

CCCCO GUIDED PATHWAYS V5 2019: SCALE OF ADOPTION ASSESSMENT (SOAA)

Revised July, 26 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
Not occurring	College is currently not following, or planning to follow, this practice
Not systematic	Practice is incomplete, inconsistent, informal, and/or optional
Planning to scale	College has made plans to implement the practice at scale and has started to put these plans into place
Scaling in progress	Implementation of the practice is in progress for all students
At scale	Practice is implemented at scale—that is, for all students in all programs 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.

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 the 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.

Pillar 1- Clarify the Path

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
<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 high school 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>1A. META MAJORS:</p> <p>Programs are organized and marketed in broad career-focused academic and communities or “Meta Majors”. (Note: This practice was added to the SOAA in February 2019)</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>Progress to date:</p> <ol style="list-style-type: none"> 1. Spring 2019 Meta Majors: Provided workshops by three experts in the field (Rob Johnstone, Maria Hesse, and Camille Newton). 2. Invited participation in a Meta Majors review survey and offered numerous Meta Major Card Swap Professional Development Workshops through Chairs & Directors meeting, Faculty Senate, Curriculum Committee as well as across campus, with high school students visiting the College, and in several classes with existing students. 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <ol style="list-style-type: none"> a. Review the data from the Meta Major card swap activity, college survey, degree maps and RPI analysis for commonalities and narrow down to 5-7 Meta Major options. b. Solicit feedback on Meta Majors from CSUSM and District high schools. c. Present Meta Major options, campus provided feedback and confirm official Meta Majors. d. Create marketing materials and an information/education campaign to inform students, Faculty, staff, and community about Meta Majors in both English and Spanish. <i>(Strategic Enrollment Management Plan - A2.1)</i> <p>AY 2020-2021</p> <ol style="list-style-type: none"> a. Launch Meta Majors.

		<p>3. Entered all data from Meta Major Card Swap into a spreadsheet to review for commonalities.</p> <p>Term, if at scale or scaling:</p>	<p>b. Connect Support Services to Meta Majors in a systematic fashion. For example, Meta Major leads for tutoring, counseling, basic skills, etc make it easier for students to connect with the appropriate person for help.</p> <p>c. Complete a data audit that identifies key data/momentum points for our students and use to reevaluate our Meta Majors (ex. exit survey - why students withdraw from Meta Majors, don't re-enroll, what worked to help completion).</p>
<p>1B. PROGRAMS DESIGNED FOR CAREERS/FUTURE EDUCATION:</p> <p>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>	<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>Progress to date:</p> <ol style="list-style-type: none"> 1. Occupations were identified on all Program Maps. 2. 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. 3. Re-engaged the Instructional Planning Council to converse with program originators and to vet new program requests to fit with career regional needs, mission and goals. <i>(Strategic Enrollment Management Plan - A1.4)</i> 4. Included Career information & Knowledge, Skills & Abilities (KSA) in new Program Review Process. 5. Piloted the 'Completion Academy:' a workshop to bring Faculty, Counselors and staff 	<p>Next Steps and Timeline for Implementing Next Steps: AY 2019-2020</p> <ol style="list-style-type: none"> a. Develop a Career Development Continuum for students using momentum points. b. Adopt Bakersfield Mapper or post wages for all occupations on department websites. c. Provide all disciplines, annually, with substantial research in career and workforce labor market development of regional resources.. d. Instructional Planning Council to implement a refined "new program process." <i>(Strategic Enrollment Management Plan - A1.4)</i> e. Disseminate job placement assistance services to all students. f. Differentiate (on the web and in other formats) pathways that lead directly to employment and those that provide skills that are beneficial in a given career. g. Offer two cohorts in pre-apprenticeship (one with incarcerated population). Identify new

