Practices / Standards / "Outputs" of SMC's implementation of the Guided Pathways Framework:

PILLAR 1: MAPPING PATHWAYS TO STUDENT END GOALS	PILLAR 2: HELPING STUDENTS CHOOSE & ENTER A PROGRAM PATHWAY	PILLAR 3: KEEPING STUDENTS ON PATH	PILLAR 4: ENSURING THAT STUDENTS ARE LEARNING
"Clarify the Path" • Areas of Interest • Academic and Career Paths / Program Maps	**"Get on a Path"** • Onboarding • Proactive Guided Exploration • Critical (English & Math) / Program Gateway Courses	**"Stay on a Path"** • Proactive / Intentional Support • Sense of Belonging / AoI Communities / Holistic Support • Technology • Scheduling & Class Enrollment	**"Learn on a Path"** • Learning Outcomes • Continuous Improvement • Centering Minoritized Populations / Decolonizing the Curriculum • Applied Learning • Documenting Learning

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PILLAR 1. MAPPING PATHWAYS TO STUDENT END GOALS
♦ **Areas of Interest**
• Students are aware of SMC's Areas of Interest (broad, career-focused grouping of programs) which are intentionally marketed to be welcoming to racially minoritized students
♦ **Academic and Career Paths / Program Maps**

• Students have easy access to program maps for every Academic and Career Path (degree, certificate, and lower division major preparation for transfer):
• Every program map:
   o is intentionally designed in coordination with K-12, 4-year schools, and industry partners to remove internal obstacles and mitigate external obstacles faced by racially minorized students
   o accounts for student success in course taking patterns based on data and informs students which courses they should take and in what sequence, which courses are critical for success, and what are the key progress milestones
   o includes project-based, collaborative, and applied/experiential learning experiences and is backwards designed with learning outcomes that ensure appropriate preparation to succeed in educational and/or employment goals
   o contains detailed, student-friendly information on employment and further education opportunities along with education costs and expected income

PILLAR 2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY

♦ Onboarding

- Racially minoritized students and their families experience onboarding/orientation and pre-college bridge activities that are intentionally designed with them in mind
- Racially minoritized students complete a "needs assessment" (Connections Survey) the results of which are proactively addressed
- Racially minoritized students are supported to enter college-level coursework in an AoI when they enroll as a result of collaborative work between SMC and feeder high schools

♦ Proactive Guided Exploration

- Students identify an Area of Interest at the time of application and select an Academic and Career Path by the end of their first year
- Racially minoritized students are proactively helped to engage in guided major and career exploration within their first semester and are helped to develop a comprehensive educational plan

♦ Critical (English & Math) / Program Gateway Courses

- Students consistently experience academic high impact practices (including supports) intentionally designed for racially minoritized students to help them successfully complete "critical" (English and math) courses and a program "gateway" course by the end of their first year
- Students have access to "cohort course sections" (by AoI) intentionally designed for racially minoritized students:
ENGL 1 (and 1+28), MATH 2/2C, 21/21C, 26/26C, 54/54C, and most common first semester courses: COUNS 12, COUNS 20, AHIS 1, ART 10A, BUS 1, CHEM 10, COM ST 11, CS 3, ECON 1, MEDIA 1, PHILOS 1, PHOTO 1, POL SC 1, PSYCH 1, SOCIOL 1

PILLAR 3. KEEPING STUDENTS ON PATH

♦ Proactive / Intentional Support

- Racially minoritized students receive proactive engagement by counselors to build/sustain momentum toward completing requirements
- Students are served by all faculty utilizing the Starfish platform (GPS)
- Students are provided non-academic supports that are intentionally designed for and accessible to racially minoritized students

♦ Sense of Belonging / AoI Communities / Holistic Support

- Students are placed in an "AoI Community" intentionally designed as proactive, anti-racist, and culturally responsive
  - An AoI Community is made up of AoI peers, academic and career counselors, instructional faculty lead(s), and peer ambassador(s)
  - An AoI Community creates a "Cohort/Learning Community" through programming and AoI-based curricular offerings
- Racially minoritized students are assigned an AoI-based Student Care Team
  - An AoI-based Student Care Team is made up of peer navigator(s), STC Coach, academic counselor(s), career counselor, instructional faculty mentor(s), financial aid specialist, health & wellbeing specialist
- Students experience interactive, coordinated, targeted, and equity-minded communication throughout their SMC journey
- Racially minoritized students are provided the physical and social space conducive to engagement and a sense of belonging

♦ Technology

- Students can easily see how far they have come and what they need to do to complete their program, their financial aid situation, and course options
- Students, faculty, and support staff have the technology tools to support planning, tracking, and outcomes for individual students and at-scale Guided Pathways efforts
- Students benefit from proactive outreach based on predictive analytics

♦ Scheduling & Class Enrollment

- Students' availability and needs (based on an active, counselor-approved comprehensive educational plan) inform data-driven class scheduling
- Students can plan their class schedules over an extended period (entire academic year)

PILLAR 4. ENSURING THAT STUDENTS ARE LEARNING

♦ Learning Outcomes

- Learning outcomes are meaningful to both students and instructors and are developed by intentionally using an equity-minded framework and an asset-based approach (as opposed to a deficit-based approach)
- Students benefit from faculty using learning outcomes to inform a "backwards design" for course and program development and revision
- Students experience Student Learning Outcomes (course-level) that align with the minimum requirements for success in the course and lead to mastery of the Program and Institutional Learning Outcomes
- Students are aware of Program Learning Outcomes that are aligned with the minimum requirements for success in the further education and employment targeted by each program
- Faculty assess whether students are mastering learning outcomes in each course and program

♦ Continuous Improvement

- Racially minoritized students experience improved teaching and learning outcomes as a result of consistent and ongoing learning outcomes assessments
- Students and faculty have easy access to outcomes attainment data
- Students benefit from all faculty, staff, and administrators participating in strategic, frequent, and consistent professional development to sustain equity-minded, data-driven efforts

♦ Centering Minoritized Populations / Decolonizing the Curriculum

- Students experience instruction in all programs that is intentionally designed to engage racially minoritized students by reflecting and amplifying Black and Latinx experiences utilizing an asset-based, culturally responsive pedagogy
- Students consistently experience academic high impact practices intentionally designed for racially minoritized students to help them succeed
- Students experience Course Outlines of Record intentionally designed using an equity-minded approach in the interest of racially minoritized students

♦ Applied Learning

- Racially minoritized 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 faculty intentionally embed into coursework

♦ Documenting Learning

- Students can document their learning for employers and universities through portfolios and other means beyond transcripts