



GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT

Institution Name: Santa Monica College

Date: September 2017

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The essential practices listed are examined in CCRC’s book, *Redesigning America’s Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). For each of the guided pathways essential practices listed in the first column, convene faculty, student services staff and administrators from across divisions at your college to discuss the extent that the practice is currently implemented at your college. In the second column, indicate the extent to which the practices have been adopted at your college using the following scale:

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

In column three, list the progress your college has made toward implementing each practice at scale. In column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college’s timeline for implementing these steps. *Don’t be concerned if your college has made little progress implementing any given practice. This assessment will help your college establish a baseline and develop a plan for implementing guided pathways at scale at your college.* **Due date for submission of the assessment is [DATE]. Submit to [NAME] at [email].**

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Good counseling and “major sheets” are available to students to guide them • There are some broad majors that don’t lend easily to design/mapping like “Social and Behavioral Sciences”; students transferring are subject to a variety of requirements. Again, good information is available but not as easily accessed or understood by students as is needed. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Develop program maps that are clearly built upon the skills and knowledge needed for success in employment and further education. • Identify “fields of importance” in our service area. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2017-18
<p>b. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • “Career Coach” is available to all students. Career Counseling maintains a customized job posting board. • All “major sheets” are available online • Career Counseling has links such as “What can I do with a major in...” and sponsors “Cool Careers” series • Good information available if the student seeks it out and can find it. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Promote available resources and make them more easily accessible. • Communicate to students all the information available on the web. • Take a more systematic approach to providing information to students. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2017-18
<p>c. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Some programs are mapped better than others: LA HITECH, Promo Pathways, Photography... Others are less clear. • Counseling 20 Educational Plan Assignment and Career Project Assignment which requires students to map out GE and Major coursework through assist.org and required to meet with a counselor for review. Students 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Develop program maps that are clearly built upon the skills and knowledge needed for success in employment and further education. Identify critical courses, milestones, math intensity(?) • Review assignments in Couns 20 and determine if there should be further information on major/career or identification of transfer schools.

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		select 1 college and major that they want to transfer to. Also complete research on a major and career through Choices 360.	<i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> • 2017-18

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<p>2. HELPING STUDENTS CHOOSE AND ENTER A PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Students are not required to complete an Ed Plan, but the vast majority do. • We create opportunities to do a meaningful Ed Plan—Couns 20, individual appointments, through special programs • Offer intensive career planning course (Couns 12) every semester; over 35 sections per year 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Infuse ed planning into online orientation? • Integrate career information and guided career interest assessment into “on boarding” to college • Develop online Couns 12 course, offer Couns 12 at high schools, target “undecided” majors. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2017-18
<p>b. Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas—not just in college-level math and English.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • This is inconsistent. We have Supplemental Instruction, embedded tutoring, History peer mentoring, Sociology coaching. These are based upon failure rates in courses more so than because they are “gateways” to a program. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Identify gateway courses for each program/major during mapping process. Look at success rates disaggregated by ethnicity as well as how many students persist to the next course in major. • Assess learning support available for courses other than English and math. Can resources be reallocated/shifted to support “gateway” courses?

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			<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2017-18
<p>c. Required math courses are appropriately aligned with the student's field of study.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • The "tracks" of different math courses (stats vs STEM vs Bus/Soc Sci) is fairly clear, but it is difficult for students to know which math class to take for their major at particular transfer destinations. Ex. Business at CSULB requires different math than others, even if student follows the ADT. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Integrate the information into the program maps. • Redesign the math course chart in language that is more easily understood by students. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2017-18
<p>d. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Intensive support is available but is not systematic. English Academy, Math Academy, Summer Jams, math and writing labs, Supplemental Instruction, embedded tutors 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • We are unsure of the impact of AB 705 in California. SMC will need to re-assess academic support at the developmental level. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2017-18
<p>e. 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.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Strong relationship with local high school. Some legal limitations in working with 29 other feeders. • ERWC, dual enrollment math in senior year at Samohi. Placement of SMC counselor at Samohi. LA HITECH collaborative grant. • Plans for hybrid/Saturday "academy" model as part of Promise program. • Outreach counselors at all feeder high schools on a regular basis. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Develop hybrid/Saturday "academy" model. • Offer Couns 12 at Samohi for students planning to attend SMC <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2017-18

