

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

Revised February 2019

Institution Name: Palomar College

Date: 04/30/2019

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices 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). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In column two, 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, <u>for all students in all programs</u> of study

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, 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 minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

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A new addition to the SOAA in fall 2018: Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

The SOAA was recently updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019.** For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

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<p>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</p>			
<p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></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"> - Spring 2019 Meta Majors: Provided workshops by three experts in the field (Rob Johnstone, Maria Hesse, and Camille Newton). - Invited participation in a Meta Majors review survey and offered numerous Meta Major Card Swap Professional Development Workshops. - Entered all data from Meta Major Card Swap into a spreadsheet to review for commonalities. - Conducted several cardswap activities: At Chairs & Directors meeting, Faculty Senate, Curriculum & Curriculum Committee. Completed workshops across campus, with high school students visiting the College, 	<p><i>Next steps:</i></p> <p>AY 2019-2020</p> <p>Review feedback from:</p> <ol style="list-style-type: none"> 1. The Meta Majors Card Swap activity 2. Program Maps 3. Research & Planning/ Student Services <p>To assist in making decision on meta-majors.</p> <ul style="list-style-type: none"> - Analyze survey results on Meta Majors. - Integrate Meta Majors data to review patterns. - Get feedback from CSUSM & High-School representatives about Meta Majors suggestions. <p>Confirm name of “Meta Majors”, confirm actual “Meta Majors.”</p>

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		<p>and in several classes with existing students.</p> <ul style="list-style-type: none"> - Provided a survey to the college asking the different constituent groups to choose the Meta Major grouping they most prefer. <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<ul style="list-style-type: none"> - Develop marketing materials (Icons etc.) and an information/education campaign to inform students, Faculty, staff, and community about Meta Majors. - Create Meta Major Website (possibly use the Bakersfield Pathway Mapper tool). -Soft launch Meta Majors for Spring 2020 with support for spanish speaking students. <p><i>Timeline for implementing next steps:</i> AY 2020-2021</p> <ul style="list-style-type: none"> - Officially Launch Meta Majors. - Design completion communities based on Meta Majors and Disproportionately Impacted groups. - Determine student support data needed universally and/or by functional area (i.e. orientation, career assessment, ed plan, declared major, tutoring referrals, student success data, etc.). - Integrate support services to meta-

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			<p>majors in systematic fashion.</p> <ul style="list-style-type: none"> - Conduct a data audit identifying key data/momentum points (ex. exit survey - why students withdraw from meta-majors, don't re-enroll, what worked to help completion).
<p>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.</p>	<ul style="list-style-type: none"> <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"> - Occupations were identified on all Program Maps. - Region 10 Deputy Sector Navigators are assessing the career fields in this region and coordinating their efforts with our Director of Strategic Partnerships and our regional database. - Re-engaged the Instructional Planning Committee to converse with program originators and to vet new program requests to fit with career regional needs, mission and goals. - Included Career information & Knowledge, Skills & Abilities(s) in new Program Review Process. - Piloted the 'Completion Academy:' a workshop to bring Faculty, Counselors and staff together to create packaged/blocked awards that will 	<p><i>Next steps:</i> AY 2019-2020</p> <ul style="list-style-type: none"> - Establish a Career Development Continuum for students using momentum points. - Identify wages for all occupations listed on Program Maps. - Utilize regional resources, like the Centers for Excellence and Deputy Sector Navigators, to provide all disciplines with substantial research in career and workforce labor market development. - Refine the "Request for New Program" form and process with lessons learned from 2018-2019. - Completion Academy. <ol style="list-style-type: none"> 1. Schedule annual planning meetings for Completion Academy with explicit equity and Work Based Learning goals.

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		<p>assist in student completion and have Work Based Learning opportunities embedded within them.</p> <ul style="list-style-type: none"> - New block schedules were created for Career Technical Education programs to make completion easier for students (in one year or less). <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<ol style="list-style-type: none"> 2.. Create 10 new Career Technical Education programs that can be completed and scheduled in one year. 3. Integrate Work Based Learning in already developed completion packages. <ul style="list-style-type: none"> - Work Based Learning data collected in annual Program Review Process will be distributed to appropriate representatives for action. Communication timeline for this task will be created and coordinated with Instructional Planning Council. - Conduct internal marketing to all Palomar College students regarding job placement assistance services available. <p><i>Timeline for implementing next steps:</i> AY 2020-2021</p> <ul style="list-style-type: none"> - Career Development Continuum is integrated into the overall processes at the College (including onboarding) and includes free career assessment for all students. - Occupations and wages from

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			<p>program maps are included in program marketing materials, to include labor market information and lists of potential careers/majors achievable by discipline (and possible Meta Major.)</p> <ul style="list-style-type: none"> - Completion Academy <ol style="list-style-type: none"> 1. Create 20 new Career Technical Education programs that can be completed and scheduled in one year. 2. Integrate Work Based Learning in already developed completion packages. - Develop regional intersegmental Faculty advisory groups to meet on a biannual basis staggered Fall and Spring semesters.
<p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p>	<ul style="list-style-type: none"> <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"> - Gainful Employment information updated on Palomar College's website. - Program Maps have information on careers and skills, and planning occurring to populate the website. - Information on some career opportunities are listed. - The Career Center website has links 	<p><i>Next steps:</i> AY 2019-2020</p> <ul style="list-style-type: none"> - Complete project with Civilian (as part of Palomar's Regional Plan) and review next steps for roll-out. - Determine an integrated & systematic approach to all career resources and contacts and ensure that they are represented logically on the website.

