GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

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

Self-Assessment Items

<table>
<tr><td colspan="5">INQUIRY (1-3)
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.</td></tr>
<tr><td rowspan="2">KEY ELEMENT</td><td colspan="4" align="center">SCALE OF ADOPTION</td></tr>
<tr><td>Pre-Adoption</td><td>Early Adoption</td><td>Scaling in Progress</td><td>Full Scale</td></tr>
<tr>
<td>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.</td>
<td>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</td>
<td>○ Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.

Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</td>
<td>○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators.

Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).

Guided pathways are consistently a topic of discussion.</td>
<td>X Inquiry is happening in cross-functional teams that include faculty, staff and administrators.

Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.

Research on student success and equity are systematically included and focused on closing the equity gap(s).

Guided Pathways are consistently a topic of discussion.</td>
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<tr><td colspan="5">Please respond to the following items (500 word maximum per item)</td></tr>
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1. Please briefly explain why you selected this rating.
   Skyline College selected the Full-Scale rating, because we have been actively engaging in research on student success and equity, through cross-functional conversations and inquiry grounded in our Diversity Framework, with the goal to close the equity gap for many years. In October 2014, Skyline College held a campus-wide meeting that reviewed the data and results of the Student Equity Plan, specifically: access, course completion, degree completion, transfer and equity. This started the dialogue and inquiry work that has continued into present day. In April 2016, the campus was brought back together in small focus groups to discuss the signature components of the Skyline Promise: *Get In* (Promise Scholars Program) *Get Through* (Meta-majors & Guided Pathways) and next steps, led by both faculty and staff. Our inquiry continued with the reading and discussion of Dr. Thomas Bailey's book, "*Redesigning America's Community Colleges*" and a review of our institutional scorecard and data.

   The 2016-2017 academic year saw a different level of inquiry and commitment by the campus community. During many campus-wide flex days both faculty and staff were led through activities like sorting degrees and certificates in the attempt to map a student's path. Groups reviewed, reflected on, and discussed the results. At this point, Skyline College formed a Design Team that included faculty, staff, and administrators from a representative cross-section of the campus community. The Design Team met regularly and appointed work team leads, comprised of faculty and deans, to help facilitate cross-functional work teams to complete a reverse sort, discuss, and attempt to place contested degrees and certificates, create design principles for the construction of Meta-majors and help define the roles of both work and design teams. The academic year concluded with all of the academic departments being invited to a campus-wide work session with counseling faculty to map core course sequences for their degrees and certificates.

   Throughout this work, the Design Team realized what was missing in our inquiry was the student voice. With the help of Career Ladders Project, in March 2017, fifty-one Skyline College students participated in focus groups to better understand their experiences at Skyline College, especially about what had helped or hindered their ability to select a major, choose classes, and access the support they needed. The information was compiled into a report entitled, *Skyline Students' Voice: Their Perspectives* published May 25, 2017. Since this publication, students from Automotive, Cosmetology, Massage Therapy, Communication and Counseling 100 courses have been involved in additional focus groups concerning the Meta-majors structure, degree and certificate placement and names. The Associated Students of Skyline College (ASSC), the student governance committee, has also been given two seats on the Design Team and 4 seats on the Communication Squad in the 2017-2018 academic year. Skyline College is continuing its work on Meta-majors and Guided Pathways with a redesigned Design Team model (led by 1 academic dean, 1 dean of Counseling, 4 instructional faculty and 1 counseling faculty) and a more focused data perspective in the 2017-2018 academic year.

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

With students and their success at the center of the Pathways initiative, one of the major accomplishments in our work is the proposal for Meta-majors that will be presented to the campus for feedback on May 25, 2017. To get to this point, the Meta-majors work team rooted their decisions in the Design Principles constructed by the cross-functional work teams the prior year, and examined more advanced data sets (pivot tables, dendrograms, and social graphs) that showed the connection of overlapping courses between degrees and certificates. Where the data was inconclusive, the Design Principle of, "Focus on Student Perspective/Perception" was used by the work team to lead student focus groups. We used Counseling 100 courses, a Communication course and students from the areas that had no overlapping courses (Automotive, Cosmetology and Massage Therapy) to determine how students would access that information and where they would look to find certain degrees and certificates. This student feedback was critical in the overall construction of the proposed Meta-majors and as a campus we feel students will now be able to find information about degrees and certificates with greater success and be able to access their Pathways sooner.

Another accomplishment has been the development of a Meta-majors and Guided Pathways Co-leadership team to lead the Design Team. Prior to this team being created, the Pathways initiative had been led by two deans (1 instructional and 1 counseling). In an effort to create a more cross-functional leadership team, in April 2017, the Design Team decided to add faculty to the Meta-majors and Guided Pathways leadership team (4 instructional and 1 counseling faculty). This team of 7 is now tasked with managing and moving parts of the initiative forward in a collaborative and integrated way. Since the Co-Leads team is smaller, they can examine data on a deeper level, have discussions, complete preliminary documents, consult with necessary parts of campus and then bring information and specific proposals for feedback and consensus to the Skyline College Administration and larger Design Team. For example, the Co-Leads have transitioned the Design Team from an appointed model to a more representative model. The representative model includes members from governance bodies (Faculty, Staff and Students), a communication squad, a logistics squad, other members representing (Equity, ISLO/Institutional Effectiveness, Professional Development, Career and Workforce Development and the Learning Center) and liaisons from six inquiry teams (Exploratory Course, Foundations/Affective Domain, GE Redesign, HIPs, Student Support Services and The Undeclared Student Experience). The Co-Leads have also created a gauging process that is used to guide the decisions surrounding the Pathways work giving everyone on the Design Team the opportunity to provide feedback, be involved in the process and help create solutions.

