



**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES’ ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019, November 2019

Institution Name:

Date:

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC’s book, *Redesigning America’s Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). ***This document is for planning purposes only, as the official SOAA will be completed in the Chancellor’s Office NOVA system by your project leads.***

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2020. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College is has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, <u>for all students in all programs of study</u>

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college’s timeline for implementing these steps. *Don’t be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor’s Office will also use this information to follow the system’s progress in implementing guided pathways over time.

Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

In fall 2018 the SOAA was updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

For assistance in obtaining access to the NOVA system, please email nova-support@productops.com.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</i></p>			
<p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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).</p> <p><i>Timeline for implementing next steps: 2019-2020</i></p>

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		Term, if <i>at scale</i> or <i>scaling</i> :	
<p>1. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>N/A</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>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.</p>
<p>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.</p> <p>CONTENT PENDING</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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 imbedded across all divisions of the college and primarily focused in certain areas. Best practices are emerging.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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.</p> <p><i>Timeline for implementing next steps: 2021-2022</i></p>
<p>1. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>

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<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress</p>	<p><i>Progress to date: (2,500 character)</i> In the upcoming year, there is an entire website redesign for the college in order to capture guided pathways, employment and education opportunities.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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.</p> <p><i>Timeline for implementing next steps: 2020-2021</i></p>
<p>1. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p><i>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.</i></p>
<p>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.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> 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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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</p>

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			<i>Timeline for implementing next steps: 2019-2020</i>
<p>1. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<i>Challenge or barrier: (1,000 character)</i>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>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.</p>
<p>e. Required math courses are appropriately aligned with the student’s field of study (<i>Note: This essential practice was moved from Area 2</i>)</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p><i>Term, if at scale or scaling:</i></p> <p><i>Fall 2019</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>Math faculty will analyze year-long data from 2019-2020 to inform alignment.</p> <p><i>Timeline for implementing next steps: 2019-2020</i></p>
<p>1. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>

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<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> 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.</p> <p>Additionally, College of San Mateo in conjunction with its career and workforce hub provides career education students with career support. Students use the career and workforce hub to learn about careers, define strengths and academic preferences. The hub prepares them for Resume guidance, interview prep, soft skills coaching and opportunities to attend events. Students also have an opportunity to network and build their professional network. Lastly, the workforce hub would like to be able assist students with job placement</p>	<p><i>Next steps: (1,000 character)</i></p> <p>The GP team will be finalizing degree mapping and clusters in 2020 with the goal to have tools and resources available to students, in collaboration with programs and colleagues across campus.</p> <p>As the career and workforce team grows, they will be able to assist a larger student population. In addition to the growth of this team, the promise program is also growing each academic year; these students will also get structured support. 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.</p> <p><i>Timeline for implementing next steps: 2020</i></p>

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		<p>and internships, and job shadowing. The College of San Mateo's Promise Scholars Program also works with students to find their program pathway. PSP focuses on career exploration. As students move into year two the program will have a greater career focus including resume building workshops and choosing a focused major.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p>2. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed - Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>This has been occurring in pockets around campus, specifically in Learning Communities and other student programs such a MESA and Promise Scholars Program.</p> <p>MESA provides cohorting class for MESA students (Math 225) and provides free books, tutoring and student imbedded tutoring for those classes. They have also cohorted students into Engineering 100 class for students interested in engineering</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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.</p> <p><i>Timeline for implementing next steps: 2020-2021</i></p>

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		<p>and provide workshops related to student success and academic strategies for math/physics.</p> <p>The college lacks special supports for underprepared students in gateway courses in our major program areas.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p>2. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>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. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i> <i>(See 2B)</i></p> <p>The college is in the first full year roll out of AB705 curricular changes and student support.</p> <p>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</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Math faculty will analyze year-long data from 2019-2020 to inform alignment.</p> <p><i>Timeline for implementing next steps:</i> 2020</p>

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		semester to provide just in time remediation for students. Term, if <i>at scale</i> or <i>scaling</i> :	
2. c. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i>	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> 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. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps: (1,000 character)</i> Faculty continue to meet to review best practices. Faculty are also engaging in faculty inquiry groups or community practice groups in curriculum and pedagogy. <i>Timeline for implementing next steps: 2020</i>

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<p>2. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>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 districtwide.</p> <p><i>Timeline for implementing next steps: 2020-2021</i></p>
<p>2. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>f. The college works with high schools and other feeders to motivate and</p>	<p><i>Place an X next to one:</i></p>	<p><i>Progress to date: (2,500 character)</i></p>	<p><i>Next steps: (1,000 character)</i></p>

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<p>prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p>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</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>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.</p> <p><i>Timeline for implementing next steps: 2019-2020</i></p>
<p>2. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>	

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<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p>The development of meta-majors will support the structure of this work.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Develop meta-majors and identify promising practices from programs that already monitor program completion and replicate systemically across campus.</p> <p><i>Timeline for implementing next steps:</i></p> <p>2021-2022</p>
<p>3. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>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.</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Current structures do not support this work at scale.</p>

