



PLAN. INVEST. TRACK.  
Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Apr 5, 2018, 11:52 AM PDT

## College of San Mateo - Guided Pathways

### Description

**COLLEGE:** College of San Mateo

**PLAN TIMEFRAME:** Spring 2018-Summer 2019

**READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS:** Yes

### Project Contacts

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### Timeline

KEY ELEMENTS	SPRING 2018 - SUMMER 2019	FALL 2019 - SUMMER 2020	FALL 2020 - SUMMER 2021	FALL 2021 - SUMMER 2022
<b>INQUIRY (1 - 3)</b>				
1. Cross Functional Inquiry	✓	✓		
2. Shared Metrics	✓	✓		
3. Integrated Planning	✓	✓	✓	
<b>DESIGN (4 - 8)</b>				
4. Inclusive Decision-Making Structures	✓	✓	✓	
5. Intersegmental Alignment	✓	✓	✓	✓
6. Guided Major and Career Exploration	✓	✓	✓	✓
7. Improved Basic Skills	✓	✓	✓	✓
8. Clear Program Requirements	✓	✓	✓	✓
<b>IMPLEMENTATION (9 - 14)</b>				
9. Proactive and Integrated Student Supports	✓	✓	✓	✓
10. Integrated Technology Infrastructure	✓	✓	✓	
11. Strategic Professional Development	✓	✓	✓	✓
12. Aligned Learning Outcomes	✓	✓	✓	✓
13. Assessing and Documenting Learning	✓	✓	✓	✓
14. Applied Learning Outcomes	✓	✓	✓	✓

## Inquiry

### 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.

**CURRENT SCALE OF ADOPTION:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** Building on the work to support disproportionately impacted students through Learning Communities and multiple measures, the college plans to: Design a visual of our plan/structure that includes teams Document team meetings and frequency Review research proposal with inquiry work groups and modify as needed Inquiry group tasked w/communication through existing governing structures Develop a comprehensive communication plan

**EXISTING EFFORTS:** Discussions about Guided Pathways at flex days and during division meetings Data on cohorts of students analyzed.

**MAJOR OUTCOMES:** Inquiry will take place in cross- functional teams that include faculty, staff and administrators. Reports on student voice and/or research on student success and equity will be systematically included and/or focused on closing the equity gap(s). Guided Pathways will be consistently a topic of discussion.

### 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.

**CURRENT SCALE OF ADOPTION:** Scaling in Progress

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Full Scale

**MAJOR ACTIVITIES:** • Identify and track various student sub-populations across all student support programs needs to be made more efficient and automated for purposes of reporting. • The

college is challenged in tracking students transitioning to four-year institutions and the workforce. • Accurately track student level transfer and employment outcomes remains a challenge and currently requires considerable staff time.

**EXISTING EFFORTS:** • Formal review of data systems available to track student data • Advocate for district-wide tracking of student data • Design CSM student data tracking system

**MAJOR OUTCOMES:** The College will use shared metrics across the different initiatives to understand how student success has improved. College college plans will be regularly revised in response to findings. Data for all metrics will be dis-aggregated, systematically and consistently, and examined with a focus on promoting equitable outcomes for students. Campus stakeholders will meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.

### 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.

**CURRENT SCALE OF ADOPTION:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** The College will: Continue conversations with management team Collect evidence relating to stakeholders' moral imperative and "why" during Flex Day activities and Division and shared governance meetings Continue integrating pathways into communications structures Incorporate Guided Pathways work into revisions of college Educational Master Plan, Mission and Vision Statements Create comprehensive communication plan to encompass data, assessment, outcomes, and CSM plan

**EXISTING EFFORTS:** The college will: Have initial conversations with management team Engage faculty and staff through Division meetings, Flex day workshops and other means Integrate

pathways into existing communications structure Revise of Educational Master Plan, Mission and Values Statement

**MAJOR OUTCOMES:** Building on conversations that have taken place with all of the key constituency groups at the table, the college will build consensus around key issues In addition, it will explore broad solutions to align different planning processes. College governance bodies will routinely and formally be apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) will begin to routinely inform and engage their constituents around integrated planning.