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

   The Pathways work at Skyline College has been a true "team lift." At the end of the 2016-2017 Academic year, the Skyline College administration made a significant financial commitment to allocate reassigned time to both instructional and student services faculty. This commitment has allowed the Co-Leads team to be more focused and integrative in the Pathways work. Skyline College regards this level of commitment as necessary to move the work forward in a timely and meaningful way and would be impossible without significant monies. The challenge that Skyline College faces with maintaining this level of engagement and involvement from all campus stakeholders, over the course of the work, is the distribution and timing of Pathways Award Program monies. For example, if Pathways funds are distributed in small amounts over the course of years, it makes it harder for institutions, like Skyline College, to make the financial commitment up front and thus delaying the progress.

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

   Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

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

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

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

    At the campus-level, Skyline College uses shared metrics across different initiatives to assess student success; data for all metrics are disaggregated. The key student success metrics are driven in large part through the operationalized definition of student success which was formalized and carried through campus governance dialogue in Spring 2016. The metrics include successful course completion; semester-to-semester persistence based on educational goals; the rate of degree and/or transfer achievement based on educational goal, etc. Moreover, the Institutional Student Learning Outcomes (ISLOs) identified in the Skyline College SLOAC[1] Framework[2] provide further information for assessing some of the fundamental holistic learning outcomes that are associated with student success. The regular campus assessment and dialogue on ISLOs will likely be integrated into the guided pathways that are being formulated.

    At the District-level, SMCCCD adopted its Strategic Plan in the fall of 2015 focused on a student success, equity, and social justice framework. The implementation of the strategic plan included the development of a district scorecard identifying critical metrics. Skyline College plans to disaggregate the key metrics data by variables of interest (e.g. unit enrollment, modality, race/ethnicity, etc.) and use them to help assess the impact of guided pathways. The District-level metrics have begun making their way through campus governance committees and demonstrate significant alignment with the key metrics of interest for implementing guided pathways (e.g. examining the share of students completing educational plans and the rate of full-time first-time students achieving associate's degree and/or transfer within 150% of normal time; monitoring these metrics is in alignment with student completion goals identified for other major campus initiatives (within which guided pathways will be integrated).

    Furthermore, four key District metrics are focused on the completion of transfer-level math and English and monitoring the improved progression of students through basic skills courses into transfer-level math and English. The ever-expanding implementation of acceleration and multiple measures placement in English and Math are intended to continue to positively impact these four metrics with targets set through the 2019-2020 academic year. Campus focus on these metrics also aligns directly with two of the key elements of guided pathways: redesigning and integrating basic skills education to accelerate

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[1] SLOAC: Student Learning Outcomes and Assessment Cycle
[2] For students with goals of obtaining an associate's degree.

students to college-level classes, and structuring onboarding which entails removing barriers to transfer-level courses for students who would appropriately place at transfer-level when given the opportunity.[3]

"Scaling in Progress" was selected because the College is currently strengthening the extent to which metrics described above directly connect to and inform key college plans which are under revision. For example, the Skyline College Strategic Plan and Balanced Scorecard are being revised to better align with District strategic goals and metrics and to more intentionally integrate relevant IEPI metrics from the institutional framework of indicators which may support guided pathway data monitoring and evaluation. We are still investigating how to collect and report employment outcome metrics

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

Skyline College has a robust research and reporting infrastructure that is capable of collecting and reporting on the metrics of interest for the Guided Pathways Grant. One of the most impactful way in which the metrics described above drive discussion on strategies for improvement, is through the regular incorporation of disaggregated data on above metrics in Skyline College's analytics platform, SAP Business Objects, which makes reports available and readily accessible to relevant campus stakeholders to inform decision-making.

Using the Ellucian Banner ERP platform and through the SAP Business Objects reporting and analytics platform, Skyline College has achieved an effective and responsive student tracking and reporting system, which is one of the key elements of Guided Pathways.[4] Beyond big picture reports focused on programmatic review and evaluation (such as those generated for the annual program planning process), the campus PRIE Office also generates timely operational SAP reports for campus programs so relevant information on groups of students (e.g. those with cohort tags) allows programs to customize support provided to students (e.g., based on students' academic background, unit accumulation, educational goals, and other enrollment details). Course sequence progression data and enrollment management trend data by academic department have also been shared with guided pathways and meta-major inquiry work teams who have used the data to inform the planning and mapping process for meta-major design work.

Furthermore, Skyline College has made great strides in developing the college's internal capacity and the culture of data inquiry required to successfully carryout the guided pathways development and implementation work. Through sustained

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[3] "Principles of Guided Pathways" California Community Colleges Chancellor's Office; Accessed September 1, 2017.
<http://iepi.cccco.edu/Portals/0/uploads/GP/PrinciplesofGuidedPathways-090117.pdf>

[4] Ibid.

engagement with the Career Ladders Project spanning multiple semesters, the use of qualitative student data through CLP-conducted focus groups in Spring 2017 helped inform planning efforts specific to Skyline College's institutional context. The culture of inquiry has sustained itself throughout the cross-functional guided pathways work teams collaborating to solicit campus feedback on meta-major design, guided pathways nomenclature, the incorporation of general education, etc. through campus forums, faculty/staff feedback surveys, etc. The broad and continuous campus engagement around how best to adopt evidence-based guided pathways practices has equipped the College with the necessary infrastructure to effectively engage in dialogue on the identified metrics.