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		<p>to multiple tools for student use.</p> <ul style="list-style-type: none"> - Engaged the contractor Civilian to review/redesign the Top 20 websites with a student-first approach. - Engaged new process for promotion of Palomar College Academic Opportunities in an integrated campaign (with an inclusion of Career Technical Education related programs). <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<ul style="list-style-type: none"> - Include Work Based Learning, Job Placement Assistance, and Employer Assessment on the Palomar website. - Refine resources and processes for developing career and skills data for Program Maps. - Create inclusive marketing material (that visually represents our student demographic) for online programs and opportunities and send to rural schools. Materials will be consistent with Strategic Enrollment Management (SEM) goals to target High-School students and working adults. - Make sure careered.org links to the appropriate pages for Palomar College. - Examine Bakersfield mapper project for potential replication at Palomar College. - Ensure all websites are accessible and mobile responsive. <p>(Strategic Enrollment Management Plan - A2.1)</p>

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			<p><i>Timeline for implementing next steps: AY 2020-2021</i></p> <ul style="list-style-type: none"> - All disciplines and the overall website will provide clear and easy access to career development and exploration within their program webpages and marketing material. - Completion Academy progress to ensure that all instructional programs have Work Based Learning opportunities explicit in the College catalog, schedule, and marketing materials. Materials will be consistent with Strategic Enrollment Management Goals to target High School students, online & working adults. - Create an audit process for ensuring the website is up to date on career information and Program Maps. - Determine if Bakersfield mapper project is viable at Palomar College. - Create audit process to ensure all College websites are accessible and mobile responsive.

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			(Strategic Enrollment Management Plan - A2.1)
<p>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.</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"> - Introduced onetonline.org to Faculty for mapping. - Program Maps were started in Fall 2018 and completed by March 2019. - Spring 2019: Program Maps were reviewed by Counselors, Learning Outcomes Coordinator, Curriculum Co-Chair and Career Center Director. - Data from Research and Planning on the 20 most challenging courses discussed by Guided Pathways Team. - Research & Planning provided data on success rates of classes by format type (four-week, eight-week, etc.). <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> AY 2019/2020</p> <ul style="list-style-type: none"> - Pilot test the Program Maps with students (include Disproportionately Impacted and non-Disproportionately Impacted students for the pilot). - Use data on student use of Program Maps to review and refine Maps. - Standardize/format skills and career sections based on accurate Labor Market Information (LMI)/job requirements (1B). - Use Maps to improve scheduling of awards through the Completion Academy. - Develop process for use of Maps by Counselors and students. - Complete transition from PeopleSoft to Starfish Degree Planner for Counselors and assess

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			<p>map data for data integrity.</p> <ul style="list-style-type: none"> - Maps 2.0 process through Curriculum Committee. <ol style="list-style-type: none"> 1. Identify critical courses on Maps & create plan to assist with the top 20 lowest success rates. Focus on supporting Disproportionately Impacted students. 2. Differentiate on Maps awards that lead directly to employment and those that provide skills that are beneficial in a given career. 3. Develop process to auto-generate new Maps based on new programs and to discontinue Maps based on discontinuation <p><i>Timeline for implementing next steps:</i> AY 2020-2021</p> <ul style="list-style-type: none"> - Use data on student use of program Maps to review and refine Maps. - Refine Maps to provide both 2-year and 3-year options. - Edit and improve (if necessary) skills and career sections based on accurate Labor Market Information (LMI)/job requirements (see 1B).

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			- Create and review map audit process (see 1C).
e. Required math courses are appropriately aligned with the student's field of study <i>(Note: This essential practice was moved from Area 2)</i>	<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> - In 2018-2019 the Mathematics Department developed and refined a course sequence chart. This chart may be revised once the College decides on its Meta Majors. Math Faculty, Counselors, Administrators and Students reviewed the chart and provided input <i>Term, if at scale or scaling:</i> Click or tap here to enter text.	<i>Next steps:</i> AY 2019/2020 - The Math course sequence chart may need revision once the Meta Majors have been identified by the College. <i>Timeline for implementing next steps:</i> AY 2020/2021 - The Math course sequence chart may need to be revised if the Meta Majors need revision.

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<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM 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>	<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"> Career assessment tool inventory draft completed. This list demonstrates what tools exist and what features are available. Collaborated with San Diego Workforce Partnership on career assessment tools used at Vista Unified and other high school districts. Arizona State University meeting was set up to discuss piloting a new Career Assessment Mobile Application. New Work Based Learning Coordinators were hired and integrated into the Guided Pathways Team. New Job Developer hired to offer all students job placement assistance. 	<p><i>Next steps:</i></p> <p>AY 2019-2020</p> <ul style="list-style-type: none"> Ask Faculty Senate to support recommending career exploration language in their course syllabi. Ask Curriculum Committee and Faculty Senate to consider requiring students to complete a 1 unit course (Counseling 165) which provides career search structure. Develop and implement online modules for students. Specifically, highlighting how to prepare for counseling, choosing schedules, learning transfer information, and exploring resources for success. Formally integrate the Job Placement assistance services into College structures that will promote access for students.