## Design

### 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.

**CURRENT SCALE OF ADOPTION:** Pre-adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Early Adoption

**MAJOR ACTIVITIES:** The college will: Finalize membership of different guiding teams. Establish meeting schedules and communication mechanisms. Work on preliminary identification of

workgroup focus areas and composition. Participate in Leading from the Middle and other Professional Development opportunities help inform leadership how to engage constituents

**EXISTING EFFORTS:** • Career Ladders Project consults to provide guidance on process and potential for Guided Pathways • Shared governance structures help communicate and make inclusive decisions.

**MAJOR OUTCOMES:** Workgroups or teams will have been created 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

### 5. INTERSEGMENTAL ALIGNMENT

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.

**CURRENT SCALE OF ADOPTION:** Scaling in Progress

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** The college will continue current efforts with focus on alignment across partner high schools and Adult Schools.

**EXISTING EFFORTS:** Initial courses are offered as part of early college programs at partner high schools. Onboarding activities have begun to expand.

**MAJOR OUTCOMES:** 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.

## 6. GUIDED MAJOR AND CAREER EXPLORATION

College has structures in place to scale major and career exploration early on in a student's college experience.

**CURRENT SCALE OF ADOPTION:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Early Adoption

**MAJOR ACTIVITIES:** Reflect upon results of student focus groups and other data to begin discussions about career pathways and support.

**EXISTING EFFORTS:** Conducted student focus groups and report out. Select and train faculty to serve as academic advisers in STEM-related cluster(s).

**MAJOR OUTCOMES:** After beginning with STEM, the college will continue focusing on cluster programs of study.

## 7. IMPROVED BASIC SKILLS

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.

**CURRENT SCALE OF ADOPTION:** Scaling in Progress

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Full Scale

**MAJOR ACTIVITIES:** Assess impact of multiple measures placement and augmented support in English Composition. Continue to develop and then implement shorter math pathway (with assessment to follow in next work plan period).

**EXISTING EFFORTS:** The college will build on implementation of multiple measures placement and on recent curriculum changes in English and Math. The English basic skills sequence has already been shortened. For ESL, the college will continue to partner with the Adult schools to align the curricular expectations and contextualize language learning.

**MAJOR OUTCOMES:** By the end of this planning session, the College will have 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.

## 8. CLEAR PROGRAM REQUIREMENTS

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).

**CURRENT SCALE OF ADOPTION:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Early Adoption

**MAJOR ACTIVITIES:** The college will continue efforts to create predictable course schedules.

**EXISTING EFFORTS:** These efforts will build on existing approaches to course schedule (e.g. Math/Science core schedule).

**MAJOR OUTCOMES:** 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.

## Implementation

### 9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS

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.

**CURRENT SCALE OF ADOPTION:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Early Adoption

**MAJOR ACTIVITIES:** The college will discuss the potential for implementing academic advisers within the disciplines and research the role of academic advisers in other colleges. Design team forms work groups to analyze and design improved student services.

**EXISTING EFFORTS:** Counselors are currently assigned to divisions. Recruitment activities have begun in STEM areas (in-class).

**MAJOR OUTCOMES:** 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.

### 10. INTEGRATED TECHNOLOGY INFRASTRUCTURE

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.

**CURRENT SCALE OF ADOPTION:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** The college is currently collaborating with the technology task-force to select CRM/updated Early Alert platform.

**EXISTING EFFORTS:** The college currently uses Degree Works and Early Alert.

**MAJOR OUTCOMES:** By the end of the planning cycle the college will have 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.

### 11. STRATEGIC PROFESSIONAL DEVELOPMENT

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.

**CURRENT SCALE OF ADOPTION:**

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Early Adoption

**MAJOR ACTIVITIES:** The college has begun to incorporate Guided Pathways into PD opportunities and will continue to do so.

**EXISTING EFFORTS:** The following opportunities focusing on Guided Pathways include: -Mid semester flex day for all students, staff, and faculty to attend. Offering equity-based PD on campus. -

More involvement with Classified Staff. -Leadership training for Steering Comm. Members in order to build leadership capacity.

**MAJOR OUTCOMES:** Professional development is provided to faculty, staff and administrators but the development and offerings of PD will be aligned with the college's strategic goals identified in an integrated planning process.

**12. ALIGNED LEARNING OUTCOMES**

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.

**CURRENT SCALE OF ADOPTION:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** The college is currently involved in innovative and experimental processes around assessment and teaching/learning is being led by faculty to inform curricular and programmatic changes.