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

   Skyline College has a robust research and reporting infrastructure that is capable of collecting and reporting on the metrics of interest for the Guided Pathways Grant. While Skyline College has the ability to effectively track students for the purposes of guided pathways implementation, the integration of specific variables pertaining to student advising into the central District data warehouse (also known as "WARE"), which SAP pulls data from, could be improved. Though the need to better integrate student services data from fragmented platforms is a common gap across colleges, Skyline College is actively working in collaboration with a district-wide technology task force to address data integration challenges in student advising information. The task force is in the process of identifying and considering appropriate software options to transition to a potentially different customer management software solution in the place of SARS. While the challenge described above would not necessarily or significantly hinder Skyline College in providing proactive academic and career advising, resolving the fragmentation would streamline and centralize the data collection and storage process for more efficient reporting.

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

   Beyond campus dedication to addressing equity gaps and removing barriers to students reaching their educational goals, Skyline College is also one of few community colleges in California to have dedicated Student Equity and Support Programs Office (with a dedicated Dean of Student Success and Equity), as well as a campus-based faculty professional development center (the Center for Transformative Teaching and Learning). The two functions collaborate closely and strategically, and will be joined by the campus PRIE Office in reviewing outcomes on key metrics and exploring effective professional development strategies in collaboration with faculty leaders for increasing student success through improved pedagogical and instructional support in the guided pathways model.

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

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

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

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

   Discussions utilizing Guided Pathways as a framework have taken place campus wide involving all key stakeholders. These discussions have taken place in various formats including college-wide presentations during opening day, flex day break out presentations, and involved multiple participatory governance stakeholders including Academic Senate, Classified Senate, and the Associated Students of Skyline College. Guided Pathways as a framework has been clearly communicated to the entire campus as a signature component of the Skyline College redesign and Skyline College Promise. The Skyline College Promise signature components are 1) Meta-majors and Guided Pathways 2) The Promise Scholars Program and 3) Teaching and Learning. This work is being led by the Design Team which is a collective body with representation from Faculty, staff, and administration. The design team meets regularly to lead the work and part of the structure includes work/inquiry teams on: 1) meta-majors & guided pathways 2) implications of meta-majors and guided pathways of Student Support Services 3)

implications for working with undeclared students 4) development of an exploratory course/s 5) implementation of foundation skills and 6) exploration and implementation of high impact practices.

Discussions have been data-driven including review of data to illustrate the need to explore meta-majors as an organizing structure, the benefits that the Guided Pathways framework can provide, and a plethora of quantitative and qualitative data that was reviewed in proposal of meta-majors. This data included a shared course analysis of all of our programs, focus groups and surveys of students across campus, and sorts from faculty and staff across campus. Leveraging existing funds and resources will continue to be critical in the work and SSSP, Equity, and BSI funds will particularly be critical as student and academic support services are redesigned to be in alignment with the new Guided Pathways framework.

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

A key accomplishment was to first be able to integrate the Guided Pathways framework as a signature component in the Skyline College Promise and overall college redesign. It was critical in the launch of these efforts to clearly communicate the vision for the Guided Pathways framework. In addition, it was critical to communicate the strategy and structure for advancing the work which consisted on the development of the design team and work/inquiry teams. Another significant accomplishment was the introduction of 4 meta-majors to the campus at large. This proposal included the development of design principles which guided the work, review of quantitative and qualitative data, and feedback from faculty, staff, students, and administrators.

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

We are approaching the Guided Pathways framework as part of an entire college redesign that is inclusive of integrating Student Services and Instruction to provide students with an intentional and meaningful student experience. When doing change of this scale and magnitude there is always likely to be challenges along the way. One of those challenges is to continue to keep at the forefront alignment with multiple initiatives on campus including SSSP, Equity, and BSI so that everything is being implemented in unison and integration rather than in isolation.

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

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

    In 2016, Skyline College formed a Design Team, representative of diverse campus constituents to steer college-wide communication and gather input and decisions on the Guided Pathways framework. This team formed clear democratically agreed upon processes for gathering college-wide input from all constituents including students. This team meets bi-monthly. Seven core members of the team, inclusive of Deans and faculty from instruction and counseling, advance the work on a daily basis. In Fall 2016, Skyline College formed transparent ad hoc cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. These teams met on a bi-monthly basis throughout Spring 2017. In 2017, the Design Team developed a series of engagement points including campus forums, professional development, course sequencing workshops, and meta majors works shops, where transparent ad hoc cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In Spring and Fall 2017, Skyline College hosted a series of campus forums, professional development opportunities, course sequencing workshops, meta majors workshops, and student focus groups to engage the entire campus in this work and engages college governance bodies college-wide including the College Governance Council, Academic Senate, Classified Senate, and Associated Students of Skyline College. In Fall 2017, Skyline College reformed the cross-functional work-teams to provide the Guided Pathways effort with new momentum and regularly provide opportunities for broad college-wide input. These teams will meet on a bi-monthly basis through Spring 2018.

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

    Skyline College's major accomplishments in the Guided Pathways Framework include:
    - Proposed meta majors structure for campus discussion in Fall 2017.
    - Completion of core course sequences for 99% of all degrees and certificates for Guided Pathways completed in Fall 2017

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
    The ability to continue this impactful and inclusive work is entirely dependent on funding to continue the work of faculty to advance the Guided Pathways Framework and hourly compensation for participants on the Cross Functional Work-Teams.

