Preview

Details

College

College of San Mateo

Assurances

Guided Pathways

I have read and adhere to the Guided Pathways Legislation and Goals.
Yes

Student Success Metrics

I am familiar with the Student Success Metrics.
Yes

Contacts

Project Director

Alexandra Fasth
Interim Director of Guided Pathways
fastha@smccd.edu

Alternate Project Contact

Kristi Ridgway

ridgwayk@smccd.edu

Approvers

Chancellor/President

Kim Lopez
VPSS
lopezk@smccd.edu
(650) 574-6118

Approved by Kim Lopez

02/26/2020 08:31 PM PST

Academic Senate President

Arielle Smith
smitha@smccd.edu

Approved by Arielle Smith

02/25/2020 11:53 AM PST

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

This fall, the college began discussion around meta-majors. In the initial inquiry phase of exploring meta-majors, the Guided Pathways Steering Committee led a Flex Day session in October to have faculty and staff sort programs into potential meta-majors groups. Through this exploration, there was significant feedback that guided the Steering Committee to modify the exercise to better capture student, faculty, staff and administrator feedback. Since the October Flex Day Session, the Guided Pathways Steering Committee has led the Institutional Planning Committee, Associated Student's and leaders from Multi-Cultural Center & Dream Center through the meta-major sorting exercise. All comments have been captured with the goal to identify major themes that will inform the development of meta-majors at College of San Mateo. Additionally, the team worked with the RP Group to acquire a data set that reflects the current natural cluster of programs based off of curriculum. This data set has served as a starting point for conversations around meta-major development and has shifted the activities from the traditional card sorting exercise to a reflection of the data set.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

CSM's Guided Pathway Steering Committee plans to lead a wide range of student groups through the meta-major activities to collect feedback and analyze for major themes that will inform meta-major creation. Some of these student groups include, but are not limited to: EOPS, part-time students, evening students, Promise Scholars, incoming freshman, Veterans, Learning Communities, etc. Additionally, the team will be conducting the activities with faculty and staff across campus. By the end of Spring semester, the Guided Pathways Steering Committee will have recommendations to provide to the Academic and Classified Senate, as well as Institutional Planning Committee (IPC).

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

The use of technology to efficiently capture program maps and feedback on clusters would improve and ensure all voices are

heard.

Support Needed - Detail

It would be helpful to know how the recommendations that other colleges have provided their campuses have been implemented using technology and have supported the redesign of the student experience.

Type(s) of Support

- Technology support

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Careers Services connects students to employment opportunities and internships and then helps them with Career

Exploration through assessments and classes. Additionally, Career Services works directly with students on resumes, cover letters, and interview preparation.

Strong Workforce and the Workforce Hub are beginning to establish a presence on campus that connects students to employment, internships and career exploration. The practice is not currently embedded across all divisions of the college and primarily focused in certain areas. Best practices are emerging. Working ad hoc with faculty as students finish programs to connect them to employment opportunities. Sharing internship opportunities to students while they are inside a program of study. Piloting co-op and mentorship program.

Planning to scale for Fall 2020.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Career Services will continue to provide direct services to students through the Counseling Department.

Strong Workforce will establish a physical presence on campus for the Workforce Hub. College-wide expansion will require the

development of a comprehensive plan, in support of the meta-major development.

Cooperative education program will be rolled out to officially provide students credit for work experience.

Working to build pathways from K-12 to CSM using the Get Focused Stay Focused curriculum.

Career Services & Strong Workforce will continue collaboration through regional professional development and build out communications for students to get the most targeted support provided on campus to meet their needs.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Technology support, reporting/data support, on-campus/individual training needed.

Support Needed - Detail

As Strong Workforce programming grows, support in the following areas would be useful:

Regional training for GFSF

Need labor market information, regional labor market data and regional completion data in certain programs.

Type(s) of Support

- On-campus/individual training
- Technology support
- Reporting/data

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

In the upcoming year, there is an entire website redesign for the college in order to capture guided pathways, employment and

education opportunities.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

College-wide mapping to develop meta-majors required to develop the website content. Guided Pathways plans to work more closely with Strong Workforce and the Workforce Hub to inform on website content specific to programs.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

See below.

