	○ Collaboration between the instructional and support services occurs in specific programs. Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently. There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.	○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion. Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study. There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.

Please briefly explain why you selected this rating.

The College is working on appropriate ways to scale up the counseling and advising to provide monitored progress reports. Currently students in structured and/or cohort programs like Learning Communities and EOPS.

Describe one or two accomplishments the college has achieved to date on this key element.

A recent accomplishment is the creation of Year One, a program that proactively integrates academic and non-academic support services for students transitioning from high school students to college. This program provides the following services:

- **A Summer Experience**: Take a one-week Pathway to College course to get familiar with college expectations, college life, and the College of San Mateo campus.
- **Priority Registration**: Get the classes you need to complete your educational goals.
- **College 1**: Attend this class designed to help you make a successful transition to college life.
- **Year One Counseling**: Access to Year One counselors who will help guide you to and through specific coursework.
- **Year One Community**: Participate in Year One events, such as the speaker series, student success workshops and the student celebration.
- **Year One Support**: Access to tutoring, financial aid services, and staff to help you navigate College of San Mateo.

Below are other key accomplishments and interventions related to alignment between academics and student services at CSM:

- Math 811 with Counseling
- Counselors assigned to Divisions
- Learning Communities
- Supplemental Instruction
- Peer and faculty tutoring
- http://www.e3educate.org/

The structure in Academic Support and Learning Technologies is in early adoption. This division provides proactive academic and counseling support through Learning Communities.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

On-going training is required to ensure that systems like Early Alert are used effectively to support students.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
10. INTEGRATED TECHNOLOGY INFRASTRUCTURE *(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)* College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including: • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) • System for counselors and faculty to monitor students' progress (e.g., Starfish, early	○ College currently does not have or plan to build an integrated technology infrastructure.	○ The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.	○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.	○ The college has in place technology tools to support planning, implementation and ongoing assessment of Guided Pathways, including: academic planning; placement; advising; tracking; completion outcomes**:** career counseling, including employment and salary information; and transfer and bachelor's degree attainment data. College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.

alert system, etc.) • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others				

Please briefly explain why you selected this rating.

Introduction of Degree Works provides easy access for students and counselors to see progress toward multi academic goals. Data on career and employment opportunities are available, but need to be included in student, faculty, and counseling discussions on a regular basis. Student demand as evidenced in SEPs does not drive scheduling of classes. We currently lack a system to monitor students' progress.

Describe one or two accomplishments the college has achieved to date on this key element.

Counselor work with students to create Educational Plans in Degree Works. Both students and counselors can use this to track student progress.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Broad consensus on appropriate and consistent use of all the technology, across multiple constituencies continues to be a challenge. Ed Plans serve as guidance but need to be updated regularly.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

<table>
<tr>
<td colspan="5" align="center">IMPLEMENTATION (9-14)
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.</td>
</tr>
<tr>
<td rowspan="2">KEY ELEMENT</td>
<td colspan="4" align="center">SCALE OF ADOPTION</td>
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<tr>
<td>Pre-Adoption</td>
<td><mark>Early Adoption</mark></td>
<td>Scaling in Progress</td>
<td>Full Scale</td>
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<tr>
<td>11. STRATEGIC PROFESSIONAL DEVELOPMENT

<i>(Help Students Stay on the Path; Ensure Students are Learning)</i>

Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</td>
<td>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</td>
<td>○ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college's strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</td>
<td>○ Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process.

Strategic professional development includes systematic, frequent and strategic attention to:
Using learning outcomes assessment results to support/improve teaching and learning.
Providing updated information across the college to enable faculty and</td>
<td>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college's overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.

Strategic professional development includes systematic, frequent and strategic attention to:
Using learning outcomes assessment results to support/improve</td>
</tr>
</table>

			staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.	teaching and learning • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes. directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services.

Please briefly explain why you selected this rating.

The college provides Professional Development within more traditional models of flex days, workshop, and conference attendance. In recent semesters – and especially in fall 2017, flex day professional development activities have been more closely aligned with the college's strategic goals. These activities include Equity and Education Speaker Series and the Faculty Diversity Internship Program.

Some faculty have participated in a variety of less-traditional models like Reading Apprenticeship. In addition, conversations around Habits of Mind have helped inform curricular change.