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

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
5. INTERSEGMENTAL ALIGNMENT *(Clarify the Path)* College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.	X Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.	○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Skyline College has created strong ties with local K-12 school districts and four-year institutions. Through intentional recruitment and enrollment plans, dual enrollment programs, concurrent enrollment and articulation agreements, the K-16 partnerships are robust. Our college preparatory courses (i.e. Hermanos y Hermanas or COUN 101 Prep for College), Middle College, and the Counselor Liaison Program allow prospective students to transition smoothly into the college fully aware of the programs, services, and resources at their disposal. The fall 2017, San Mateo County Community College District (SMCCCD) enters its third year with a Memorandum of Agreement (MOA) with South San Francisco Unified School District

(SSFUSD) and second year MOA with San Mateo Union High School District (SMUHSD) to provide the Middle College at Skyline College (MCSC) as an alternative program of choice that prepares students to receive college-level credits toward transferring and/or earning an associate degree and/or earning a Career Technical Education certificate. To accomplish this, the infrastructures between MCSC and feeder high schools are being build and refined, i.e., course alignment, data management, reporting, student management system all of which is co-financed by Skyline College and district partners.

In an effort to bridge the transition for students from Skyline who transfer to San Francisco University, we work closely with the representative to provide students all the information they need through *Next Steps* workshop. Additionally, the Transfer Admissions Bridge (TAB) program provides students transferring to SFSU an opportunity to take a free course at the SFSU campus, earning them units, and an opportunity to learn about SFSU, the resources, and experience their transition to SFSU. In addition, UC Davis continues to be one of our top transfer institutions. The Transfer Admissions Guarantee program (TAG), is a great incentive for students. Annually, about 75-80 students apply for TAG to UCD and about 65-70 are approved, ensuring guaranteed admission to UCD upon completion of their coursework.

Furthermore, as part of the Strong Workforce Program, employers work closely with faculty and contribute to the design of new career focused guided pathways through reverse engineering pathway development, career ladder discussions, thoughtful planning along with timely insight about trends, high demand skills and guidance regarding emerging middle skill livable wage careers. Regular engagement takes place with the Bay Area Community College Consortia where regional career and workforce strategies and priorities are identified and developed. Moreover, Industry Advisory Boards exist across campus where key employers and stakeholders provide critical guidance, feedback and insight that shapes program/pathway design/redesign.

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

In collaboration with local high schools, Skyline College was able to conduct early engagement with high school students and streamline their Student Success and Support Program (SSSP) process. Launched Spring 2017, Skyline College established the Counselor Liaison Program (CLP) with six of seven traditional feeder schools from the local school districts within our service area. With this program, the Outreach and Counseling Departments worked closely together to conduct application workshops, orientation, assessment (through the use of multiple measures), counseling appointments, abbreviated student education planning, and registration workshops on-site at the high schools during pre-designated times. By conducting each of these activities on site, the college was able to better track and ensure the successful completion of the SSSP steps for graduating high school seniors. Students that completed these steps on-site at their schools were awarded with priority registration which allowed the college to monitor their enrollment and engage high school counselors and administrators to

assist with the registration process. In addition, collaboration with SSFUSD has resulted in clear a-g course-taking patterns that promote better enrollment decisions and prepares their students for future success. These collaborative efforts are monitored by an Educational Advisory Committee (membership includes both K-12 and community college administrators).

In terms of transfer, our Institutional goal is to support students in achieving their academic and career pursuits and for many students their goal is transfer to a four-year university. The data provided below is indicative that as an institution we are succeeding at providing the resources necessary to support the increase in the number of students applying and enrolling at 4-year institutions.

    a. CSU- In the past 5-years (2012-2016) we have had an average of 425 Skyline College students enroll at a CSU campus each fall. A total of 1,430 students have enrolled at San Francisco State, out of the 2,127 students that have transferred to a CSU between 2012-2017. (Source: https://csudata.calstate.edu:8881/csu-high-school-dashboard/public/details?id=415711&pagestyle=cc)

    b. UC- In the last 10-years, the number of Skyline students applying the UC system has doubled and the number of students admitted has increased steadily. UC Berkeley and UC Davis have had a steady increase in the number of students applying to these intuitions and increase in admission. For example, of the 241 Skyline student applications to the UC-system in 2016-2017 application cycle, 183 students applied to UCD and of those 126 were admitted. For UCB 152 students applied in the 2016-2017 application cycle and 38 students were admitted. (Source: https://www.universityofcalifornia.edu/infocenter/admissions-source-school)

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

Though the partnerships that we currently have in place serve a large number of local K-12 students, there are still opportunities to increase our presence and student pipeline. Establishing formal MOUs with districts to scale programming, establish data sharing agreements, and confirm the buy-in from site leaders will allow for stronger partnership opportunities to streamline the transition from K-12 to Skyline College.

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

To ensure intersegmental alignment with school district partners, community based agencies, and industry, there needs to be benchmark indicators that are clear and transparent with joint responsibility for their development and attainment.

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

				Student input is systematically included into the process.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

   In 2017, the Design Team developed a series of engagement points including campus forums, professional development, course sequencing workshops, and meta majors works shops, where transparent ad hoc cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. Through this work, an inquiry team was formed to explore the following questions and report back to the Design Team: What are the main outcomes we would like to achieve through offering an exploratory course? What are some affective domain outcomes to consider? What are some career outcomes to consider? What are implications for introduction to specific disciplines as part of the course? Should this be one course at the start or two, one at the beginning and one in the middle? Will high impact practices be included in this course, if so which ones? How many units? How will this course build social and career capital for all students? What are the implications for teaching this course to scale? Who should teach this course? Will the course be embedded in the "house" or across "houses?" What will be considered success for an exploratory course? After inquiry is complete, we can develop a scope of work and move forward with implementing a foundations or exploratory course.

2. Describe one or two accomplishments the college has achieved to date on this key element.
   A significant accomplishment was the introduction of 4 meta-majors to the campus at large. This proposal included the development of design principles which guided the work, review of quantitative and qualitative data, and feedback from faculty, staff, students, and administrators. We are also leveraging the work that has been ongoing with our Explorers program to help students choose a major early on.