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		<ul style="list-style-type: none"> - Discover Palomar events were offered that provided orientation, academic planning and registration assistance for new students. - New students have access to Counselors and group sessions to develop abbreviated or comprehensive educational plans. - Institutional Effectiveness Partnership Initiative team developed recommendations for onboarding and student support <p>(Strategic Enrollment Management Plan - A3.2)</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<ul style="list-style-type: none"> - Establish a Career Development Continuum for students using momentum points. - Add Counselors to curriculum advisory groups. - Complete transition from PeopleSoft to Starfish Degree Planner for Counselors. <p><i>Timeline for implementing next steps:</i> AY 2020-2021</p> <ul style="list-style-type: none"> - All students will have an education and career plan. - Career Development Continuum is integrated into the overall processes at the College and includes free career assessment for all students. - Students will participate in career exploration assignments within programs that utilize free online resources available as part of their course syllabus. - College Counselors will meet with discipline counterparts to collaborate/understand the nuances in each field.

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			<ul style="list-style-type: none"> - All disciplines will have clear and easy access to career development and career exploration within their Program webpages. Marketing material will also be linked to Meta Majors. <p>(Strategic Enrollment Management Plan - A1.4, A2.1)</p>
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<ul style="list-style-type: none"> <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"> - Created bi-monthly planning meetings with cross-functional team for implementation. - Basic Skills Committee became the ongoing AB 705 Subcommittee of Student Equity & Achievement Council. - Developed curriculum for Math and English co-requisite courses. - Created a new communication campaign about Math, English, ESL, and Reading to students (incoming and current) and to Faculty about the new AB 705 placement and related details. - Finalized data in tables including rules for Business and Statistics. 	<p><i>Next steps:</i></p> <p>AY 2019-2020</p> <ul style="list-style-type: none"> - Communicate broadly to both Disproportionately Impacted and non-Disproportionately Impacted students. - Faculty will meet to define gateway courses at the College. - Understand the impact of changes from AB 705 on Faculty and Students through administering a survey. - Reassess the duties and responsibilities of the Assessment Office in regards to AB 705. - AB 705 team will use data from Research & Planning (in addition to the Faculty & Student survey data above) to assess the first year of

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		<ul style="list-style-type: none"> - Conducted first series of trainings for Counselors. - Math and English (ME) campaign launched to encourage students to take Math and English in their 1st year. - AB 705 website was launched as part of the ME campaign which includes the Chancellor's videos on Students' rights, and contact information to bridge students for success. <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p>implementation and make suggested changes to improve success. The focus will be on Disproportionately Impacted groups.</p> <p><i>Timeline for implementing next steps:</i> AY 2020-2021</p> <ul style="list-style-type: none"> - Determine additional support to meet AB 705 requirements. - A summer workgroup from the four departments (including Faculty from the Library, etc.) will meet, assess the data (include disaggregated data), and make adjustments to meet the needs of Disproportionately Impacted and non-Disproportionately Impacted students with the hope of reducing the equity gap.
<p>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. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<ul style="list-style-type: none"> <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"> - Math co-requisite curriculum completed. - A Canvas Shell has been created for all Math Faculty and materials have been uploaded from Faculty for each course, including co-requisite courses. - Math Reading Club is currently meeting to go over the MAA 	<p><i>Next steps:</i> AY 2019-2020</p> <ul style="list-style-type: none"> - Developed a Faculty and Student surveys (see 2B above) to determine the impact of AB 705. - The Math Department will develop a 3-year plan to support AB 705 goals of retention and success rates. Year 1 of the plan is implemented.

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		<p>Instructional Practices Guide to support AB 705 efforts.</p> <ul style="list-style-type: none"> - The Math Department has begun discussions on the Professional Development plan to support AB 705 efforts. - Math Across the Curriculum campaign has begun. <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<ul style="list-style-type: none"> - Faculty meet to develop a plan for the Math Across the Curriculum campaign. - The Math Course Sequence chart is updated as Meta Majors are finalized. - The Math Center develops and provides support to students. - Quantitative literacy will be assessed through Institutional Learning Outcomes. <p><i>Timeline for implementing next steps:</i> AY 2020-2021</p> <ul style="list-style-type: none"> - The Math Department reviews data from the Faculty and Student surveys and adjusts curriculum if necessary. - Year 1 of the Math Department plan is implemented. - The Math Across the Curriculum campaign is launched. - The Math Center continues to develop and provide support to students.

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<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></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"> - A six-unit English 100 co-requisite class has been created and will be offered starting in Fall 2019 (English 100W). - Three three-hour Professional Development workshops for English Faculty covering AB 705 changes and creating a Community of Practice were offered during the Spring 2019 semester. - The English Department Chair offered 1.5-hour sessions to the entire campus community called “Equity, Capability, and AB 705.”A - Canvas site has been created for English Faculty to share ideas, resources, and materials. <p><i>Term, if at scale or scaling: Click or tap here to enter text.</i></p>	<p><i>Next steps:</i> AY 2019-2020</p> <ul style="list-style-type: none"> - Continue to offer Community of Practice Professional Development workshops in the English Department (may involve monthly meetings, recommended reading selections, etc.) - Continue to encourage Palomar Faculty to connect via the Canvas site. - Continue to send full-time Faculty members to training sessions and California Acceleration Project workshops. - The Writing Center will continue to offer support for students in all classes where writing is required through the use of its tutoring services. <p><i>Timeline for implementing next steps: AY 2020-2021</i></p> <ul style="list-style-type: none"> - Same as above.
<p>e. 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</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> - Counseling Services were extended to online and at all College locations. 	<p><i>Next steps:</i> Click or tap here to enter text.</p>