Support Needed - Detail

It would be useful to understand different approaches GP teams have taken to collect this data, keep it updated, and tools for embedding on college website.

Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

College of San Mateo has engaged all instructional divisions in the mapping the first drafts of degree and certificate pathways in Fall 2019. Kicking off the "Inventory Project" (aka Program Mapping) on Fall Flex Day, Guided Pathways Steering Committee members led faculty through the mapping process at division meetings and workshops with the goal of producing first drafts of program maps.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The Guided Pathway Steering Committee plans to find 2-3 online platforms to vet for the campus and provide recommendations back to the campus in terms of what tool may be most useful to host the program maps online. In addition, the team will be supporting the finalization of the program maps by working with department lead faculty, counseling and deans. Lastly, the Guided Pathways Steering Committee has plans to partner more closely with programs such as Career Services, Strong Workforce and Workforce Hub.

Term and Year

Fall - 2019

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

See below.

Support Needed - Detail

We would like to know what platforms other colleges have used (e.g. Bakersfield Program Mapper) to host the program maps online. In addition it would be helpful for the team to learn more about how other campuses have partnered with the Curriculum Committee to support this piece of the work.

Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

With AB 705, there have been major structural changes to math course sequencing. Math faculty meet regularly to address the needs of AB705 and scaling across the college.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Math faculty will analyze year-long data from 2019-2020 to inform alignment.

Term and Year

Fall - 2019

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The GP team is currently working to finalize the mapping process with college faculty. They are also in the beginning stages of meta-major development that will inform and serve as a platform to connect students to career/college options.

Careers Services connects students to employment opportunities and internships and then helps them with Career Exploration through assessments and classes. Career Services works directly with students at all stages of their education to develop resumes, cover letters, and interview preparation.

The Workforce Hub has been making plans for the Fall 2020 opening where they will connect students to additional services through co-op, internships and provide expansion of career fairs.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The Workforce Hub will be moving into its own area on campus, providing students with a structured space where they can go to get assistance.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

This has been occurring in pockets around campus, specifically in Learning Communities and other student programs such a

MESA and Promise Scholars Program.

MESA provides cohorting class for MESA students (Math 225) and provides free books, tutoring and student embedded tutoring for those classes. They have also cohorted students into Engineering 100 class for students interested in engineering and provide workshops related to student success and academic strategies for math/physics.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The college needs to develop a systematic approach to cohort students and identify what special supports can be provided for students in major program areas.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Technology support, connections with other Guided Pathways teams, reporting/data supported needed.

Support Needed - Detail

Technology support, connections with other Guided Pathways teams, reporting/data supported needed.

Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support
- Reporting/data

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in Februrary 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The college is in the first full year roll out of AB705 curricular changes and student support.

Per AB705 requirements the College is placing students directly into transferable level math. Math 120 (intermediate algebra) can be taken with Math 820, which provides students with a review of core prerequisite skills, competencies and concepts for intermediate algebra.

Students can also enroll in Math 200 (statistics) and take the corequisites math 800, just in time support for statistics. Math has also expanded their Math Jam offerings into the semester to provide just in time remediation for students.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Math faculty will analyze year-long data from 2019-2020 to inform alignment.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Similar to Math, English per AB 705 requirements is also only offering transferable English classes. For those students who need the supplemental support, the English department offers English 105. This course has an additional two units compared to the colleges transferable English 100 class. Students spend additional time working with faculty and receiving the additional support needed to be successful in the course. Embedded tutors also being included in some English 105 courses. Students interested in additional college prep support are guided to take IDST College 1 with the English professor.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Faculty continue to meet to review best practices. Faculty are also engaging in faculty inquiry groups or community practice groups in curriculum and pedagogy.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

CSM provides varying support services and programs to ensure student success. From EOPS, Multi- Cultural/Dream Center to Promise Scholars Program, each provides extensive wrap around support to ensure that their cohort of students are successful in school. The college has also been scaling up their SI tutor program. Through these programs and others, students are also connected to Counseling Courses, Math & Word Jams

and support for access appropriate level math courses and math supports.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

To be able to provide this type of support to students the college will need more faculty and staff. The college and entire district need to assess their needs so that they can make appropriate budget decisions. This is an essential practice, which needs to be implemented district-wide.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

College of San Mateo recently hired a Director of Dual Enrollment and Promise Scholars program. With this new position, the college has tackled dual enrollment. The college's dual Enrollment program is growing within the career education field, and the director is continuously making partnerships. The College now offers dual enrollment courses at varying local high schools in the areas of accounting, administration of justice, business, and ESL. In addition to the new director the college has had a college recruiter and student ambassador team. This team does outreach at local high schools consistently and provides matriculation support to students as they transition.