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

   Implementation of the META majors will need to be a campus wide initiative. Our current structure and day to day operations will be completely changed to better serve students. We have developed a change management process that will need to include all constitutes.

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

sequence • Curricular innovations including creation of math pathways to align with students' field of study.				

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

   We selected Scaling in Progress for a variety of reasons. First, we have developed long-term goals that extend to 2019-20. These goals are:

   a. The successful progression rate of students from two levels below transfer in English to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate.
   b. The successful progression rate of students from three levels below transfer in math to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate.
   c. The successful progression rate of students from one or two levels below in ESOL to successful completion of the course one level below transfer will increase 5% by 2019-2020 over the 2014-2015 rate.

   For each of these goals, action items have been developed and are being implemented. However, we are in the process of developing processes to measure student progress. In addition to these goals and action items, a variety of other initiatives have been developed and implemented that positively affect the outcomes of our basic skill initiatives. For example, these initiatives include learning communities, English 105 (allowing students to bypass developmental English), multiple measures, Math Jam, Summer Scholars, and a variety of professional development activities.

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

   a. High school transcript for placement was implemented at full-scale in May 2017 for Math and English classes.
   b. Co-requisite English courses have resulted in more than 90% of entering students beginning in college-level English placement.

c. Supplemental Learning Assistance program for ENGL 828 that provides embedded tutors and additional required academic support each week.

The SLA program will support the Fall 2017 section of ENGL 828 that has a co-requisite of enrollment in LSKL 828. The SLA Leader will be a part-time, permanent Instructional Aide II that also provides tutoring support in the Writing, Reading, and Language and ESOL labs. The SLA program will now be overseen by the Learning Center rather than the SI Coordinator due to the program's inclusion of an embedded tutoring model within the classroom. The Learning Disability Specialist in Skyline College's Disability Resource Center will also be teaching a DSKL 828 course for Fall 2017. While this course is not a mandatory co-requisite, this course will provide additional writing support to students who may struggle greatly in ENGL 828 due to previous experiences, potential learning difficulties, etc.

The English subcommittee has reviewed and discussed:
a. Multiple measures consistently placing more students in ENGL courses at transfer level. As a result, enrollment in ENGL 828 of generally decreased. Most students in ENGL 828 are those with a learning difficulty or do necessary reading and Writing skills to do well in ENGL 846 and above.
b. Data trends of student performance enrolled in a SLA-supported ENGL 828 course vs. those without Implemented Summer Scholars Institute designed for students placing in basic skills to get them ready for college level math and English in their 1st fall semester. Over 95% of the 180 students participating have placed in transfer level English and Math after program participation.
c. Implemented shortened algebra sequence from two semesters to one of "Path to Statistics" for students to complete non-STEM transfer level math. This pathway affects the majority of students who seek to complete transfer level mathematics.
d. Adoption of accelerated pathways in mathematics for engineering and computer science majors. Students enroll in a learning community and complete accelerated trigonometry and pre-calculus curriculum in one semester while also completing first level major courses. Academic and student support wrap around services are provided to support greater success. Faculty collaborate to contextualize math concepts to discipline major courses.

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

Stable basic skill funding is not guaranteed over a significant period of time. As such, fluctuations in performance may be more correlated to funding than program quality. There also needs to be an increased effort to coordinate and share best practices from around the California Community College system. The Chancellor's Office can also provide increased financial support for promoting professional development (including travel to successful community colleges) of best practices in student equity, advancing students through basic skills and overcoming gatekeeper curriculum that prevents or stalls students from achieving their educational goals.

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
8. CLEAR PROGRAM REQUIREMENTS *(Clarify the Path)* College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see	○ College is currently not providing or planning to provide clear program requirements for students.	○ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty. A few course offerings and schedules are designed to meet student demand.	X Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences. Some course offerings and schedules are designed to meet student demand and	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences. Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences. Teams create default program maps and milestones for program

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).		Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.	offered at times and in a manner that enable students to complete their programs of study in a timely fashion.	completion/transfer, so that students can easily see how close they are to completion. Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

   Cross disciplinary teams of counseling and instructional faculty, staff, and administrators were formed in Spring 2017 to sequence courses in each of the degrees and certificates offered by Skyline College. It was found through that work that interdisciplinary and cross-functional teams were not the best way to do this sequencing work as participants felt that they did not have enough discipline expertise so the process was then handed over to departments along with a set of design principles to follow when sequencing major requirements. Over 90% of degrees and certificates were sequenced by the beginning of Fall 2017. Counseling faculty are now looking at course sequences to identify overlap amongst degrees as well as overlapping major course work with GE requirements. The next step in our process will be adding additional GE course work to the sequences.

   The process of mapping coursework has begun conversations about scheduling of classes to meet student demands as well as scheduling in a way that students can get the classes they need in a reasonable time frame. (For example, not scheduling two required courses at the same time so that students have to take them in separate semesters.) As we move forward this year, we will be looking at the course sequences in greater detail and addressing the issue of scheduling in a more intentional way.

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

Accomplishments to date in Skyline College's effort to create clear program requirements for students include:
a. Campus wide meeting on November 18, 2016 in which a cross-functional team of counseling and instructional faculty, staff, and administrators participated in an exercise to map degree and certificate requirements for several degrees. While this was just an exercise and not intended to develop actual course sequences, the activity highlighted the complexity that students face in the current model. This event also served to engage the campus in a discussion of the need to improve and simplify the process for students.
b. Skyline College formed a Design Team in January, 2017 as a representative cross-section of the campus. The Design Team included counseling and instructional faculty, staff, and administrators. Members from the Design Team then served as Co-Leads of disciplinary work teams. Additional members of the campus community were recruited to serve on work teams in an effort to have a representative voice in creating program maps.
c. In May, 2017, a campus-wide event brought counseling and instructional faculty from across the college together to map the courses in their degrees and certificates. For much of Skyline College, this began a very intentional look at our courses, the pre-requisites, and skills that students need to complete them and what it really means for students to be able to complete their academic goals in a timely manner as well as what roadblocks have been placed in their way.