Describe one or two accomplishments the college has achieved to date on this key element.

The college continues to promote increased cross-discipline participation, including an opening day all-college session "Moving the Needle: Let's Come Together For Student Success" focused on the foundations of Guided Pathways. The mid-fall flex day included professional development sessions closely aligned to college goals including equity and student success.

In 2016, the college initiated the New Faculty Institute to provide year-long professional development focused on integrating new faculty into the campus culture and critical pedagogy.

Beginning fall 2017, faculty have created inquiry groups for on-going conversations and professional development around themes including active learning and sustainability.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Ensuring broad participation in professional development activities continues to be a challenge. In particular, it is difficult for adjunct faculty to participate on a regular basis due to limited compensation options.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
12. ALIGNED LEARNING OUTCOMES *(Ensure Students are Learning)* Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.	○ College is currently not aligning or planning to align learning outcomes.	○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.	○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.	○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.

Please briefly explain why you selected this rating.

Learning outcomes have been developed at all levels. An initial alignment of learning outcomes took place several years ago and is being revisited this academic year. Results of learning outcome assessment at the course level are used to guide instructional changes in many programs but are not formally linked to professional development.

Describe one or two accomplishments the college has achieved to date on this key element.

All courses have outcomes and data is collected on a regular basis

Innovation and experimentation around assessment and teaching/learning is being led by faculty to inform curricular and programmatic changes.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

While faculty may individually select professional development opportunities based on the assessment of learning outcomes, assessment results are not consistently linked with professional development.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	<mark>Early Adoption</mark>	Scaling in Progress	Full Scale
13. ASSESSING AND DOCUMENTING LEARNING *(Ensure Students are Learning)* The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.	○ College is currently not assessing and documenting or planning to assess and document individual student's learning.	○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty. Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. Most programs examine and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. All programs examine and use learning outcomes results to improve the effectiveness of instruction.

Please briefly explain why you selected this rating.

All courses and programs have created and regularly update learning outcomes. Learning outcomes are regularly assessed at the course level. Some programs have set up systems to assess outcomes and inform pedagogy and continually improve learning outcomes.

Describe one or two accomplishments the college has achieved to date on this key element.

The college has created a system to align the learning outcomes from the course outline of records to the system to capture assessment of outcomes. To ensure the college will be able to disaggregate learning and program outcomes, the college is working on an innovative way to gather outcomes to ensure the process is relevant to instruction.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Although other measures of student success are available to students and the public at large, information regarding the attainment of learning outcomes is not.

Only some students complete degrees or certificates; for these students, only course outcomes are currently assessed.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

In one sense, we have well-established learning outcomes routines. We've been using learning outcomes for years to highlight needs for pedagogical and/or service improvements. Faculty and staff look at the results in their own particular areas to see if there are gaps, and make changes based on these gaps. However, we are working to make learning outcomes an instrument for institutional improvement. This involves taking a new look at the process, establishing cross-disciplinary and cross-constituency collaborations, and rethinking how we collect and analyze data. In this respect, we're very much at the beginning of the process.

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	<mark>**Scaling in Progress**</mark>	**Full Scale**
14. APPLIED LEARNING OPPORTUNITIES *(Ensure Students are Learning)* Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	○ College is currently not offering or planning to offer applied learning opportunities.	○ Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.	○ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co- ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.	○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.

Please briefly explain why you selected this rating.

Contextualized learning opportunities are included in many courses and programs. Clinical placements and experience are incorporated in the Nursing, Dental Assisting, Addiction Studies, and Cosmetology program requirements. Contextualized Projects are a regular part of many classes in art, architecture, digital media, electronic music, engineering, and other programs.

Study Abroad opportunities are available to students each semester. Several student clubs have projects as their focus. Service Learning has also been discussed at the program level. Individual faculty in many programs also include service learning opportunities for students.

The Career Services Center regularly informs faculty and students about internship opportunities. The recently hired Director of Workforce and Industry Relations Manager will help expand and coordinate internship opportunities.

Describe one or two accomplishments the college has achieved to date on this key element.