**EXISTING EFFORTS:** SLO mapping to ILOs is currently underway and the college will continue with these efforts to further the work for clearing the pathway for students.

**MAJOR OUTCOMES:** Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) will be reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency in the context of Guided Pathways. Results of learning outcomes assessment will be consistently linked with professional development or changes to the course or program content.

**13. ASSESSING AND DOCUMENTING 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.

**CURRENT SCALE OF ADOPTION:** Early Adoption

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** The college is working toward making learning outcomes an instrument for institutional improvement.

**EXISTING EFFORTS:** 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.

**MAJOR OUTCOMES:** By the end of this planning process learning outcomes related to Guided Pathways will be tracked, and, wherever necessary, made available to students and faculty for most programs. Most programs will examine and use learning outcomes results to improve the effectiveness of instruction

**14. APPLIED LEARNING OUTCOMES**

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

**CURRENT SCALE OF ADOPTION:** Scaling in Progress

**ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME:** Scaling in Progress

**MAJOR ACTIVITIES:** The college will continue to expand workforce connections, including internships.

**EXISTING EFFORTS:** 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.

**MAJOR OUTCOMES:** Some courses and programs systematically will include applied/contextualized learning opportunities such as projects, internships, co- ops, clinical placements, service learning, study abroad, etc. Opportunities will be coordinated strategically within and/or amongst programs.

**Performance Indicators**

**PARTICIPATION**

**KEY PERFORMANCE INDICATORS**

**CURRENT KPI DATA**

Average number of credits attempted in year one	20.14768901
Average number of degree-applicable credits attempted in year one	18.15876551
College-level course success rate	0.745206
Full-time students	727
Number of students	2065

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Persisted from term one to term two

1393

TRANSFERRABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Successfully completed both transfer-level English and math in year one

279

Successfully completed transfer-level English in year one

634

Successfully completed transfer-level math in year one

473

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Attempted 15+ college credits in first term

325

Successfully earned 12+ college credits in first term

347

Successfully earned 15+ college credits in first term

128

Successfully earned 6+ college credits in first term

964

Budget Totals

Total Budget

\$163,514

Code	Amount	Percent of Budget
1000 - Instructional Salaries	\$129,666	79.3%
2000 - Non-Instructional Salaries	\$3,590	2.2%
4000 - Supplies and Materials	\$2,000	1.22%
5000 - Other Operating Expenses and Services	\$12,000	7.34%
3000 - Employee Benefits	\$16,258	9.94%
<b>College of San Mateo Total</b>	<b>\$163,514</b>	<b>100%</b>

Efforts & Support

**EFFORTS:** The College of San Mateo provides the opportunity for students to place into Math and/or English courses by using their high school transcripts. Math and English faculty determined a list of high school classes with grades and gpa needed for Math and English course placement. Assessments for Course Placement Option 1: English and Math Alternate Assessment Form The College uses the validated statewide model that includes predictive multiple measures. The English & Math Alternate Assessment Form lists alternate assessments such as US high school GPA/coursework (high school graduates only), AP, SAT, ACT and completed English and math courses from other US colleges which may be used for course placement at CSM. This form can be submitted to Assessment Services in person, by email or by fax (see form for details). Option 2: CSM English and Math Assessment Questionnaires CSM has a commitment to using a variety of assessments for the purpose of placement into English and math courses. As an assessment tool, CSM has created a questionnaire to help determine your appropriate placement. If students would like to use this questionnaire for placement, they must: • have graduated from a US high school or plan to graduate from a US high school by the end of this school year; • have access to your high school transcript or be able to answer specific questions about your high school transcript (i.e. GPA, courses

completed, and grades received);

**CHANCELLOR'S OFFICE SUPPORT:** The College of San Mateo will benefit from the following support: On-going customized technical support to take the college through the process Partnerships and networking opportunities with colleges identifying similar challenges Systemic collaborations with High School, Adult School, CSU, and UC to help with alignment Examples around indicators of sustained organizational change

### Certification

#### CHANCELLOR/PRESIDENT

**Mike Claire**  
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APPROVED

Mar 30, 2018

#### PRESIDENT, ACADEMIC SENATE

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APPROVED

Mar 31, 2018



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