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

The primary challenges to this effort at Skyline College are: continued funding, specific and evolving requirements of transfer institutions. In the year that we have been engaging in this work, we have come to realize that it requires a significant investment of human capital to intentionally develop and implement pathways in a way that will be meaningful to students. There is also human capital required to the many pedagogical elements that we know will improve student success, such as high impact practices. To access that human capital requires funding to be able to reassign faculty allowing for their capacity to work on these projects in a meaningful way. Additionally, to be successful, professional development for faculty and staff is needed, which requires an additional, ongoing funding. A second challenge to implementing guided pathways is that each of the transfer institutions have different requirements. As such, we can develop guided pathways for students but they will have to be altered depending on a students' particular transfer goals.

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

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

   Counseling faculty and instructional faculty collaborate across many programs and that collaboration will continue to strengthen as we scale up the Meta Majors Guided Pathways framework. The wide range of collaboration between Counseling and instructional faculty includes the development and implementation of multiple measures, the Summer Scholars Institute, and all of our fourteen learning communities are a collaboration between counseling and instructional faculty.

   Skyline College is adopting the highly effective Accelerated Study in Associate Programs (ASAP) model out of the CUNY system. This framework will cause for further collaboration on a larger scale. For example, work is underway in which counseling and instructional faculty work together across campus to proactively support undeclared students. Other areas of collaboration that are being explored in collaboration with goal of full scale implementation by fall 2018 includes developing a first semester student success seminar course (exploring co-teaching between counseling and instructional faculty), working collaboratively to increase comprehensive student educational plans, and enhancing the early alert process and collaboration within the meta majors. In addition, counseling and instructional faculty will continue to work together to grow the Summer Scholars Institute to serve 200 students in the coming summer and the Promise Scholars Programs to 500 students in the coming fall. Both of these programs have collaboration between counseling and instructional faculty at the core of the program model. And with the new integrated Learning Commons structure housing both Library and Learning center services, both faculty and staff offer tutoring and supplemental instruction in a variety of disciplines, as well as mentoring to support student achievement.

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

   The Summer Scholars Institute is indicative of the collaboration between counseling and instructional faculty. Math, English, and Counseling faculty developed and implemented a program designed for students placing in basic skills to get them ready for college level math and English in their 1st fall semester. The 5 week summer program included dedicated counseling, intentional

support for undeclared students, development of educational plans, and needs based support for the students in most need. Initial results have been promising with over 95% of the 180 students participating placing in transfer level English and Math.

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

   We are underway in redesign of student services to be in alignment with the meta majors guided pathways framework with the goal of fall 2018 implementation. Time is of the essence as many of the areas that are being redesigned for fall 2018 in reality have implications much before that as students that will be attending in the fall start the process early in the Spring semester. There is a sense of urgency while also balancing and integrating a comprehensive technology platform and other student services initiatives related to SSSP.

IMPLEMENTATION (9-14)
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

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

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

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

   Skyline has a number of technology tools in place that support the work around Guided Pathways, such as Degree Works, SARS, Banner notes and data, Websmart, our website, and more. However, while these tools aid students, faculty, and staff in the work of Guided Pathways they mostly operate in silos. Systems and tools do not communicate well (if at all) with each other which makes it very difficult for students to help themselves or faculty/ staff to work effectively together. As a result of systems that are not easy to use or integrated well is that students and faculty tend to disengage, with the systems and school all together.

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

   While Skyline College has technology tools in place at the moment that are not optimal for student self-help or faculty/ staff effectiveness, we are making significant progress with implementing cutting edge 21st century technology to support the work of Guided Pathways. Two significant accomplishments are the implementation of Ad Astra and a technology redesign led by consultants.

   Ad Astra is software that supports institutions of higher education with strategic, student-centered, academic course scheduling and space management. We are exactly half way through an aggressive six month implementation timeline, and we are on track to complete the full implementation by December 1, 2017. This software will allow Skyline College to use a data driven approach that will help create an academic schedule that is student-centered. A student-centered schedule is one that offers the right courses, quantity of sections, during the right semester, locations, and the right time of day, and day of the

week. It will also allow us to create an annual rolling academic schedule so students can register for a full year of classes, which will help them to stay on track with their Guided Pathway.

Skyline College is in the process of creating, with guidance of consultants, a technology redesign that will address structural challenges in supporting and empowering students. The solutions will support students from the point of inquiry to graduation. Systems it will include but not limited to inquiry management, customer relationship management, enhanced student web portable, enhanced counseling tools, easier application process, and student self-help tools. We are on track with the technology redesign and will be implementing the first pieces of the technology plan mid-2018.

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

   When it comes to technology there are a number of potential large challenges. Some of the challenges are ensuring the correct software/ hardware is purchased (well integrated), redesigning processes with technology in mind, developing user friendly and intuitive systems, adoption by a high percentage of users, and simply the implementation process itself.

   Higher education in the 21st century will require multiple pieces of well integrated technology to achieve strong student and faculty/ staff outcomes. Not taking the time to ensure technology acquisition (redesign) will achieve the desired outcomes and integrate smoothly with current or future technology will likely lead to unused, ineffective tools. The result likely will not make a difference in student outcomes and cost an institution significant financial resources. While this is a challenge, Skyline College is going through an intentional and well-designed process to ensure we implement technology solutions that are well integrated and will meet student, faculty, and staff needs. Part of this process is the use of consultants to help guide us through this process.