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	<input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<ul style="list-style-type: none"> - EOP&S Program implemented a designed to assist educationally disadvantaged students reach their educational goals. - Implemented an introduction to Starfish Early Alert program for all Faculty. - Various tutoring resources were extended to online and at all College locations. - Created a webpage with a comprehensive list of Student Support Services. - Launched the first cohort of the Pre-Apprenticeship program in partnership with San Marcos Adult School. This program incorporates ESL tutoring to assist students who may need English Language assistance before jumping into the workforce, as well as providing an introduction to the building trades and entry-level certifications like OSHA 10 and First Aid/CPR, which will make the students more employable and better prepared to enter a Registered Apprenticeship program. 	<p><i>Timeline for implementing next steps: AY 2019-2020</i></p> <ul style="list-style-type: none"> - Inventory current student support programs and technology in place. - Create a plan to rollout Starfish systematically and implement College-wide. - Student Equity and Achievement Council (SEA) will inventory what the College currently does to provide intensive support for unprepared students and develop a strategic plan on how to increase intensive support for underprepared students. - Complete the curriculum alignment project between Palomar Faculty and Adult school partner Faculty to provide “Palomar Prep” courses for students unprepared for college-level courses. - Continue to promote Tutoring Services at all College campus locations. - Create an integrated plan (across divisions) for non-credit with a purposeful goal of supporting

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		Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	<p>immigrant and AB 540 eligible students.</p> <ul style="list-style-type: none"> - Provide Professional Development workshops on student engagement/development theories such as imposter syndrome, grit, growth mindset, etc. <p>(Strategic Enrollment Management Plan - A2.2, A3.1)</p> <p>AY 2020-2021</p> <ul style="list-style-type: none"> - Determine best practices to centralized College student support programs and technology. - SEA will create a strategic plan to increase support for unprepared students. - Evaluate the plan (across divisions) for supporting immigrant and AB 540 eligible students in non-credit courses. - Create additional non-credit counseling transition/study skills course in addition to Career Development and College

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			<p>Preparation (CDCP) bridge programs.</p> <ul style="list-style-type: none"> - Implement plan to provide intensive support for unprepared students with explicit goals to reduce achievement gaps. - Continue to provide Professional Development workshops on student engagement/development theories. <p>(Strategic Enrollment Management Plan - A2.2, A3.1)</p>
<p>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.</p>	<ul style="list-style-type: none"> <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"> - Provided the annual high school Counselors' conference and GP was discussed. - Hosted 25-30 high school groups (annual activity) throughout the Spring semester where students receive College orientation, career inventory, and campus tour. - The Assessment office visited 25-30 high schools in the district to offers assistance in the College and Palomar Promise application and on Math, English, Reading and ESL placement. This too is an annual outreach effort. 	<p><i>Next steps:</i> AY 2019-2020</p> <ul style="list-style-type: none"> - Integrate instructional goals and updates into annual high school Counselors' conferences and provide marketing materials. - Formalize concurrent enrollment with San Marcos Unified School District. - Renew CCAP agreements with all districts. Develop activities for engagement with Middle Schools. - District to District scan of Career Technical Education pathways in

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		<ul style="list-style-type: none"> - Outreach Services scheduled 220+ campus tours and hosted 150+ outreach events at high schools and other feeders this year and every year. - Developed and offered a Partners in Learning group with local high school partners and Palomar Faculty, which meets 4x/year to discuss and develop strategies to help students move successfully from high school to Palomar College. This is funded by a basic skills grant. - Established a structure for a dual enrollment office under Student Services with clear ties to Instruction; adequate support staff; clear structure involving Enrollment Services, Outreach, InReach, and Assessment. - Established CCAP with Escondido Union High School District for 2019-2021. Established MOA and/or CCAP with San Marcos Unified School District for 2019-2022. - Initiated conversations with high school districts about middle and early college partnerships and opportunities. Suggested to Bonsall 	<p>the following areas: high school articulation, dual enrollment, connections to Palomar and Associate Degrees for Transfers (ADTs).</p> <ul style="list-style-type: none"> - Career Technical Education pathways aligned between high schools and Palomar College through the structures of dual enrollment, high school articulation (including letter grades), and middle college. - Connect Work Based Learning coordinators with high school districts Work Based Learning counterparts. - Examine pathway alignment between districts, so districts can determine areas and Faculty can work together on curriculum alignment. - Create marketing material for each Career Technical Education pathway to be disseminated back to K-12 identified students. Materials should be consistent with Strategic Enrollment Management Goals to target high school students, online &

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		<p>Unified School District to examine calendars for integration.</p> <p>- Shared board meeting with Bonsall Unified School District to plan Middle College.</p> <p>(Strategic Enrollment Management Plan - A2.1)</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p>working adults.</p> <ul style="list-style-type: none"> - Negotiate any necessary working conditions for high school partnerships (monthly grades, teachers at high schools, etc.) - Market online pathways to K-12 partners for purposes of dual enrollment. - Student Services Planning Council will develop strategies to increase Outreach Support Services that target predominantly underrepresented students. This will be part of the integrated outreach and marketing plan. - Meet every semester to make the application process clear and identify the needs the high school districts. - Address K-12 special admit form and pilot an electronic version of the Special Admit form in PeopleSoft for Spring 2020. - Examine opportunities for American Indian Studies in K-12 system to assist K-12 in meeting

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			<p>legislation.</p> <ul style="list-style-type: none"> - Assure all GEAR UP students have a Palomar ID. - Develop a strategic data equity informed process to identify articulation and transfer opportunities with the California State University, University of California, and other four year partners (connected with high school partners). - Begin institutionalization of Partners in Learning Collaboration. Continue to establish program through grants. - Create a continuum for middle school about awareness of Palomar College beginning in 6th grade. <p>(Strategic Enrollment Management Plan - A1.2, A2.1)</p> <p><i>Timeline for implementing next steps:</i> 2020-2021</p> <ul style="list-style-type: none"> - Increase Outreach Support Services for predominantly underrepresented students.