College of San Mateo joined with Pacific Gas and Electric (PG&E), East Bay Municipal Utilities District (EBMUD), and San Francisco Public Utilities Commission (SFPUC) to develop the curriculum in the EPS program. The intent of this certificate is to prepare students for work in a variety of industries that require knowledge of electronics and skills in the calibration of highly sensitive equipment/instrumentation. The curriculum in the certificate program is also intended to position students to pass employment tests and interviews for high wage/high demand jobs. This certificate is designated an approved Power Pathways program under the PG&E umbrella of Power Pathways training programs in California.

Technical jobs available in the utility industry include:

- Electrical technician
- Instrument and control technician
- Apprentice system operator
- Electrical workers I, II, and III
- Maintenance technician

Classes, clubs, and the broader college community can use the Library Makerspace as a resource for projects.

Preliminary discussions around courses that would be part of a Sustainability emphasis certificate are also underway.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Scaling up these opportunities will require additional resources. In the past, there has been only limited strategic coordination across programs.

ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's Guided Pathways work overall?

   ○ Pre-Adoption
   ○ <mark>Early Adoption</mark>
   ○ Scaling in Progress
   ○ Full Scale

   Please briefly explain why you selected this rating:

College of San Mateo has well-established procedures through which the various constituencies use defined metrics to track student success and identify equity gaps. Working together, instructional and counseling faculty, staff, and administrators have responded to equity gaps through the development and institutionalization of cross-functional initiatives such as learning communities (some of which include proactive counseling support), supplemental instruction, and peer tutoring. Concurrent enrollment, early college, multiple measures assessment, and a "year one" course for incoming students help to smooth the transition from high school to college.

College-wide inquiry to Guided Pathways is at a preliminary stage. There have been initial discussions at division meetings, student focus groups, and a college-wide fall 2017 opening day activity devoted to cross-functional discussions around supporting students. A Guided Pathways Design Team has been formed and will attend training in November, 2017. The design team will help plan and coordinate the design and implementation of Guided Pathways at College of San Mateo. The college's work on Guided Pathways will build on related experience. Well-defined pathways from high school through college and to employment exist in some CTE areas. A new MESA program will support pathways in math, engineering, and science. Although schedule development is not integrated across campus, core schedules that facilitate student progress have been developed in several areas. The college's history of faculty advising and collaboration between counseling and instructional faculty and the current assignment of counselor liaisons to instructional divisions will inform the development of pathways.

2. What kinds of support would be most helpful to you as your campus begins or continues its work on Guided Pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

- Data analysis of student academic and non-academic experiences to inform pathway development and associated support services

- Dedicated time on a regular basis for cross-functional and inter-disciplinary workgroups to create, implement, and assess pathways

- Provide substantial support in particular for adjunct faculty and staff to be involved in Guided Pathways implementation.

- Learn from other college experiences regarding effective intersegmental and community communication

- Learn from practices at similarly sized multi-college districts in which students move among the colleges

3. Comment (optional): Please share any Guided Pathways practices or processes that were particularly successful for your college.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

CALIFORNIA COMMUNITY COLLEGES
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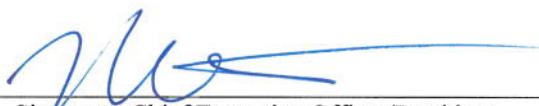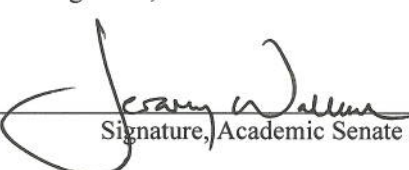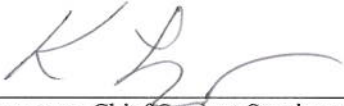(916) 322-4005
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Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a Guided Pathways framework.

<u>College of San Mateo</u>

Name of college

Self-Assessment Signatories

	Tom Mohr	
Signature, President of the Governing Board	Printed Name	Date signed
	Michael Claire	11/13/17
Signature, Chief Executive Officer/President	Printed Name	Date signed
	Jeramy Wallace	11/14/17
Signature, Academic Senate President	Printed Name	Date signed
	Sandra Stefani Comerford	11/3/17
Signature, Chief Instructional Officer	Printed Name	Date signed
	Kim Lopez	11·13·17
Signature, Chief Student Services Officer	Printed Name	Date signed

Please print, complete and mail this page to:
California Community Colleges Chancellor's Office
Attention: Mia Keeley
1102 Q Street
Sacramento, CA 95811

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccco.edu