   The actual implementation of technology from the point of purchase to going "live" is a significant challenge. This requires a well-coordinated effort from many people on campus from various departments. These folks must ensure that the technology will impact processes and users to effectively and efficiently achieve desired outcomes. To help address this challenge at Skyline College, we have been communicating and engaging in conversations regarding implementation of technology for over a year. This intentional communication has prepared the college for a strong adoption of technology solutions, to the point the entire campus is engaged and welcoming of the vision. In addition, key stake holders and those who will help lead this change/ adoption from across campus have been identified and engaged.

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
	SCALE OF ADOPTION			
KEY ELEMENT	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
11. STRATEGIC PROFESSIONAL DEVELOPMENT *(Help Students Stay on the Path; Ensure Students are Learning)* 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.	○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.	○ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college's strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.	X Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and	○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college's overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to

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

				academic programs and student services.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

   Professional development at Skyline College is currently at "scaling in progress." The design team has hosted several campus forums to increase faculty, staff, administrator, and student knowledge of meta-majors and guided pathways. Forums have scaffolded engagement, developing participant awareness of meta-majors and guided pathways. Through division meetings individual divisions have continued focused work. Even before campus forums and division meetings, design team members utilized professional development funds to attend conferences, which have informed our comprehensive redesign. To ensure responsive, ongoing professional development, the college's comprehensive redesign will need to continue to align project implementation and professional development resources and structure.

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

   The comprehensive redesign at Skyline College is complex, and professional development funds have been put to good use over the course of the last year and a half. In June of 2016 a team of ten was sent to the AAC&U institute on general education and assessment hosted at Boston University. The institute focused on supporting schools interested in redesigning their general education program by providing team coaches and focused workshop that guided the formulation of a redesign work plan to be taken back to each school's respective campus. From this institute the team came back with a rich understanding of a variety of high impact practices, and more importantly, a structural plan of how to engage the campus in participating in the process of redesigning general education. It's this structural plan that has help inform the current structure of the design team and inquiry/work teams that are advancing the work of the comprehensive redesign.

In the summer of 2017 professional development funds were once again utilized to send two teams of five to two conferences. One team went to an AAC&U institute for high impact practices and student success where our team considered the following questions: what kinds of high impact practices related to community engagement can be incorporated in our guided pathway sequences, and at what moments in the guided pathway sequence will these high impact practices be best utilized. The second team went to an AAC&U institute on integrative learning, and looked at how general education and major core courses can be integrated and better contextualized to provide a more meaningful student experience. This team came back with a guided pathway model that sequenced general education course in relation to core major courses, and the integration of high impact practices throughout the guided pathway. The models created by both teams has informed the questions our inquiry teams are exploring, and while our project as a whole will take many years to complete their work has accelerated the process and provided a level of sophisticated thinking around the project.

Furthermore, our equity office provided an equity training series in the spring of 2017 that many of the members of our design team participated in. While the training series did not specifically tackle equity as it relates to the guided pathways it did impart an equity-mindedness that is apparent when you look at the questions our inquiry teams are exploring. Every team has minimally one explicit question looking at the implications of equity as it relates to their area of inquiry.

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

   Skyline College is a campus of innovators. Ambitious, highly motivated faculty with diverse interests find support in the Center for Transformative Teaching and Learning (CTTL). The diverse and often divergent interests of faculty have made it difficult at times to align the needs of the comprehensive redesign with CTTL planning and resources. The work of the design team represents one major priority among others. The CTTL communities of practice are exploring topics and questions similar to those that the inquiry teams involved in the comprehensive redesign are studying. Aligning the groups is one particular challenge. Faculty need further clarity on the difference and relationship between these projects. Alignment is key to the success of all initiatives and particularly important to utilizing faculty time and energy effectively. The ongoing development and success of the comprehensive redesign as it relates to professional development requires aligning the priorities of both the CTTL and the comprehensive redesign.

IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
12. ALIGNED LEARNING OUTCOMES *(Ensure Students are Learning)* Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.	○ College is currently not aligning or planning to align learning outcomes.	○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.	X Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.	○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency. Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

    Student Learning Outcomes at the course, program, and institutional level are regularly reviewed and revised. The ISLOs and accompanying rubrics were revised in 2015/ 2016, after one full cycle of assessing all ISLOs, and PSLOs and SLOs are reviewed (SLOs) minimally every six years, as part of program review. Assessment and planning templates prompt faculty to connect assessment results with course and program content, pedagogy, and professional development. (See #3 below.)

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

    To assess ISLOs, the College practices course-embedded assessment. Participating faculty whose courses align with an ISLO apply the relevant parts of the rubric and are encouraged to share it with students. With approximately twenty faculty across the disciplines assessing an ISLO each semester, the rubric is a vehicle through which effective assessment is reinforced, providing a common language for faculty and students alike pertaining to the criteria. The norming workshops yield rich dialogue, as faculty are encouraged to arrive at consensus. Sometimes faculty may revise their course-embedded assignments to align more strongly with the ISLO, or they may partner with each other or support services such as the library to support students' mastery of the ISLO. As a result of how students fared, professional development workshops were offered on fostering students' resilience and meta-cognitive awareness, as well as writing clearer essay prompts. ISLO data is aggregated as a whole, and disaggregated by traditional demographic markers. The data was further disaggregated for departments and individual faculty for the last two ISLO assessments on Information Literacy and Citizenship. This departmental level data is more "actionable," especially for those assessments that involved two or more faculty teaching different sections of the same courses, or teaching within the same department.