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			<ul style="list-style-type: none"> - Establish middle colleges with high school districts as appropriate. - Renew CCAPS and MOUS with all high school districts. - High school articulations are completed district to district and on a letter grade basis. - Successful partnership with our feeder high school districts that emphasizes student readiness to successfully complete college-level Math and English, with college-level reading skills, by the end of their first year of college. - Create concurrent enrollment menus for K-12 partners. Establish yearly trainings/updates for high school Guidance Technicians/Counselors. - Examine pathway alignment between districts. Districts determine areas and Faculty will work together on curriculum alignment. Create marketing material for each Career Technical Education pathway to be

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			<p>disseminated back to K-12 identified students.</p> <ul style="list-style-type: none"> - Develop a process for providing more access to college classes in rural areas. Examine opportunities of synchronous online courses to offer F2F courses online in rural areas. - Develop activities for engagement with Middle Schools according to establish continuum. <p>(Strategic Enrollment Management Plan - A1.2, A2.1)</p>

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
<p>3. KEEPING STUDENTS ON 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>	<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"> - Developed and trained Counselors on Starfish Degree Planner. - Trained Counselors are currently creating educational plans in Degree Planner (as a sandbox) daily. - Counselors who are currently creating educational plans in Degree Planner are also utilizing the Degree Audit functionality of this platform. <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i></p> <p>AY 2019-2020</p> <ul style="list-style-type: none"> - All Counselors will be trained and using Starfish Degree Planner for developing educational plans by January 2020. - Develop process to reach out to students who are close to completing their degree and can petition to graduate. - Focus on disproportionately impacted students and addressing barriers to completion. - Develop process to reach out to students who are not on track to completing their declared Academic Plan in a timely manner because they are enrolled in courses outside of their declared major. - Examine various models of counseling services for guided pathways (success teams, peers,

			<p>Faculty advising, retention specialists,etc.).</p> <ul style="list-style-type: none"> - Develop counseling continuum for community college students to include monitoring of student progress. - Create counseling opportunities for work with the Completion Academy work on “Blocked” awards. - Explore capabilities of Degree Audit and determine which features to use with Starfish Degree Planner. - Establish best practices with the use of Starfish Degree Planner amongst Counselors. - Examine the use of “academies” with teams for specific Meta Majors. <p><i>Timeline for implementing next steps:</i> AY 2020-2021</p> <ul style="list-style-type: none"> - Implement process to reach out to students who are not on track to completing their declared Academic Plan in a timely manner because they are enrolled in courses outside of their declared major. - Implement new model of counseling/advising to reach more students.
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			- Implement counseling continuum.
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<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	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> - Students can access comprehensive education plans they created with a Counselor electronically on MyPalomar. - Counselors have access to PeopleSoft Advisement Reports (Degree Audit) to give to students. - Electronic transcript project has been implemented. - Implementation of Starfish Degree Planner has begun. Degree Planner includes student sandbox. <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> AY 2019-2021</p> <ul style="list-style-type: none"> - All students will have access to Advisement Reports (Degree Audit) on MyPalomar. - Establish comprehensive communication plan for students on what Starfish Degree Planner is and how to use it. - Begin introducing Starfish Degree Planner to student community through pilots and workshops. - Examine Starfish student dashboard and PeopleSoft To Do List for integration and practice. - Develop a marketing campaign for students related to all Palomar software systems (MyPalomar, Canvas, Starfish: Degree Planner & Early Alert). - Integrate all relevant tools and data with schedule planning (see goal below) <p>(Strategic Enrollment Management Plan – A2.1)</p> <p><i>Timeline for implementing next steps:</i></p>

			<p>AY 2020-2021</p> <ul style="list-style-type: none"> - Prepare Starfish Degree Planner to be available to all students. - Disproportionately Impacted and non-Disproportionately Impacted Students will have access to tools that will enable them to easily navigate the systems that will take them from enrollment to graduation and career opportunities. - Collect Transcripts from other colleges at point of admission and enter into PeopleSoft - Explore how student can access Starfish Degree Planner to create their own plans for counselor review.
<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>	<ul style="list-style-type: none"> <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"> - Implemented Starfish Early Alert pilot. <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i></p> <p>AY 201-2020</p> <ul style="list-style-type: none"> - Examine data from Early Alert pilot for use in various areas, specifically counseling areas. - Develop counseling process for receiving Early Alert notifications for students. - Review and revise role of Orientation and Follow Up Services and examine various models/funding sources and select one or more to bolster retention

			<p>(success teams, peers, Faculty advising, Retention Specialists, etc.).</p> <ul style="list-style-type: none"> - Set goals for retention increases consistent with the vision for success and equity goals. <p><i>Timeline for implementing next steps:</i> AY 2020-2021</p> <ul style="list-style-type: none"> - Starfish Early Alert widely implemented. - Implement changes to Orientation and Follow-Up Services that focus on retention. - Focus on Faculty role in student success, may include: Helping to guide students on their path (not just in your course curriculum), Understanding how the outcomes of each course in the map build upon each other to completion, understand the purpose of each class in the map (beyond the major courses), skills and content learned in each class. Encouraging certificate/degree completion. - Set goals for retention increases consistent with the vision for success and equity goals.
<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</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale</p>	<p><i>Progress to date:</i> - Launched first cohort of the Pre-Apprenticeship program in partnership with San Marcos Adult</p>	<p><i>Next steps:</i> Click or tap here to enter text.</p>