The recruiter has created positive relationships with the college counselors with our partner high schools.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to grow dual-enrollment programs to ensure students are motivated and prepared to enter college coursework in an area of interest. The college intends to establish CCAP agreements with our partner high schools to ensure access for underrepresented students.

Term and Year

Fall - 2019

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Some programs like EOPS, Promise Scholars Program and the Learning Communities provide intrusive academic and counseling support that monitor unit completion. Specifically, Promise Scholars Program is working to monitor unit completion towards a degree or certificate. Best practices are emerging. The Equity Committee is collaborating with the Guided Pathways Team to this systematic support and promote these processes campus-wide. These supports include Jams,

Supplemental Instruction, and a variety of services offered in the Centers.

The development of meta-majors will support the structure of this work.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Develop meta-majors and identify promising practices from programs that already monitor program completion and replicate systemically across campus.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Current structures do not support this work at scale.

Support Needed - Detail

It would be helpful to know the direction that other colleges have taken to establish these practices within their GP redesign, including the technological systems utilized to maintain this work.

Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

The College had completed the inquiry process and is beginning to take an inventory on current processes to create program maps that will help clarify the path for The College had completed the inquiry process and is beginning to take an inventory on current processes to create program maps that will help clarify the path for students. In addition, there are current technologies such as DegreeWorks that allow for this type of information to be accessed.students. In addition, there are current technologies such as DegreeWorks that allow for this type of information to be accessed.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Once the inquiry and inventory process is complete, the teams will work on creating pathways.

Additionally, the GP team should explore the functionality of DegreeWorks to inform students in the context of the program map information.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓　Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Technology support and reporting/data support required.

Support Needed - Detail

Technology support and reporting/data support required.

Type(s) of Support

- Technology support
- Reporting/data

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and

have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Cohorts of students in Promise Scholars and Learning Communities are alerted by faculty and advisors when they are at risk of falling of their program plans. These measures will be replicated for all students to ensure they remain on the path.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

This process will be refined and scaled in collaboration with the Counseling Department, Student Support Services, and the Academic Divisions. Additionally, with the roll out of the CRM in the next year, faculty and staff will begin to have access to this

important data and we will begin to work with the reporting system to inform next steps.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Support for students who are unlikely to be accepted into limited-access programs is addressed on an individual basis. More research needs to be done to understand the need and the opportunity to address student needs.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

As the GP team works on the inventory process, the data gathered will help identify how to address this need.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

For the student cohorts in Promise and Learning Communities as well as in Career Education, scheduling is done with the students' goals in mind. As part of the inquiry process, the college has been studying various scheduling models. A team of faculty, staff, and administrators will be attending training on Strategic Enrollment Management in 2019- 2020. The process of scheduling of classes will be adjusted based on the team's recommendations.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The process that have proved to be successful will be used to inform changes that need to be made on the college level.

Term and Year

Fall - 2019

Term - Detail (optional)

Fall 2019- 2021

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Completion of SEM Academy.

Support Needed - Detail

Completion of SEM Academy.

Type(s) of Support

- Regional training

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Program learning outcomes were reviewed as part of Program Review in Fall 2018. Industry advisory boards and ADT requirements help ensure curriculum are aligned with the skills students need for further education and employment. For many

years, since we've had agreements with our transfer institutions:
CSUs and UCs.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to analyze course and program offerings and review
them after metamajors are developed.

Grow advisory boards to be more representative of the
employment opportunities for students.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Institutional Learning Outcomes ensure a set of shared learning outcomes are met across the college. Program Review has been modified to incorporate an analysis of these skills in various programs.

Timeline for Progress to Date

Term and Year

Spring - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to assess ILOs on a regular basis and use this information to help inform college planning processes.