		<p>together to create packaged/blocked awards that will assist in student completion and have Work Based Learning (WBL) opportunities embedded within them.</p> <p>6. New block schedules were created for Career Technical Education programs to make completion easier for students (in one year or less).</p> <p>Term, if at scale or scaling:</p>	<p>instructors to expand the program. Present data to Guided Pathways in the fall of 2019.</p> <p>h. Create a strategic plan to launch new apprenticeship program approved through the local curriculum process. Present plan to Guided Pathways in the fall of 2019. <i>(Strategic Enrollment Management Plan - A1.4)</i></p> <p>i. Offer one additional certificate/program to a new incarcerated population. Present data to Guided Pathways in fall of 2019.</p> <p>j. Discuss possibilities for a structured plenary geared toward connecting programs to industry KSAs, WBL, and local labor market information. <i>(Strategic Enrollment Management Plan - A1.4)</i></p> <p>AY 2020-2021</p> <p>a. Integrate Career Development Continuum into the overall processes at the College (including onboarding).</p> <p>b. Provide marketing materials for programs that include: occupations and wages, labor market information, and lists of potential careers/majors achievable by discipline (and possible Meta Major). <i>(Strategic Enrollment Management Plan - A2.1)</i></p> <p>c. Develop a process for programs to meet biannually with colleagues from MiraCosta and UC/CSU to review curriculum, career, needs, etc.</p> <p>d. Offer two new cohorts in pre-apprenticeship. Present data to Guided Pathways in the fall of 2019 with results.</p> <p>e. Launch a new apprenticeship program through Strategic plan and approve through division of apprenticeship standards and Chancellor's</p>
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			<p>Office. Present plan to Guided Pathways in the fall of 2020.</p> <p>f. Offer one additional certificate/program to a new incarcerated population. Present data to Guided Pathways in the fall 2020 with results.</p>
<p>1C. COLLEGE WEBSITE DESIGNED FOR CAREERS/FUTURE EDUCATION:</p> <p>Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p>Progress to date:</p> <ol style="list-style-type: none"> 1. Program Maps have information on careers and skills, and planning occurring to populate the website. 2. Information on some career opportunities are listed. 3. The Career Center website has links to multiple tools for student use. 4. Engaged the contractor Civilian to review/redesign the Top 20 websites with a student-first approach. 5. Engaged new process for promotion of Palomar College Academic Opportunities in an integrated campaign (with an inclusion of Career Technical Education related programs). 6. Joined Bakersfield pathway mapper. 7. SiteImprove has been implemented and reports sent to site owners. <p>Term, if at scale or scaling:</p>	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <ol style="list-style-type: none"> a. Post information pertaining to the total cost of attending Palomar College on the website to ensure students understand the cost of their education. b. Front face a welcoming statement on the website for all students, including underrepresented, formerly incarcerated, and undocumented students. c. Create a method to provide appropriate grade level language and translation options on the website. (<i>Strategic Enrollment Management Plan - A2.2</i>) d. Establish a consistent format for all website pages (i.e.. ensure department hours are on a standard page). e. Arrange all websites for accessibility and use consistent institutional language. f. Create an Enrolled Student Profile that analyzes historical admissions data to support enrollment management projects and help ensure equitable access to enrollment for disproportionately impacted populations. (<i>Strategic Enrollment Management Plan - A3.1</i>), (<i>Equity Plan</i>) g. Identify sources of disproportionately impacted students who need access to Palomar College and create a process to ensure the information is being used by admissions and recruitment to

			<p>engage these DI students and support enrollment. <i>(Equity Plan)</i></p> <ul style="list-style-type: none"> h. Create a process to ensure standardized admissions and on-boarding process instructions are available to students, parents (when applicable), employees and community members. Present our content in bilingual formats to address language barriers. <i>(Strategic Enrollment Management Plan - A2.1), (Equity Plan)</i> i. Create an internal and external culture of customer service ensuring that staff (or person with first contact on the phone) are trained in customer service. Provide a “warm hand-off.” j. Complete student enrollment experience project with Civilian (as part of Strong Workforce. Regional Plan) and update website as needed. <i>(Strategic Enrollment Management Plan - A3.1)</i> k. Present Work Based Learning, Job Placement Assistance, and Employer Assessment information on the website in an accessible location. l. Disseminate inclusive marketing materials that visually represent our student demographic for online programs and opportunities to target high school students and working adults. <i>(Strategic Enrollment Management Plan - A1.1, A1.3, A2.1).</i> <p>AY 2020-2021</p> <ul style="list-style-type: none"> a. Earmark a process for Program Review and Planning to verify that program websites are up to date on career information and Program Maps. <i>(Strategic Enrollment Management Plan - A2.1)</i>
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1D. PROGRAM MAPS:

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.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Progress to date:

1. Introduced onetonline.org to Faculty for mapping.
2. Program Maps were started in fall 2018 and completed by March 2019.
3. Spring 2019: Program Maps were reviewed by Counselors, Learning Outcomes Coordinator, Curriculum Co-Chair and Career Center Director.
4. Data from Research and Planning on the 20 most challenging courses discussed by Guided Pathways Team.
5. Research & Planning provided data on success rates of classes by format type (four-week, eight-week, etc.).

Term, if at scale or scaling:**Next Steps and Timeline for Implementing Next Steps:****AY 2019-2020**

- a. Implement the Bakersfield Pathway Mapper tool. (*Strategic Enrollment Management Plan - A2.2*)
- b. Connect maps to gainful employment information to assist students with understanding the costs of a degree.
- c. Map majors into Meta Majors to guide students toward degree applicable courses to reduce overall excess completed units by 6. (*Equity Plan*)
- d. Pilot test Program Maps with students (include disproportionately impacted and non-disproportionately impacted students for the pilot).
- e. Refine maps using student and counselor feedback.
- f. Use maps to improve scheduling of awards through the Completion Academy.
- g. Verify that program maps are continually reviewed for accuracy using the annual PRP process.
- h. Promote Program Maps use by the campus community.

