**Guided Pathways 2019-2021**

**Process Measures & Student Outcomes**

**“Things to Think About”**

*2020 – 2021 ACCOUNTABILITY*

These accountability measures are designed to support the colleges to:

* **Assess** the college’s current status in implementing essential Guided Pathways practices at scale.

Great news! Every college has completed *significant work* in assessing their current implementation status and can use that information to inform their work plan.

* + *Scale of Adoption Assessments – January, 2018 & Fall, 2019*
  + *Math Landscape Analysis college visit – Fall 2019/ Winter 2020*
* **Plan** for scaled implementation in identified essential practice areas the college over time. Prioritize
  + *Identify and prioritize essential practice areas for 2020-2021*
  + *Create a plan for investing the new Guided Pathways resources based on the identified priorities*
* **Invest** strategicallyin relevant essential practice areas designed to increase completions and close equity gaps
* **Measure** progress
  + *Measure the efficacy of identified interventions/ practices/ strategies*
  + *Iterate policy and practice with new learning*

*PROCESS MEASURES AND OUTCOMES REPORTING*

* **Process measures** for consideration are identified for each essential practice area in the work plan (see below). Initial investment reports for the 2019-2020 ($100k) Guided Pathways funds will be due *July, 2020*.
* **Outcomes measures** – will be the following momentum metrics with the initial 2019-2020 report due *Fall, 2020* (baseline reporting of *3 year* trend)
  + College Level Math and English completion within one year
  + Retention - 1ST Term to 2nd Term and Fall to Fall
  + Degree, Certificate, or Apprenticeship completed or transfer without a credential

**GUIDED PATHWAYS ESSENTIAL PRACTICES**

CCRC Scale of Adoption Assessment

Math Landscape analysis, & HOPE survey

January 15 > Guided Pathways Design Thinking full day planning session Jan - Feb > Guided Pathways Work Plan Informational Webinars & Technical Assistance Framework released

March 2 > Guided Pathways implementation work plans due to SBCTC

March 12-13 > Work Plan Review by Interdisciplinary Teams including College & SBCTC representatives

2019 Colleges Year One Investment report due to SBCTC

*July, 2020* > Implementation plans launched with support from HB2158 funding *December, 2020* > First report to HB2158 Oversight Board

2019

2020

2020

**Assessments**

**State Launch Investments**

**2020 Work Plan Due**

**2019 Investment Report**

**$ 2020 Allocation $**

**GUIDED PATHWAYS INVESTMENT GUIDELINES & PROCESS MEASURES**

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| **FACULTY, STAFF, AND STUDENT ENGAGEMENT** | **HB 2158 INVESTMENT AREA** | **PROCESS MEASURES** | **INVESTMENT GUIDELINES** |
| **Faculty, staff, and students are engaged in developing, implementing, and refining each Guided Pathways element including but not limited to program/degree maps and integrated supports. Appropriate departments, work groups, or committees with broad faculty, staff, and student representation engage in ongoing work and provide feedback to leadership.**  **Timeline for implementation:** Spring, 2020 | **ALL HB2158**  **INVESTMENT AREAS**   1. **Student Support Services – Advising & Counseling** 2. **Faculty engagement** 3. **Meta Major Development/ Program Alignment/ Designing Degree Maps** 4. **Structured Exploration** 5. **Technology, Data analytics and student tracking** 6. **Research & Evaluation** | * Faculty, staff, and students are broadly engaged in cross departmental teams to support Guided Pathways. * Cross-functional teams have been formed to: * Communicate with internal college constituents * Assess and prioritize essential practice areas | * **Engage interdisciplinary faculty** in planning time for data analysis, meta major and curricular redesign efforts * Provide access to **faculty and staff professional development** related to **equity-minded teaching and learning practices** * **Engage faculty and staff** in **student focus group facilitation** for deepened understanding of the **student experience** |

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| **COMMUNICATION** | **HB 2158 INVESTMENT AREA** | **PROCESS MEASURES** | **INVESTMENT GUIDELINES** |
| **There is a college-wide understanding of Guided Pathways – for faculty, staff, students, and potential students. Information on Programs of Study (organized by Meta Majors and linked to transfer options and career information) is easily available to students via the college website and other appropriate communications tools.**    **Timeline for implementation:** Spring, 2020 | **ALL HB2158**  **INVESTMENT AREAS**   1. **Student Support Services – Advising & Counseling** 2. **Faculty engagement** 3. **Meta Major Development/ Program Alignment/ Designing Degree Maps** 4. **Structured Exploration** 5. **Technology, Data analytics and student tracking** 6. **Research & Evaluation** | 1. Guided Pathways vision and goals are clearly communicated throughout the college 2. The college’s website contains detailed information on the employment and further education opportunities related to each program. | * Development of **effective communication materials** and strategies for/ with diverse student and community review and analysis |

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| **META MAJORS AND PROGRAMS OF STUDY** | **HB 2158 INVESTMENT AREA** | **PROCESS MEASURES** | **INVESTMENT GUIDELINES** |
| **Programs of Study are clustered into Meta Majors and are well-designed to guide and prepare students to enter employment and/or further education.**  **Learning outcomes are clearly defined for each program of study (not just defined at the course level) and those learning outcomes inform a default course sequence aligned with industry identified needs, transfer pathways, and degree completion minimum requirements.**  **Timeline for implementation:** Spring, 2021 | 1. **Meta Major Development/ Program Alignment/ Designing Degree Maps** 2. **Structured Exploration** 3. **Technology, Data analytics and student tracking** | 1. Meta Majors and the Programs of Study within them have been defined 2. Each Program of Study has defined learning outcomes at the program level, and 3. Relevant industry partner feedback has been incorporated. | * Design **Meta Majors** and related programs using labor market information and in collaboration with industry to identify regional employer needs * Develop a **Meta-Major** structure **aligning programs and curriculum with academic and financial program maps** for every student * Development of **clear & transparent degree maps** |

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| **PROGRAM/DEGREE MAPS** | **HB 2158 INVESTMENT AREA** | **PROCESS MEASURES** | **INVESTMENT GUIDELINES** |
| Each Program of Study is clearly mapped out for students and provides a coherent pathway from college entry through completion or transfer. Students know which courses they should take and in what sequence, and are directed to default course selections related to their meta major and program. Courses critical for success in each program and other key progress milestones are clearly identified. Default schedules are designed to lead to on-time completion, and students can customize their academic plans by working with an adviser or faculty member to address their individual context.  **Timeline for implementation:** Spring, 2021 | 1. **Meta Major Development/ Program Alignment/ Designing Degree Maps** 2. **Structured Exploration** 3. **Technology, Data analytics and student tracking** | 1. Default course sequences are established for each program 2. Default course sequence schedules have been reviewed cross-departmentally to identify potential conflicts 3. Default course sequence data reviewed for complementary and toxic course combinations. 4. Communications materials have been created and website has been updated to effectively inform students about each Meta Major and Program of Study or there is a plan in place to do so during the following academic year. | * Development of **clear & transparent degree maps** * Design **degree appropriate math and English** credit structured within 1 year of enrollment for EVERY student * Create **effective communications materials and dissemination strategies** for ease of use by students and community members, including information regarding mode of delivery, scheduling and Open Education Resource options |

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| **ADVISING** | **HB 2158 INVESTMENT AREA** | **PROCESS MEASURES** | **INVESTMENT GUIDELINES** |
| **Advising is mandatory and intrusive for all credential-seeking students. Advising facilitates entry into a Program of Study within two quarters and tracks and supports student progress through completion or transfer. Professional advisors and faculty maintain close cooperation to ensure a smooth transition from initial general advising to advising in a program, and advisors may have an area of specialty at the Meta Major or Program of Study level with students assigned to advisors appropriate to their academic goals.**  **Timeline for implementation:** Spring, 2021 | 1. **Student Support Services – Advising & Counseling** 2. **Faculty engagement** 3. **Structured Exploration** 4. **Technology, Data analytics and student tracking** | 1. A plan is complete that demonstrates how the college will provide mandatory advising aligned with the Guided Pathways framework as described. 2. This plan is fully implemented the next academic year and a process for ongoing assessment and refinement is in place. | * Design and assess a mandatory **advising experience** that provides equity-minded educational advising for every degree seeking student (structured to co-create education plan with every student) |

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| **EXPLORATORY SEQUENCE FOR EACH META MAJOR** | **HB 2158 INVESTMENT AREA** | **PROCESS MEASURES** | **INVESTMENT GUIDELINES** |
| **Students who do not have a specific Program of Study in mind are supported to identify a Meta Major in a broad field of interest (such as business, allied health, education, etc.) with a default curriculum that gives them exposure to the broad field/ sector/ area of study.**  **Timeline for implementation:** Spring, 2022 | 1. **Student Support Services – Advising & Counseling** 2. **Faculty engagement** 3. **Meta Major Development/ Program Alignment/ Designing Degree Maps** 4. **Structured Exploration** 5. **Technology, Data analytics and student tracking** | 1. A default exploratory course sequence for each Meta Major has been designed. 2. Exploratory sequences are being used by students who select a Meta Major upon enrollment but have not determined their Program of Study 3. The college has a system in place to utilize disaggregated data to assess the extent to which exploratory sequences are supporting the college’s identified equity goals. | * Develop **default exploratory sequence** within each **Meta Major/ Area of Study** * Develop **assessment policy, practice and infrastructure** to **disaggregate and disseminate relevant outcomes data** to **faculty, staff and administration.** * Design an equity competent/ culturally relevant structured **meta-major/ career exploration experience** for ALL students. |

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| **TECHNOLOGY** | **HB 2158 INVESTMENT AREA** | **PROCESS MEASURES** | **INVESTMENT GUIDELINES** |
| **Technology is in place that allows registration, advising, and progress monitoring systems to support full Guided Pathways implementation. For example, the college is able to: record the Meta Major and Program of Study for each student and produce reports that summarize enrollment in various programs, effectively block schedule courses for Programs of Study, and monitor students’ progress relative to their academic plan.**  **Timeline for implementation:** Spring, 2022 | 1. **Student Support Services – Advising & Counseling** 2. **Faculty engagement** 3. **Meta Major Development/ Program Alignment/ Designing Degree Maps** 4. **Technology, Data analytics and student tracking** 5. **Research & Evaluation** | 1. The college has defined its technology needs to facilitate changes to advising, registration, and progress monitoring. 2. The college has defined its technology needs to facilitate changes to advising, registration, and progress monitoring. 3. Short-term or interim technology systems (if needed) are operational that allow essential information to be collected until a more comprehensive technology upgrade occurs, if necessary. 4. Identify **system-wide technology** needs & potential solutions 5. Construct a plan including integration support of relevant stakeholders to meet technology gaps | * **Assess technology needs** to support framework (Classroom integration, Progress monitoring, Communications, etc.) * **Identify relevant technical solutions** (software, infrastructure, LMS platforms, etc.) and **strategy to integrate** technical solutions related to identified needs * **Integrate technology solutions** to improve the student experience (in the classroom, timely collection and dissemination of essential information in a meaningful, way ie; degree maps, credit accumulation on pathway, early alert) to ALL students, faculty and staff |

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| **INTAKE** | **HB 2158 INVESTMENT AREA** | **PROCESS MEASURES** | **INVESTMENT GUIDELINES** |
| **Every new credential-seeking student is helped to explore career/college options, choose a Meta Major upon enrollment, and enter a Program of Study within no more than two quarters. If not already the case, orientation and intake activities become *mandatory* so that students can be helped to clarify their goals for college and careers and to create an academic plan in conjunction with their advisor based on transparent and clear program/degree maps.**  **Timeline for implementation:** Spring, 2022 | 1. **Student Support Services – Advising & Counseling** 2. **Faculty engagement** 3. **Meta Major Development/ Program Alignment/ Designing Degree Maps** 4. **Structured Exploration** 5. **Technology, Data analytics and student tracking** 6. **Research & Evaluation** | 1. An intake and orientation system is in place that meets the provided definition and includes a mechanism for making it mandatory for students to choose a Meta Major upon enrollment and a Program of Study within two quarters. 2. A placement process is in place that includes a range of instruments designed to provide students placement and supports for completion of college level math and English within the first year of enrollment in their program of study. | * Design and assess an **intake, onboarding, and orientation experience** which includes a mechanism for all students to learn about the full suite of opportunities and choose a meta-major by the end of the first quarter of enrollment. * Design and assess **a placement experience** that considers a range of instruments in lieu of placement tests including high school GPA, high school and other college transcript analysis, Guided Self-Placement, etc |

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| **DEGREE COLLEGE LEVEL MATH & ENGLISH WITHIN ONE YEAR** | **HB 2158 INVESTMENT AREA** | **PROCESS MEASURES** | **INVESTMENT GUIDELINES** |
| **The majority of students earn college-level English and degree math (the math required for their program of study) credit within one year of enrollment. A variety of strategies may be used, including utilizing alternative placement measures (HS transcripts, SBA scores, Guided Self Placement) at scale, co-requisite college-level math and English courses that integrate pre-college or foundational, and/or shortening the pre-college course sequence and contextualizing pre-college courses to Meta Majors.**  **Timeline for implementation:** Spring, 2022 | 1. **Student Support Services – Advising & Counseling** 2. **Faculty engagement** 3. **Meta Major Development/ Program Alignment/ Designing Degree Maps** 4. **Technology, Data analytics and student tracking** 5. **Research & Evaluation** | 1. A placement experience that considers a range of instruments in lieu of placement tests including high school GPA, high school and other college transcript analysis, Guided Self-Placement, etc   is in place and assessed at least annually for impact   1. Integration of all levels of Basic Skills into curriculum for completion of college level Math and English within one year 2. Course Scheduling has been constructed so students are able to complete math and English sequences within one year regardless of mode of delivery | * Design and assess **degree appropriate math and English** credit structured within 1 year of enrollment for EVERY student |

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| **GATEKEEPER COURSES** | **HB 2158 INVESTMENT AREA** | **PROCESS MEASURES** | **INVESTMENT GUIDELINES** |
| **For each Program of Study, the college will identify key gatekeeper courses in addition to math and English and determine the level of student performance that is predictive of student success in completing that specific program. This information will be used to develop supports and increase the integration of teaching and learning strategies such as inclusive pedagogy to increase success in gatekeeper courses as well as used by advisors when helping students select and/or transition between programs of study.**  **Timeline for implementation:** Spring, 2022 | 1. **Faculty engagement** 2. **Meta Major Development/ Program Alignment/ Designing Degree Maps** 3. **Structured Exploration** 4. **Technology, Data analytics and student tracking** 5. **Research & Evaluation** | 1. Gatekeeper courses are identified 2. Gatekeeper course outcomes assessments are aligned to program outcomes. 3. Gatekeeper courses are used to inform student advising and/or interventions. | * **Identify and assess** gatekeeper courses for **alignment with program outcomes** * **Identify and assess** gatekeeper courses for **root causes of performance analysis results.** * **Integrate inclusive andragogy** best practices **through professional development** |

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| **MATH PATHWAYS** | **HB 2158 INVESTMENT AREA** | **PROCESS MEASURES** | **INVESTMENT GUIDELINES** |
| **Required math courses are appropriately aligned with Meta Majors, and where possible contextualized to students’ field of study.**  **Timeline for implementation:** Spring, 2022 | 1. **Faculty engagement** 2. **Meta Major Development/ Program Alignment/ Designing Degree Maps** 3. **Structured Exploration** 4. **Technology, Data analytics and student tracking** 5. **Research & Evaluation** | 1. All math and quantitative reasoning courses and related learning outcomes are aligned with program outcomes 2. All math and quantitative reasoning courses and related learning outcomes are aligned with Meta Majors/ Areas of Study. 3. Every math pathway sequence provides for completion of college level math within one year, regardless of entry point (ABE, ESL, etc) | * Design and assess **degree appropriate math** credit structured within 1 year of enrollment for EVERY student * **Evaluate and address inconsistencies** with P-20 math curricular alignment for incoming students and transfer students |

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| **SCHEDULING** | **HB 2158 INVESTMENT AREA** | **PROCESS MEASURES** | **INVESTMENT GUIDELINES** |
| **Schedules are consistent and predictable (for example, through block scheduling), and are organized in a way that makes it possible for a full time student to complete a two year degree in two years. The college schedules courses to ensure students are able to enroll in the courses they need when they need them and can plan their lives around school from one term to the next.**  **Timeline for implementation:** Spring, 2022 | 1. **Student Support Services – Advising & Counseling** 2. **Faculty engagement** 3. **Meta Major Development/ Program Alignment/ Designing Degree Maps** 4. **Technology, Data analytics and student tracking** 5. **Research & Evaluation** | 1. Schedules are predictable based on program requirements. 2. Schedules are transparent and accessible in a timely manner for student and advisor access to register for courses based on academic plan. 3. Required courses and course sequences are reviewed for course scheduling conflicts and mitigated if encountered. | * **Construct a course schedule** so students are able to **complete math and English sequences within one year** regardless of mode of delivery * **Construct and publish** a **2- year schedul**e * **Assess and mitigate course scheduling conflicts**, including toxic and complementary course combinations |

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| **PROGRAM MONITORING** | **HB 2158 INVESTMENT AREA** | **PROCESS MEASURES** | **INVESTMENT GUIDELINES** |
| **Progress on academic plans is monitored on an ongoing basis. This information is used to inform scheduling and advising policy and practice, and to provide frequent feedback to students, advisors, and instructors.**  **Timeline for implementation:** Spring, 2022 | 1. **Student Support Services – Advising & Counseling** 2. **Faculty engagement** 3. **Meta Major Development/ Program Alignment/ Designing Degree Maps** 4. **Structured Exploration** 5. **Technology, Data analytics and student tracking** 6. **Research & Evaluation** | 1. Individual academic progress monitoring is in place for every student. 2. Reporting structures are in place for the identified outcomes reporting 3. Reporting is available to provide quarterly feedback to students, advisors, faculty, and administration.    1. *# of students in each Meta Major/ Area of Study*    2. *# of students in an exploratory course sequence for each Meta Major/ Area of Study*    3. *# of quarters between enrollment and entry into a Program of Study for all credential-seeking students*    4. *Program of study in which every credential-seeking student is enrolled*    5. *# of credits completed toward the program each term including % of degree completion*    6. *# of students that transition between programs of study & Meta Major* | * Construct a **plan to review disaggregated student success data** college wide on an ongoing and consistent basis * **Develop research capacity** plan to analyze essential practices (ie; degree maps, credit accumulation on pathway, etc) * **Identify evidence based excellent practices** to improve student completion rates and eliminate equity gaps * **Improve infrastructure** (ie; data systems, IR, IT and end user capacities, etc) designed to **effectively analyze and disseminate disaggregated data** for identifying practice improvement opportunities **in a meaningful way** |

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| **INTERVENTION AND/OR REDIRECTING STUDENTS AS NEEDED** | **HB 2158 INVESTMENT AREA** | **PROCESS MEASURES** | **INVESTMENT GUIDELINES** |
| **The college can identify when students are at risk of falling off their academic plans and has policies and supports in place to intervene in ways that help students get back on track or make a program change as appropriate.**  **Timeline for implementation:** Spring, 2022 | 1. **Student Support Services – Advising & Counseling** 2. **Faculty engagement** 3. **Technology, Data analytics and student tracking** 4. **Research & Evaluation** | * Practice and policies are in place to identify students who are not maintaining satisfactory academic progress toward their program * Practices and policies are in place to communicate with students and relevant support faculty and staff about identified students. * Strategic interventions are designed and deployed based on student, staff and faculty identified needs. * Specific Meta Major/ Area of Study supports are deployed for students applying to selective admissions programs for expedient redirection to alternative programs with similar labor market outcomes (Ex: Nursing > Sonographer). | * Design a **financial aid** **experience** including integration of strategic plans to address student food and housing insecurity. * Construct plan to **integrate evidence based intervention strategies** with analysis of student credit accumulation on path |

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| **ENSURING LEARNING** | **HB 2158 INVESTMENT AREA** | **PROCESS MEASURES** | **INVESTMENT GUIDELINES** |
| **Faculty assess whether students are mastering learning outcomes and building skills across each program. This information is available to students. Faculty use the results of learning outcomes assessment to improve the effectiveness of instruction in their programs. The college assesses effectiveness of educational and pedagogy practice and uses results to create targeted professional development.**  **Timeline for implementation:** Spring, 2022 | 1. **Faculty engagement** 2. **Meta Major Development/ Program Alignment/ Designing Degree Maps** 3. **Technology, Data analytics and student tracking** 4. **Research & Evaluation** | 1. Course learning outcomes are consistently assessed by faculty and communicated clearly to students. 2. Faculty use learning outcomes to improve instructional and course design across programs, Meta Majors/ Area of Study, and courses. 3. Professional development related to effective and inclusive pedagogy practices is focused on areas collectively identified by faculty and staff. | * **Develop/ assess learning outcomes assessment processes** and alignment across course, program & Meta Major/ Area of Study curriculum * **Invest in faculty and staff professional development** related to outcomes assessment and inclusive curriculum and andragogy |