Term and Year

Fall - 2020

Term - Detail (optional)

continuous

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, interships, co-ops, clinical placements, group

projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Opportunities for students to apply and deepen knowledge through the variety of out of class engagements happens in program across campus where curriculum and industry align.

Some programs such as Career Education and Business classes incorporate these opportunities into the curriculum. An example of the integration includes company site tours; career fairs; some internship placement as need/requested by students. Through Workforce Hub, the co-op program is being piloted through Business 672 Spring 2020.

Clinical placements occur within the Nursing Program.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The opening of the Workforce Hub will also create more opportunities to scale up.

The co-op will officially launch in Fall 2020.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

For the development of the workforce hub, the Physical space is currently limited and decentralized. A goal is to establish a way to refer students to services without getting lost throughout campus.

Support Needed - Detail

We would like to know more about the process for integrating these programs into meta-majors or any information about the

connection between Workforce opportunities and guided pathways.

Type(s) of Support

- Connections with other Guided Pathways teams

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Faculty have been working on meaningful way to assess outcomes to inform programs through piloting new assessment measures.

Timeline for Progress to Date

Term and Year

Fall - 2017

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Findings from this assessment technique will guide future work.

Term and Year

Fall - 2020

Term - Detail (optional)

continuous

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Program Review and Assessments are used to inform Professional Development activities, such as the, New Faculty Institute and the Enacting Educational Equity Series for faculty and staff. Three of our committees just consolidated, Professional Development, Assessment, and Library to ensure an even more deliberate connection between assessment outcomes and learning. Professional development on campus is guided by program review, committee purview and educational needs of students.

Timeline for Progress to Date

Term and Year

Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to assess current efforts and look for ways to utilize outcome assessments to improve learning for students.

Term and Year

Fall - 2020

Term - Detail (optional)

continuous

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

See support needed.

Support Needed - Detail

As distance education continues to grow, it is critical to also look to building out online opportunities and communities for faculty and staff to engage in a convenient and sustainable way. Identify strategy and platforms for this work will be important.

Type(s) of Support

- Other

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

This is occurring in a variety of programs around campus, such as Digital Media, Business, Art, Accounting, Drafting & Electronics classes to name a few. Students will create portfolios, e-portfolios, pitch decks to document and showcase learning. With the support of Guided Pathways we can bring this practice to scale by building infrastructure through each cluster.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We will investigate this opportunity campus-wide with support from Career Services, Workforce Hub and Guided Pathways.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into.

Technology support needed.

Support Needed - Detail

To help scale this practice, it would be useful to know what technology supports the creation of portfolios in a meaningful way for students, and the feasibility to acquire or utilize existing technology.

Type(s) of Support

- Technology support

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Our Research Office (PRIE) regularly surveys students to learn about their experience at CSM. This information is used in some areas locally, such as in support centers, to help guide instruction and support services. In addition, PRIE works actively with assessment and Teaching and Learning Committee to inform Professional Develop offerings. (see 4E).

Timeline for Progress to Date

Term and Year

Fall - 2017

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue with assessments to support professional development.

Term and Year

Fall - 2020

Term - Detail (optional)

continuous

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)

- Student focus groups

- Other

Other

Students serve on campus GP advisory committee(s); development of Student Advisory Committee in progress

Engagement Efforts - Details

In Spring 2017, the campus hosted student focus groups to inform the development of Guided Pathways. Since the beginning of the Guided Pathways efforts, students have been represented as members of the Steering Committee. There has been rotating membership of students and students who advise on one-off events. For Spring 2020, GP will be forming a Student Advisory Committee that meets separately from GP and with GP to inform and discuss upcoming work plans. The Student Advisory will be made up of student representatives with a range of experience with the institution.

Course Alignment

Minimally. Currently College of San Mateo is focused on Strategic Enrollment Management and program mapping. The Strategic Enrollment Management Academy continues to inform this work. Additionally, the Guided Pathways team effort to complete program mapping will allow the college to take a step into exploring the alignment of course offerings with student education plans.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
[PDF] [2019-04_CC RC_S OAA_C CC_CS M.pdf](#)	Self-Assessment	1/27/2020, 12:19:26 PM	N/A

Success Story

Success Story (optional)

Title

Not Entered

Follow-up Contact Persons(s)

No contacts assigned

Challenge

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Vision for Success Goals