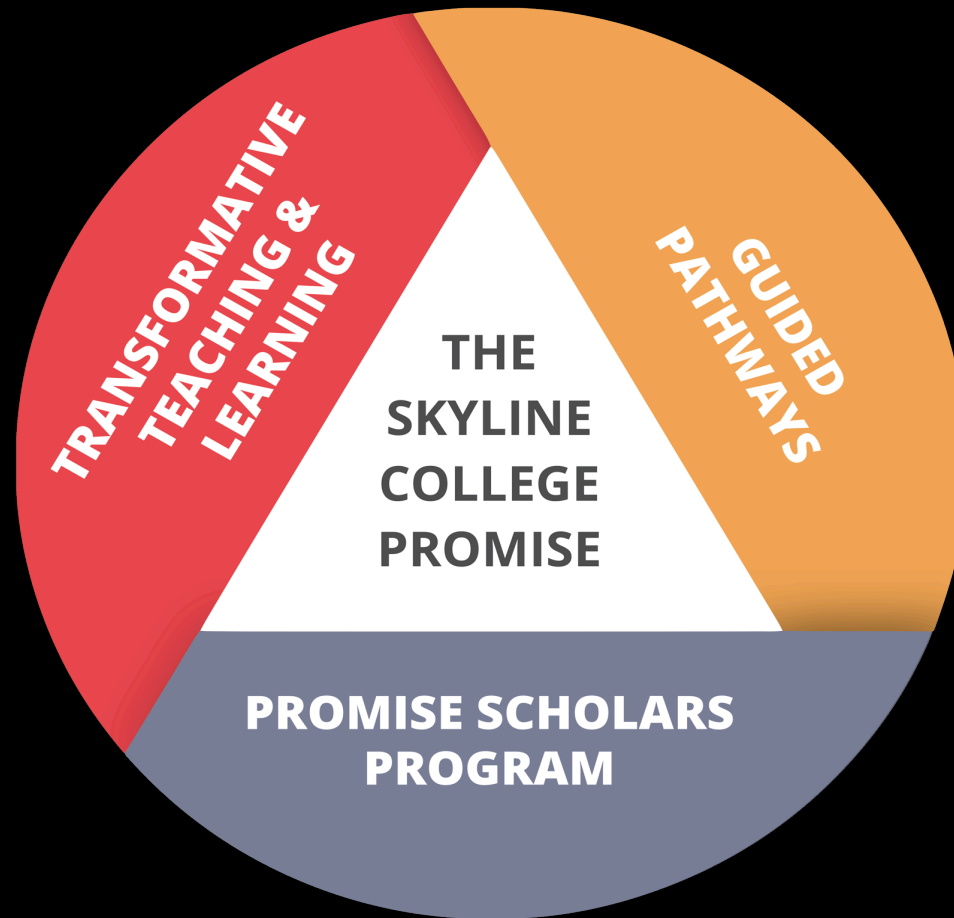


GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE
IMPLEMENTING OF GUIDED PATHWAYS
March 2020 Update



Allocation of Funds

\$150 Million in one-time funds
(\$135 directly to the Colleges)

Skyline College Total Allocation:
\$797, 177, distributed over 5 years:

Allocation of funds by college
based on:

- 35% FTES
- 45% Pell Grants
- 20% Equal Allocation

Year	%	Allocation by Year
Year 1	25%	\$199,294
Year 2:	30%	\$239,153
Year 3:	25%	\$199,294
Year 4:	10%	\$79, 718
Year 5:	10%	\$79, 718



Guided Pathways Scale of Adoption

Sections:

1. Mapping Programs to Student End Goals
2. Helping Students Choose and Enter a Program Path
3. Keeping Students on the Path
4. Ensuring that Students are Learning



Guided Pathways Scale of Adoption

Reporting:

1. Progress to Date
2. Next Steps
3. Resources Needed
4. Barriers or Obstacles
5. Scale of Adoption

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

Mapping Pathways to Student End Goals

a	Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”.
b	Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.
c	Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.
d	Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.
e	Required math courses are appropriately aligned with the student’s field of study.

Helping Students Choose and Enter a Program Pathways

a	Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
b	Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.
c	Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year.
d	Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year.
e	Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.
F	The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Keeping Students on Path

a	Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.
b	Students can easily see how far they have come and what they need to do to complete their program.
c	Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
d	Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career
e	The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Ensuring that Students are Learning

a	Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
b	Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.
c	Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.
d	Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.
e	Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.
f	The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
g	The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Review Schedule

1/8/20	Cabinet Review
1/9/20	Deans and Vice Presidents
1/16/20	Academic Senate (Information Item)
1/21/20	Associated Students
1/22/20	Design Team
1/30/20	SPARC (recommendation to CGC)
2/6/20	Classified Senate
2/18/20	Report due to the Board
2/26/20	College Governance Council
2/26/20	Board of Trustees
3/1/20	Submit Online

How can you help?

1. Review the document
2. Share with colleagues
3. Let me know any additions or changes (*especially resources*)

*Email feedback to:
grandyc@smccd.edu*

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