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

    While faculty are encouraged to make more explicit the connections between their courses and assignments with the ISLOs, the effort is limited. With over 150 full and part-time faculty participating in the assessment (some duplicated count), ISLO assessment engages many. Unfortunately, not all departments have participated, and some full time faculty continually decline invitations to participate despite the College providing a stipend for participants. Thus wide-scale references to the ISLOs and use of the rubrics is limited, and by extension, many degree- seeking students are unaware of the ISLOs. Hopefully the College's efforts to design curricular pathways will make the connections between course, program and institutional outcomes more explicit, as all will lead to degrees. The intentional choice of course options in a given pathway will prompt conversations about

which courses "introduce," "reinforce" and "expect demonstrated mastery" of the ISLOs. Under consideration is that ISLO assessment be embedded in every pathway, not just to the select faculty that are invited to participate in the assessment.

IMPLEMENTATION (9-14)
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

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

in their programs.				

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

    Attainment of learning outcomes is tracked or made available to students and faculty for most programs. Faculty record assessment results in the online database, Tracdat, from which they can easily extract reports for review and program planning purposes. The College makes available research, SLO assessment results, action plans, and resource requests via the Annual Program Plans, Comprehensive Program Reviews, and Administrative Leadership and Unit Reviews. Posted on the college website for easy public access, these reports are used in planning and budgeting at the program, division, and college levels respectively.

    In addition, within a year after an ISLO assessment, the Institutional Effectiveness Committee, Academic Senate, and sometimes Classified Senate co-host a town hall to discuss the results. The data is aggregated; it also is disaggregated demographically for equity efforts, and at the departmental level to inform program self-evaluation.

    Most programs examine and use learning outcomes results to improve the effectiveness of instruction. Division and department meetings are partially designated for discussion on assessment analysis and planning. In most instances, analyses result in robust conversations about pedagogy, curriculum, and research methodology. Action plans may involve discussing teaching strategies and best practices such as reinforcing concepts via application, reviewing assessment tasks and instruments to ensure they measure the SLO and/or reflect industry expectations, and determining how to involve more adjunct faculty. Assessment also may prompt more research. For example, the Center for Student Life and Leadership followed up their pre and post- tests on the

participatory governance process with a focus group. Thus they were able to determine the extra training needed about district and college functions, policies and procedures, which are intended to empower students to be more effective representatives on college-wide committees.

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

Most compelling is how assessment can lead to robust dialogues pertaining to teaching and learning. For example, more faculty are attempting to address the affective domain in their pedagogy. Through our Basic Skills Initiative, faculty and staff underwent training related to fostering resilience in students. Primarily faculty teaching accelerated Math and English and counselors reinforce the "growth mindset." This practice has since expanded to the entire Math department, who are considering adopting it as a PSLO. Some discussions are underway as to how to teach and assess resilience. In a similar vein, the Communication Studies department plan to employ pre- and post- communication apprehension assessments for their "Public Speaking" course. Disappointed in the overall success rates and assessment results, they see it as one of the major factors impacting student success when not due to personal/ family issues.

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

The primary challenge confronting the College is adequate time to discuss SLOs and assessment since there are so many campus initiatives underway. Engaging in the necessary dialogue needs to be regularly scheduled, ideally with an assessment day per semester, so it becomes part and parcel of how the College operates.

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

IMPLEMENTATION (9-14)
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

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

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

   Career and technical education courses and programs have incorporated opportunities for contextualized learning. Few general education courses, certificate, and degree programs have done so in a coordinated, intentional manner. While individual programs or courses within programs may have developed unique curriculum or activities designed to contextualize learning, programming is not systematic. Current activities tend to be grassroots, one-offs, or dependent on short-term planning and funding. Institutional processes for systematically organizing efforts need to be established. (note: consider STEM, ESL, or modern languages projects). Robust programs intentionally designed to promote applied/contextualized learning lead to the greatest gains. Currently, cooperative education, clinical placements, internships, and short-term study abroad strategically imbed courses and programs, supporting CTE primarily and a variety of transfer programs on a smaller scale. One area of interest we are actively researching is service learning. We find that service learning may have the most potential to be applied across a wide variety of courses and programs.

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

   The Respiratory Care Program is closely tied with the hospitals and organizations it serves, providing the latest information, hands on training and individualized support to each student in the program. Students complete over 800 hours of clinical practice at the various affiliated hospitals and healthcare facilities in San Francisco and San Mateo counties. These include a wide variety of facilities, Veteran Affairs hospitals to Kaiser Permanente, to Stanford Medical Center. The Respiratory Care program offers an associate of science and a bachelor of science degree.

   Short-term study abroad, or a faculty led program (FLP), provides a faculty member and the registered students in his or her course the opportunity to travel abroad for two weeks. Students and faculty are immersed in the culture of the country they visit, experiencing the socio-economic, political, religious, and artistic realities of culture distinct from their own. Experiential learning ties to global awareness, creating a more engaged and informed citizenry. All courses are eligible for participation in the program.

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

To successfully imbed applied contextualized learning and practice requires a significant shift in campus culture to reimagine teaching and learning. Adopting contextualized learning campus wide requires curricula, time, and expertise, institutional policies, procedures, and planning. Additionally, student feedback, community partners, county agencies, and industry play a unique role in broadening the scope of the educational experience.

ADDITIONAL QUESTIONS (500 word maximum per item)

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

   ○ Pre-Adoption
   ○ Early Adoption
   ○ Scaling in Progress
   ○ Full Scale

   Please briefly explain why you selected this rating:

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

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

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

Guided Pathways Award Program Self-Assessment Signature Page

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

Name of college

Self-Assessment Signatories

Signature, President of the Governing Board	Printed Name	Date signed
Signature, Chief Executive Officer/President	Printed Name	Date signed
Signature, Academic Senate President	Printed Name	Date signed