<p>another more viable path to credentials and a career</p>	<p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p>School. This new noncredit program incorporates ESL tutoring from the Adult School partner with the noncredit curriculum to provide contextualized English Language assistance before jumping into the workforce, as well as providing an introduction to the building trades and entry-level certifications like OSHA 10 and First Aid/CPR, which will make the students more employable and more prepared to enter a Registered Apprenticeship program.</p> <ul style="list-style-type: none"> - Offering instruction in Vista Detention Center & created Transition Support program. - Received formerly incarcerated regional grant. - Opened Food & Nutrition Center to provide healthy and nutritious food for students. - Began project to explore on-campus housing. <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p><i>Timeline for implementing next steps: AY 2019-2020</i></p> <ul style="list-style-type: none"> - Expand pre-apprenticeship to other populations. - Expand support of Vista Detention Center through creation of a Strategic plan. - Develop explicit plan for integrated support for undocumented student support. - Counseling will meet with the Nursing Department to examine current practices in place for students not accepted or removed from the program and develop strategies for those who are not to continue the path to nursing or other viable career path. - Develop a tool of related careers in specific areas (such as Nursing) to include locations of other programs and comparisons of coursework in other occupations for both Counselors and students. - Clean up student specific program declaration in PeopleSoft. This will require queries to identify students who are not taking courses that meet requirements, addressing students in high demand programs (Nursing ...) that are unlikely to be admitted, retention staff who follow-up with
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			<p>students, Counseling/Career Center appointments for Career/Meta Major advising, etc.</p> <p>AY 2020-2021</p> <ul style="list-style-type: none"> - Implement success strategies for nursing students who are flagged not to continue the path and facilitate an alternative viable career path. - Expand pre-apprenticeship and Vista Detention center as appropriate. - Measure success of integrated plan for undocumented students. - Determine efficacy of tool and process for targeting and supporting students who do not pursue nursing and related careers.
<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>	<ul style="list-style-type: none"> <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"> - Mapping Project version 1 to be completed Spring 2018. - North & South Center Majors offered in Block Schedules. - Completion Academy (see goal above) & Templates for Block Scheduling development has been initiated. - Increases in enrollment (12-25%) in scheduling patterns that are more conducive to flexible offerings for students (Fast Track, 4 week, DE). 	<p><i>Next steps:</i></p> <p>AY 2019-2020</p> <ul style="list-style-type: none"> - A Plan and timeline for use and integration of technology (Degree Planner, Degree Audit, Ad Astra, General Scheduling Tools (internal) will be created. - AD ASTRA Analytics is integrated by the end of this planning cycle and training is designed for Instruction & Student Services. - Complete program degree audit and transfer credit articulation.

		<ul style="list-style-type: none"> - Improved Program Review process includes principles of Guided Pathways and the Vision for Success as well as, outcomes, and scaffolding programs. - Introduced 10 “blocked awards” for spring 2020 schedule. - Goals set in instruction for award scheduling, block scheduling, and increase in Fast-track and other modalities that show success and desirability. - First AD ASTRA trainings accomplished. - Research & Planning provided student success data that can be used for planning purposes beyond current data for program review (including information on 4 week, 8 week classes as well as the top 20 classes with the lowest success rates). <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<ul style="list-style-type: none"> - Pilot data from degree planner/degree audit/ will be used to inform scheduling for the fall 2020 schedule. - An analysis of current offerings of awards is completed with a focus on overlap of requirements across awards. - Counseling Faculty will work with instruction using new course maps to help develop scheduling templates based on the use of blocked schedules, fast track, 4 week, distance education & other modalities to increase the likelihood of award completion. - 20 new blocked awards will be created and implemented into the fall & spring 2021 schedule. - Pilot Intentional scheduling of student support around instructional programs and Meta Majors to meet the needs of all student populations for Fall 2020 planning. - A marketing plan that (a) promotes blocked awards (including online programs) (b) promotes wrap-around services and (c) and set in the context of Meta Majors will be completed for the Fall 2020 schedule.
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			<ul style="list-style-type: none"> - Enrollment trend reports that are focused on Disproportionately Impacted and non Disproportionately Impacted students meeting their program/degree requirement completion – not just FTES will be completed. - Data on student enrollment in Meta Majors and from focus groups is reviewed and Meta Majors refined in 2020-2021. - Apply for Career Technical Education OEI grant for developing new programs. - The Program review process is more clearly integrated across all institutional divisions and connected to decision making processes for 2019-2020. The Program Review includes diversity hiring planning consistent with institutional goals. <p>(Strategic Enrollment Management Plan - A1.3, A2.1, A2.2. A3.1)</p> <p><i>Timeline for implementing next steps:</i> AY 2020-2021</p> <ul style="list-style-type: none"> - AD ASTRA implemented. - Process for sharing data between student services and instruction fully implemented and connected to Meta
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			<p>Majors.</p> <ul style="list-style-type: none"> - All tables and data completed through Peoplesoft for functionality of all technology mentioned in previous year. - Process reviewed for accuracy and improvement. - 40 new blocked awards will be created and implemented into the schedule planning process. - Review efficacy of marketing plan. - Evaluate data needed to continue planning. - Create new online Career Technical Education programs. - Continue Integrated process and Review functionality. <p>(Strategic Enrollment Management Plan - A2.1)</p>
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<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 			
<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 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"> - New Program review process frontloaded and integrated outcomes for programs and courses. - Program outcomes on Program Maps were reviewed and programs were given feedback. <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i></p> <p>AY 2019-2020</p> <ul style="list-style-type: none"> - Train SLO facilitators on creating curriculum (outcomes) maps for programs, where appropriate. These maps include where outcomes are introduced, developed, and mastered. - Initial realignment of course and program SLOs with GE/ILOs and GE categories by LOSC and Curriculum Committee. <p><i>Timeline for implementing next steps:</i></p> <p>AY 2020-2021</p> <ul style="list-style-type: none"> - Create curriculum (outcomes) maps using TracDat/Nuventive Improve for ALL programs. These maps include where outcomes are introduced, developed, and mastered. - Faculty realign course and

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			<p>program SLOs with GE/ILOs and GE categories using Curriculum Committee guidelines.</p> <ul style="list-style-type: none"> - Review SLO's and ensure that all SLO's are appropriate and measurable through curriculum technical review committee. - Offer Professional Development Workshop: Cross-disciplinary discussion about outcomes. - GP Workgroup will identify a task group and funding to facilitate meetings between Faculty leaders and industry/employers to discuss alignment of outcomes. - GP Workgroup will identify a task group and funding to facilitate meetings between Faculty leaders and college/university. representatives to discuss alignment of outcomes. <p>(Strategic Enrollment Management Plan - A1.4)</p>
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think</p>	<p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> - Honors Program Workgroup formed. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> - Develop an Active Learning Workshop series with opportunity for application and report-out.

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critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i>	<input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<ul style="list-style-type: none"> - Annual Active Learning Leaders Conference. - Offered On Course 1 workshop in August 2018. <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<ul style="list-style-type: none"> - Develop Active Learning toolkits for Faculty with tools and supplies that will assist them in using active learning strategies. - Make the Active Learning Leaders an actual College Governance Committee. - Redesign at least 10 existing classrooms from sled desks to active learning furniture. - Send Faculty to the On Course National Conference. - Develop a database of Active Learning activities that are accessible to all Faculty - Create a Faculty stories newsletter series highlighting how they use active learning in their classes. - Faculty Book club will be created with active learning focused books. <p><i>Timeline for implementing next steps:</i></p>

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			AY 2019-2021 - Explore non-credit and other co-curricular opportunities.
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.	<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> - Completed Work Based Learning Assessments for 56 disciplines/programs at Palomar College consisting of perspectives on Work Based learning and an inventory of current activities. - Hired a Job Developer to provide job placement assistance services to all students. - Two Work Based Learning Faculty coordinators were reassigned 50/50 (Spring 2019 - Fall 2020) to establish and institutionalize Work Based Learning functions. - Initiated research into technology solutions that would centralize workflow processes, assist in case management of students, centralize Work Based Learning and Job Placement opportunities and more easily promote these opportunities to students. - President's Associates have become very active in promoting and offering	<i>Next steps:</i> AY 2019-2020 - Identify opportunities for Work Based Learning activities and work to embed the full continuum into program curriculum where gaps exist. - Consider incorporating experiential learning requirements as part of curriculum committee process. - Work with research and planning, information systems and other key technical staff to implement tracking mechanisms for Work Based Learning activities. - Establish standard operating procedures for communication between industry, faculty, staff and students that systematically coordinates the development of relationships with industry partners. <i>Timeline for implementing next steps:</i>

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		<p>Internships, Service Learning and Cooperative Education.</p> <p>(Strategic Enrollment Management Plan - A2.2)</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p>AY 2020-2021</p> <ul style="list-style-type: none"> - Identify best practices in Work Based Learning and review/ revise the Work Based Learning continuum as needed (eg. survey and poll students, faculty, and staff for suggestions). - Highlight best practices to faculty and students in order to promote the benefits of embedding Work Based Learning activities into curriculum. - Continue working to embed the full Work Based Learning continuum into all program curriculum where gaps exist. - Tracking mechanisms for Work Based Learning activities are implemented and reported on annually. - Industry partner “database” created identifying contact information of industry partners, along with the types of Work Based Learning activities engaged in.
<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across</p>	<p><input type="checkbox"/> Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p>	<p><i>Progress to date:</i></p> <p>- PRP Process updated in 2018-2019: Program review changes include 2</p>	<p><i>Next steps:</i></p> <p>AY 2019-2020</p> <p>- Faculty will share the learning</p>

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<p>each program, in both arts and sciences and career/technical programs.</p>	<p><input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p>new questions asking how courses support GE/ILO outcomes. These responses can continue to be used to support SLO Facilitators in their work with Faculty to realign course SLOs with GE/ILOs.</p> <p>- All course SLOs have been added to Canvas to allow Faculty to assess students and provide students with immediate feedback.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p>outcomes results with other departments, with other programs, as well as with their own department through the annual PRP process.</p> <ul style="list-style-type: none"> - Add Program and GE/ILOs to Canvas. Train SLO facilitators and offer Professional Development workshops on how to assess outcomes using canvas. - SLO Coordinators to develop models for outcomes based course and program assessment to apply across disciplines. - The Outcomes Co-Coordinator will identify leaders in Service Areas and schedule meetings to review Service Area Outcomes and assessments. - SLO Coordinators to investigate eportfolio software to assist in the assessment of student work (to coordinate with 4F). <p><i>Timeline for implementing next steps:</i> AY 2020-2021</p> <ul style="list-style-type: none"> - Faculty will provide students with access to learning outcome