Other			
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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.</p> <p><i>Timeline for implementing next steps: 2020</i></p>
<p>3. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed - Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>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.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Cohorts of students in Year One Promise and Learning Communities are alerted by faculty and advisors when they are at risk of falling off their program plans. These measures will be replicated for all students to ensure they remain on the path.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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.</p> <p><i>Timeline for implementing next steps:</i></p>

			2020
3. c. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
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	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> 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. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps: (1,000 character)</i> As the GP team works on the inventory process, the data gathered will help identify how to address this need. <i>Timeline for implementing next steps:</i>
3. d. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
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.	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> 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-	<i>Next steps: (1,000 character)</i> The process that have proved to be successful will be used to inform changes that need to be made on the college level. <i>Timeline for implementing next steps:</i> 2019-2021

		<p>2020. The process of scheduling of classes will be adjusted based on the team's recommendations.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p>3. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance</p> <p>Regional training</p> <p>Technology</p> <p>Other</p>	<p>Connections with other GP teams</p> <p>On campus /individual training</p> <p>Reporting/data</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p><i>Completion of SEM Academy</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline								
<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 											
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p><i>Term, if at scale or scaling:</i> For many years, since we've had agreements with our transfer institutions: CSUs and UCs.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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.</p> <p><i>Timeline for implementing next steps:</i> 2020-2021</p>								
<p>4. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed - Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											
<p>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</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Institutional Learning Outcomes ensure a set of shared learning outcomes are met across the college. Program Review has been modified to</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue to assess ILOs on a regular basis and use this information to help inform college planning processes.</p>								

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effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i>	At scale	incorporate an analysis of these skills in various programs. Term, if <i>at scale</i> or <i>scaling</i> : Spring 2016	<i>Timeline for implementing next steps:</i>
4. b. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, 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. CONTENT PENDING	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> Some programs such as Career Education and Business classes incorporate these opportunities. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps: (1,000 character)</i> As the college proceeds with the inventory process in fall 2019, the GP team will determine the opportunities integrating these opportunities in the GP planning process. The opening of the Workforce Hub will also create more opportunities to scale up. <i>Timeline for implementing next steps: 2020-2021</i>
4. c. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
d. Faculty/programs assess whether students are mastering learning	<i>Place an X next to one:</i> Not occurring	<i>Progress to date: (2,500 character)</i>	<i>Next steps: (1,000 character)</i>

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outcomes and building skills across each program, in both arts and sciences and career/technical programs.	Not systematic Planning to scale Scaling in progress At scale	Faculty have been working on finding a meaningful way to assess outcomes to inform programs through piloting new assessment measures. Term, if <i>at scale</i> or <i>scaling</i> : 2017	Findings from this assessment technique will guide future work. <i>Timeline for implementing next steps:</i>
4. d. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		<i>Support Needed - Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> (MM White Paper; CTL = PD + Assessment) Assessment planning + Program review informs PD NFI + E3 for new faculty Program Review and Assessments are used to inform Professional Development activities, such as the Enacting Educational Equity Series for faculty and staff. Three of our committees just consolidated, Professional Development, Assessment, and Library to ensure a more deliberate connection between assessment outcomes and learning. Term, if <i>at scale</i> or <i>scaling</i> : 2016	<i>Next steps: (1,000 character)</i> Continue to assess current efforts and look for ways to utilize outcome assessments to improve learning for students. <i>Timeline for implementing next steps:</i>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>4. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i> Building out online opportunities and communities (convenient and sustainable ways of doing PD)</p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p> <p>CONTENT PENDING</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>This is occurring in pockets around campus, such as DGME and Art classes.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>We will investigate this opportunity campus-wide with the development of the Workforce Hub and Guided Pathways.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p>
<p>4. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Our Research Office 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 Committee of Teaching and Learning to inform Professional Develop offerings.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</i> 2019-20 2021-2022</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
4. g. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		<i>Support Needed – Detail: (1,000 character</i>	<i>Challenge or barrier: (1,000 character)</i>

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	<i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.</i>
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	<p><i>Place an X next to one or more:</i> Student survey(s)</p> <p>Other: Student focus groups; Students serve on campus GP advisory committee(s); development of Student Advisory Committee in progress</p> <p><i>Engagement Efforts - Details: (1,000 character)</i> Students have served on the GP advisory committee since it began in November 2017. 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.</p>

COURSE ALIGNMENT	<i>How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D, 2.A, 3.B, and 3.E.)</i>
	<p><i>Course Alignment - Details: (1,000 character)</i></p> <p><i>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.</i></p>

Additional OPTIONAL questions:

Success Story	
SUCCESS STORY	<i>Optional:</i> Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.
<i>Title:</i>	
<i>Follow-up Contact Person(s):</i>	
<i>Challenge: (1,000 character)</i>	
<i>Success Story: (10,000 character)</i>	
<i>Outcomes: (1,000 character)</i>	
<i>Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:</i>	

Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

Decrease the average number of units accumulated by California Community College students earning associate degrees

Increase the percent of exiting CTE students who report being employed in their field of study

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults