



Institution Name: SAN JACINTO COLLEGE

Date: October 2017

This tool is designed to help your college assess how far along you are in implementing essential guided pathways practices at scale. Don't be concerned if your college has made little progress in implementing any given practice. Conversely, if your team has indicated complete implementation in all practices, you may want to revisit your team's responses to ensure an honest and courageous appraisal. Assess the extent to which each practice listed in the first column of the tool is currently implemented 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 planning 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 degree-seeking students

Due date for submission of a draft assessment is October 23, 2017. Please submit to Raquel Garza (rgarza@tacc.org). Questions? Contact Martha Ellis at mellis@austin.utexas.edu

GUIDED PATHWAYS ESSENTIAL PRACTICES	SCALE OF ADOPTION AT OUR COLLEGE	PROGRESS IMPLEMENTING PRACTICE	IMPLEMENTATING PRACTICE AT SCALE
<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 Systemic <input type="checkbox"/> Planning to Scale <input type="checkbox"/> Scaling in Progress <input checked="" type="checkbox"/> At Scale	<p>Progress to date: All academic transfer pathways and technical certificates have been mapped by faculty with the expertise of advisory committee members in some cases. MAPs (My Academic Plan) were verified by Advising to ensure accuracy. MAPs have been entered on the SJC website and on My</p>	<p>Next Steps Retire courses not on Pathways from the curriculum Review Pathways with Advisory committees on an annual basis. Annually review transfer Pathways to ensure that courses meet university requirements and students transfer at junior standing in their chosen Pathway.</p> <p>Timeline 2017-18</p>

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		<p>SanJac GPS so that students can track their progress and know what courses are next on their Pathway.</p> <p>All technical certificates have been examined to ensure that they lead to jobs in the field at a living wage.</p>	
<p>b. Detailed information is easily accessible on the college's website providing employment and further education opportunities targeted by each program.</p>	<p> <input type="checkbox"/> Not Occurring <input type="checkbox"/> Not Systemic <input type="checkbox"/> Planning to Scale <input type="checkbox"/> Scaling in Progress <input checked="" type="checkbox"/> At Scale </p>	<p>Progress to date: Detailed career and salary information for each Career Pathways is available on the SJC website. Students explore about their chosen career and related careers during New Student Orientation and the Student Success Course.</p>	<p>Next Steps Continue to update career and salary information. Add information on advanced degree requirements for some transfer degrees.</p> <p>Timeline 2017-2018</p>
<p>c. Programs are aligned with high school endorsements and are clearly mapped across the two sectors. High school students know which high school courses, including dual credit courses, they should take to be</p>	<p> <input type="checkbox"/> Not Occurring <input type="checkbox"/> Not Systemic <input type="checkbox"/> Planning to Scale <input type="checkbox"/> Scaling in Progress <input checked="" type="checkbox"/> At Scale </p>	<p>Progress to date: All transfer Career Pathways are aligned with h.s. endorsements. Using the Pathways MAPs, Dual credit students' courses are</p>	<p>Next Steps work with State to better define dual credit funding models and requirements.</p> <p>Timeline</p>

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<p>prepared to seamlessly matriculate into college programs.</p>		<p>registered for courses by advisors in the Dual Credit department</p>	<p>2017-2019</p>
<p>d. Programs are aligned with 4-year institutions where the majority of students transfer and are clearly mapped across the two sectors. Transfer students know which college courses they should take to be prepared to seamlessly transfer into baccalaureate programs without loss of credit leading toward the targeted degree.</p>	<p> <input type="checkbox"/> Not Occurring <input type="checkbox"/> Not Systemic <input type="checkbox"/> Planning to Scale <input type="checkbox"/> Scaling in Progress <input checked="" type="checkbox"/> At Scale </p>	<p>Progress to date: MAPs have been developed by faculty to the top 3 transfer institutions. These MAPs have been verified by Advising using the transfer institutions' websites to ensure that the MAPs lead to a degree and transfer students to university at a junior standing.</p>	<p>Next Steps Develop MAPs for remaining top 10 transfer institutions.</p> <p>Timeline 2017-2018</p>

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<p>2. HELPING STUDENTS ENTER A PATHWAY</p> <p>a. Every new college student is helped to explore career/college options, choose a program of study and develop a full-program plan as soon as possible.</p>	<p><input type="checkbox"/> Not Occurring <input type="checkbox"/> Not Systemic <input type="checkbox"/> Planning to Scale <input type="checkbox"/> Scaling in Progress <input checked="" type="checkbox"/> At Scale</p>	<p>Progress to date: Students take a career readiness exam, discuss career interests and select a Career Pathway (meta-major) during New Student Orientation. They are placed in a Student Success course where they explore their chosen career and options, and review their MAP.</p>	<p>Next Steps All FTIC, full-time students will take a two-week student success course before they start their first semester.</p> <p>Timeline fall 2018</p>
<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—as soon as possible.</p>	<p><input type="checkbox"/> Not Occurring <input type="checkbox"/> Not Systemic <input type="checkbox"/> Planning to Scale <input type="checkbox"/> Scaling in Progress <input checked="" type="checkbox"/> At Scale</p>	<p>Progress to date: Student Success Centers Online resources SmartStart courses Diverse population supports – MOH Co-requisite classes</p>	<p>Next Steps At scale</p> <p>Timeline</p>
<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 Systemic <input type="checkbox"/> Planning to Scale <input type="checkbox"/> Scaling in Progress <input checked="" type="checkbox"/> At Scale</p>	<p>Progress to date: MAPs have been developed for all with the most appropriate Math in the first semester.</p>	<p>Next Steps At scale</p> <p>Timeline</p>

<p>d. Intensive support is provided to help very poorly prepared students and adult basic learners to succeed in college-level courses as soon as possible.</p>	<p> <input type="checkbox"/> Not Occurring <input type="checkbox"/> Not Systemic <input type="checkbox"/> Planning to Scale <input type="checkbox"/> Scaling in Progress <input checked="" type="checkbox"/> At Scale </p>	<p>Progress to date: Co-requisite courses in math and English dev-ed. SmartStart GUST EDUC/PSYC 1300 New Student Orientation</p>	<p>Next Steps At scale</p> <p>Timeline</p>
<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 Systemic <input type="checkbox"/> Planning to Scale <input type="checkbox"/> Scaling in Progress <input checked="" type="checkbox"/> At Scale </p>	<p>Progress to date: Dual credit opportunities in both academic and technical programs are available to students from 15 different high schools, as well as for many more private and home-schooled students. As soon as high school students demonstrate college readiness in reading, writing, and mathematics, they begin taking college courses through the many dual credit or early college high school (ECHS) opportunities across the San Jacinto College (SJC) district.</p>	<p>Next Steps At scale</p> <p>Timeline</p>

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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 he/she is toward completing the program requirements.</p>	<input type="checkbox"/> Not Occurring <input type="checkbox"/> Not Systemic <input type="checkbox"/> Planning to Scale <input checked="" type="checkbox"/> Scaling in Progress <input type="checkbox"/> At Scale	<p>Progress to date:</p> <ul style="list-style-type: none"> •Students choose a major (not General Studies) based on career testing that occurs during orientation and during their first semester student success course. •At the 24 to 27- hour mandatory advising checkpoint meeting, the student’s listed major is confirmed by the advisor. •Any visit to an advisor on campus results in confirmation of the student’s major during the advising session. •The number of students in the General Studies major has decreased over the last 5 years: Fall 2012= 44%; Fall 2013=48%; Fall 2014=43%; Fall 2015=36%; Fall 2016=30% 	<p>Next Steps</p> <ul style="list-style-type: none"> •Creation of early alert engagement plan if students pursuing an AA degree are at 35 hours and are listed as a general studies major. •Creation of early alert plan for students who take courses “off plan” based on what is listed as their major in GPS <p>Timeline Summer 2018</p>
<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 Systemic <input type="checkbox"/> Planning to Scale <input type="checkbox"/> Scaling in Progress <input checked="" type="checkbox"/> At Scale	<p>Progress to date:</p> <ul style="list-style-type: none"> •MAPs have been entered on SanJac GPS •Students can see their MAPs and monitor their progression. 	<p>Next Steps</p> <p>Timeline</p>
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<input type="checkbox"/> Not Occurring <input type="checkbox"/> Not Systemic <input type="checkbox"/> Planning to Scale <input checked="" type="checkbox"/> Scaling in Progress <input type="checkbox"/> At Scale	<p>Progress to date:</p> <ul style="list-style-type: none"> •Currently advisors use CRM Advise to identify and assist students who need support. The 	<p>Next Steps</p> <ul style="list-style-type: none"> •Continue to scale up to all students •To increase the population of students identified for early alert to include

		population of students presently receiving this intervention include college preparatory and students enrolled in the Smart Start program.	students enrolled in College Algebra and English Composition I. Timeline fall 2018
d. Assistance is provided to students who are unlikely to be accepted into limited access programs such as nursing to redirect to another more viable path to credentials and a career.	<input type="checkbox"/> Not Occurring <input type="checkbox"/> Not Systemic <input type="checkbox"/> Planning to Scale <input type="checkbox"/> Scaling in Progress <input checked="" type="checkbox"/> At Scale	<p>Progress to date:</p> <ul style="list-style-type: none"> •Admissions Advisors go into depth on careers and the special requirements for admittance and success in these areas of study. During first and second- semesters, Educational Planners advise these students about the alternative careers in the same Career Pathway with these limited access programs. •Career development training has been provided to all the advising staff to assist them with providing students guidance on alternative educational paths if they are unlikely to be accepted into a limited access program. 	<p>Next Steps</p> <ul style="list-style-type: none"> •To incorporate updated career development information and labor market trends and data into career training modules for advising staff. Career development training will also be provided to new staff to ensure consistency in advising practices. <p>Timeline summer 2018</p>
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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.	<input type="checkbox"/> Not Occurring <input type="checkbox"/> Not Systemic <input type="checkbox"/> Planning to Scale <input type="checkbox"/> Scaling in Progress <input checked="" type="checkbox"/> At Scale	<p>Progress to date:</p> <ul style="list-style-type: none"> •MAPs have been posted on the website. As more students move onto Pathways MAPs and student progression is monitored with SanJac GPS, department chairs will be able to better predict 	<p>Next Steps At scale</p> <p>Timeline</p>



		when classes need to offered and how many sections to offer.	
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<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p> <input type="checkbox"/> Not Occurring <input type="checkbox"/> Not Systemic <input type="checkbox"/> Planning to Scale <input type="checkbox"/> Scaling in Progress <input checked="" type="checkbox"/> At Scale </p>	<p>Progress to date:</p> <ul style="list-style-type: none"> •Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. This is currently at scale. •All programs have appropriate learning outcomes for the discipline and/or industry. On the Academic side, there are two discipline-specific outcomes per program, and the College collects and analyzes data on six state-mandated general education outcomes (3 outcomes per year) from all core curriculum courses. 	<p>Next Steps At scale</p> <p>Timeline</p>
<p>b. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, services learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.</p>	<p> <input type="checkbox"/> Not Occurring <input type="checkbox"/> Not Systemic <input type="checkbox"/> Planning to Scale <input type="checkbox"/> Scaling in Progress <input checked="" type="checkbox"/> At Scale </p>	<p>Progress to date:</p> <p>Most technical programs provide the students with internship, practicum, cooperative external experience opportunities as well as final project or portfolio courses to strengthen the employability.</p> <ul style="list-style-type: none"> •Most academic courses have group projects, active learning, and or service learning. 	<p>Next Steps</p> <ul style="list-style-type: none"> •At scale. •Continue to explore other opportunities to provide students with additional external learning experiences using simulation methods. <p>Timeline fall 2018</p>

<p>c. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<p> <input type="checkbox"/> Not Occurring <input type="checkbox"/> Not Systemic <input type="checkbox"/> Planning to Scale <input type="checkbox"/> Scaling in Progress <input checked="" type="checkbox"/> At Scale </p>	<p>Progress to date:</p> <ul style="list-style-type: none"> •General education outcomes assessment occurs annually in core curriculum & academic courses. Student artifacts are collected via Blackboard Outcomes in the fall and are evaluated by faculty in the spring. •All programs assess their program level learning outcomes annually and use data for continuous improvement in teaching. •Faculty assess Student Learning Outcomes in the classes to identify content mastery. 	<p>Next Steps At scale</p> <p>Timeline</p>
<p>d. Results of learning outcomes assessment are used to improve teaching and learning through program review, professional development, and other intentional college efforts.</p>	<p> <input type="checkbox"/> Not Occurring <input type="checkbox"/> Not Systemic <input type="checkbox"/> Planning to Scale <input type="checkbox"/> Scaling in Progress <input checked="" type="checkbox"/> At Scale </p>	<p>Progress to date:</p> <ul style="list-style-type: none"> •Assessed in academic and technical classes •Should be used by all on the individual level and at the college-wide level to improve student learning. 	<p>Next Steps At scale</p> <p>Timeline</p>
<p>e. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p> <input type="checkbox"/> Not Occurring <input type="checkbox"/> Not Systemic <input type="checkbox"/> Planning to Scale <input type="checkbox"/> Scaling in Progress <input checked="" type="checkbox"/> At Scale </p>	<p>Progress to date:</p> <ul style="list-style-type: none"> •Technical programs currently use external learning experiences, portfolio, credentialing, and final project classes to help document employability skills. 	<p>Next Steps At scale</p> <p>Timeline</p>

		<ul style="list-style-type: none"> •Credit for Prior Learning (CPL) to help students receive credit for past experiential learning. • <p style="text-align: right;">Result</p> <p>ts of both are used at the Division and Department level to improve teaching and learning.</p> <ul style="list-style-type: none"> • <p style="text-align: right;">Cente</p> <p>r for Excellence in Teaching and Learning schedules professional development , at the request of Deans, to meet needs.</p>	
<p>f. The college assesses effectiveness of educational practice (e.g., using <i>CCSSE</i> or <i>SENSE</i>, etc.) <u>and</u> uses results to create targeted professional development.</p>	<p><input type="checkbox"/> Not Occurring</p> <p><input type="checkbox"/> Not Systemic</p> <p><input type="checkbox"/> Planning to Scale</p> <p><input type="checkbox"/> Scaling in Progress</p> <p><input checked="" type="checkbox"/> At Scale</p>	<p>Progress to date:</p> <ul style="list-style-type: none"> •Results of both are used at the Division and Department level to improve teaching and learning. •Center for Excellence in Teaching and Learning schedules professional development , at the request of Deans, to meet needs. 	<p>Next Steps</p> <p>At scale</p> <p>Timeline</p>