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			<p>assessment results using the</p> <ul style="list-style-type: none"> - Outcomes features in Canvas as well as through other formats. Outcomes Co-Coordinator continue to work with Service Areas on Outcomes.
<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</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"> - Created videos for our new PRP process that showed how programs use results of learning outcomes assessments to make changes to course and program content. <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> AY 2019-2020</p> <ul style="list-style-type: none"> - The Outcomes Subcommittee will propose a procedure for sharing SLO results and present the proposal to the Curriculum Committee. - Regular communication is facilitated between discipline leaders and local industry/employers regarding outcomes and their expectations. - Faculty will analyze assessment results to identify and work to reduce inequities in students' outcomes. <p>(Strategic Enrollment Management Plan - A1.4)</p> <p><i>Timeline for implementing next steps:</i> AY 2020-2021</p> <ul style="list-style-type: none"> - Integrate poster sessions into fall and spring plenary where Faculty

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			<p>share outcome revisions, alignments, assessments, improvements, etc.</p> <ul style="list-style-type: none"> - Outcomes subcommittee will share assessment results from PRP forms with the College. - Regular communication is facilitated between discipline leaders and colleges/universities regarding outcomes and their expectations. - Faculty will analyze assessment results to identify and work to reduce inequities in students' outcomes.
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p> <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 </p>	<p><i>Progress to date:</i></p> <p>- No progress to date. Will begin on this exemplary practice in 2019-2020.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i></p> <p>AY 2019-2020</p> <ul style="list-style-type: none"> - SLO Coordinators to investigate eportfolio software to assist in the assessment of student work (to coordinate with 4D). <p><i>Timeline for implementing next steps:</i></p> <p>AY 2020-2021</p> <ul style="list-style-type: none"> - Form GP workgroup to evaluate eportfolio options identified by SLO Coordinators. - Information Services works with

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			<p>workgroup to prioritize the eportfolio project.</p> <ul style="list-style-type: none"> - Workshop evaluates and shares results of evaluation of eportfolio software options with stakeholders and industry/employers. - Stakeholders submit feedback on eportfolio options.
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<ul style="list-style-type: none"> <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"> - Began institutional conversations about Guided Pathways in the Spring 2018 with a Book Club on "Redesigning America's Community Colleges". - Created and offered a Professional Development workshop on the Introduction to Guided Pathways. - Created and offered a Professional Development workshop on using backwards design to map current programs into Meta Majors. - Visiting Scholar Program: Visits from Guided Pathways Experts including Rob Johnstone, Davis Jenkins, Maria Hesse, Camille Newton, Pedro Noguera. 	<p><i>Next steps:</i></p> <p>AY 2019-2020</p> <ul style="list-style-type: none"> - Professional Development Program Goals: <ol style="list-style-type: none"> 1. Identify a strategy to align Professional Development workshops with the training needs as suggested in our various plans. 2. Increase engagement in Professional Development from all constituency groups including: Faculty, Staff, CAST, and Admin. 3. Design Professional Development to include: explicit outcomes, focused on application over information, and provide for continued learning. 4. Identify barriers to implementing a college hour with the goal to implement a college hour. 5. Institute a staff Professional Development requirement to ensure

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		<ul style="list-style-type: none"> - Faculty leads attended the Fall 2018 Statewide Academic Senate training on Guided Pathways. - Faculty participated in mapping their programs and administrators, Faculty and staff brainstormed Meta Majors. These activities provided opportunities for discussions around effectiveness of educational practice. - A “Completion Academy” workshop piloted (May, 2019). The focus will be on Scheduling based on Awards/Blocks/Fast Track/DE. This is the beginning of the creation of “completion communities” and the development of an institutional process for creating student-centered scheduling that are aligned with Work Based Learning, Student Services support and emphasize active learning opportunities. - Leaders of Learning Academy (June 2019): Professional Development focused on active and experiential learning. Faculty from English, Math, and Reading have registration priority to help effectively implement AB 705. 	<p>all employees have the opportunity and expectations for professional development..</p> <p>6. Request training from college Subject Matter Experts across the college. Identify if there are gaps in availability or interest of Subject Matter Expert's to offer workshops and find external trainers if needed.</p> <ul style="list-style-type: none"> - Offer the following Professional Development Workshops: Funding formula, GP basics, AB-705 (for 4 core instructional departments), role of employees in GP, Implicit bias training, Understanding the college's data, Offer StudentLingo workshops to all employees, How to integrate Knowledge Skills & Abilities (KSA's) into the classroom, understanding our integrated support services, Outcomes mapping and establish a deadline for completing/updating outcomes maps, Work Based Learning, Completion Academy for student-centered schedules focused on completion. - Address Professional Development related recommendations from M2C3 Results: <ul style="list-style-type: none"> 1. PD focused on validation, sense

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		<p>(Strategic Enrollment Management Plan - A3.2)</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Click or tap here to enter text.</p>	<p>of belonging, culturally relevant teaching, microaggressions, and intrusive practices.</p> <p>2. How Faculty can proactively engage students outside of the classroom, especially on “non-academic” matters.</p> <p>3. How Faculty can employ intentional practices to build students’ confidence in their abilities to succeed (self-efficacy) and to increase intrinsic interest.</p> <p>4. Employ culturally engaging teaching and learning strategies.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>