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<p>3. KEEPING STUDENTS ON THE PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> This occurs in special programs and for some other students. We do not have advisors assigned to students or programs. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Improve the counselor-facing technology and information available about students. Assess if our current counseling structure supports the guided pathways model. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> A= 2018-19; B= 2017-18
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> ~370:1 ration of academic and career counselors to students. Offer one-on-one academic and career counseling services. Students who use MyEdPlan effectively can do this, but we are not sure to what extent students do this. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Assess current use of MyEdPlan for this purpose. Evaluate current usage of counselors by students and develop plan to increase. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2017-18
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> “Back to Success” for disqualified students does this. Early Alert system 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Develop MyEdPlan 2.0 with improved alerts for both counselors and students. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2018-19
<p>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.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Encourage students to connect with Career Counseling Services Students informed of and have access to the Couns 12 (Career Planning) course at SMC to discuss strategy in identification of alternate career. Seek AA in General Science- AA/AS GE’s remain the same across majors and 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Research best practices. Connect limited access programs with Career Services Center through class presentations and targeted outreach to programs. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2017-18

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		<p>Nursing program applicants are awarded 5 points in the multicriteria point structure.</p> <ul style="list-style-type: none"> • Consider enrolling in RT 1. Nursing does not have a survey course and RT 1 is not limited to RT program students. RT 1 comes up in conversation as an option to better understand the differences between the Nursing and RT major option. • For students that do not meet the minimum score for the Nursing program admission assessment (NLN PAX) - students have Readiness Plan option. • Remediation and Re-entry/Re-admission policies are also available for students that exited (due to not passing or personal reasons) the Nursing or RT. 	
<p>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.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • The implementation of College Scheduler and MyEdPlan have helped. We should draw more data from these two programs to the extent possible. • Already engaged in data-driven scheduling. New tools are in use that help us to be responsive to student needs. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Increase the number of 8 week classes • Integrate more data from MyEdPlan • Consider “year long” scheduling so students can anticipate the next term with some reliability. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2017-2019
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by</p>	<p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Some CTE programs do this well. For example, the Business department adopted “21st C Skills” across their classes and programs. The Cloud Computing certificate was created in collaboration with industry experts. But this is the 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Work with the CTE committee and Interim Dean for Career Education on a strategy to do this more systematically. Perhaps use that template to also apply to non-CTE programs?

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each program, and include a focus on curricular and co-curricular learning.		exception rather than the rule. <ul style="list-style-type: none"> We now have an Applied Learning Center to enhance co-curricular learning. Adoption is not wide scale. 	<i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> 2018-19
b. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, service learning, study abroad and other active learning activities.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> More and more faculty are integrating these kinds of activities with the help of the Applied Learning Center. 	<i>Next steps:</i> <ul style="list-style-type: none"> Continue to promote these learning activities. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> 2017+ ongoing
c. Faculty assess whether students are mastering learning outcomes and building skills across each program, including pre-transfer programs.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> A robust system for assessing SLO's at the course level exists. These are mapped to Institutional Learning Outcomes. The weakness lies in the linkage between the course and program levels. 	<i>Next steps:</i> <ul style="list-style-type: none"> Create a toolkit for departments to do this as part of the program mapping. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> 2017-18
d. Results of learning outcomes assessments are used as integral parts of program review and improvement efforts.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> Our program review process does require reflecting on SLO assessments and what changes have/should be implemented to enhance student learning. 	<i>Next steps:</i> <ul style="list-style-type: none"> Meet with Program Review committee to further evaluate this process and how it can inform and strengthen guided pathways. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> Spring 2018
e. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<input checked="" type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> We do not employ this practice at SMC. However, there is strong interest among CTE programs to adopt digital "badging." 	<i>Next steps:</i> <ul style="list-style-type: none"> Learn more about these practices. Confer with industry advisory boards re their value? <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> 2018-19

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<p>f. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> SMC conducts the CCSSE every two or three years. It is not clear to what extent the results have been used to create targeted professional development. However, results from the annual Institutional Effectiveness report are used routinely to update the Master Plan for Education and set annual objectives. In some cases this has involved targeted professional development, particularly around data literacy on campus. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Share the results of the most recent CCCSE evaluation broadly. Make suggestions to the Professional Development Committee regarding how the results might inform professional development. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring 2018