AY 2020-2021

<p>1E. AB705- MATH ALIGNED TO PROGRAM:</p> <p>Required math courses are appropriately aligned with the student’s field of study (Note: This essential practice was moved from Area 2)</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p>Progress to date:</p> <p>1. 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.</p> <p>Term, if at scale or scaling:</p>	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <p>a. Align math sequence to Meta Majors.</p> <p>AY 2020-2021</p>
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Pillar 2- Enter the Path

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
<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>2A. NEW STUDENT CAREER EXPLORATION & ED PLAN:</p> <p>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</p> <p><input type="checkbox"/> Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p>Progress to date:</p> <ol style="list-style-type: none"> 1. Career assessment tool inventory draft completed. This list demonstrates what tools exist and what features are available. <i>(Strategic Enrollment Management Plan - A1.4)</i> 2. Collaborated with San Diego Workforce Partnership on career assessment tools used at Vista Unified and other high school districts. <i>(Strategic Enrollment Management Plan - A1.4)</i> 3. Arizona State University meeting was set up to discuss piloting a new Career Assessment Mobile Application. <i>(Strategic Enrollment Management Plan - A1.4)</i> 4. New Work-Based Learning Coordinators were hired and integrated into the Guided Pathways Team. <i>(Strategic Enrollment Management Plan - A1.4)</i> 5. New Job Developer hired to offer all students job placement assistance. <i>(Strategic Enrollment Management Plan - A1.4)</i> 6. Discover Palomar events were offered providing orientation, academic planning and registration assistance for new students. 7. Discover Palomar students met with counselors to develop abbreviated or comprehensive education plans. 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <ol style="list-style-type: none"> a. Provide free career assessment to all students. <i>(Strategic Enrollment Management Plan - A1.4, A2.1)</i> b. Identify students typically underrepresented and overrepresented in specific careers to understand student experience (use data from Institutional Research and Planning (IRP)). <i>(Strategic Enrollment Management Plan - A1.4)</i> c. Provide a media campaign/poster of historical stories of people who broke the disproportionately represented barrier (e.g. women in STEM, etc.). <i>(Strategic Enrollment Management Plan - A2.1)</i> d. Examine models for pre-enrollment advisors (i.e. Miami Dade). <i>(Strategic Enrollment Management Plan - A1.4)</i> e. Establish early career exploration opportunity for students with an emphasis on math and English skills necessary for employment in the student's field of interest. <i>(Strategic Enrollment Management Plan - A1.4), (Equity Plan)</i> f. Establish and implement a student engagement plan for incoming students. This may include a "caseload" model for ensuring students have an identified counselor, peer mentor, faculty advisor to contact with questions and for support. <i>(Strategic Enrollment Management Plan - A2.1), (Equity Plan)</i> g. Create Student Intake Process: Use existing technology to solicit student needs information from new applicants to allow early referral to student support services including counseling, disabled student resources, veteran services, and other special programs. <i>(Strategic</i>
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		<p>8. Institutional Effectiveness Partnership Initiative team developed recommendations for on-boarding and student support. <i>(Strategic Enrollment Management Plan - A3.2)</i></p> <p>Term, if at scale or scaling:</p>	<p><i>Enrollment Management Plan - A3.1, 3.2), (Equity Plan).</i></p> <ul style="list-style-type: none"> h. Develop a recommendation for Faculty to include career exploration language in their course syllabi. i. Create a recommendation for Faculty Senate to support requiring all new students complete a 1 unit career exploration course (Counseling 165). j. Promote and implement online modules for students in the following areas: how to prepare for counseling, scheduling, learning transfer information, and exploring resources for success, utilizing career development and exploration tools. <i>(Strategic Enrollment Management Plan - A1.3)</i> k. Provide equitable access to Job Placement assistance services into college structures such as service learning, work experience, capstone projects, etc. l. Establish regular meetings between Programs and advisory groups that include high school, local industry, students, to review programs. <i>(Strategic Enrollment Management Plan - A1.4)</i> m. Invite Palomar counselors to program advisory groups meetings. n. Develop a non-credit COUN course as an orientation/transition for students with a READ, MATH, ENG ramp up, mini study skills, mini career exploration, and new student info. o. Examine summer courses for proportions of newly graduated high school students and target those courses for classroom visits by Counselors. <i>(Strategic Enrollment Management Plan - A2.1)</i>
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			<p>AY 2020-2021</p> <ul style="list-style-type: none"> a. Benchmark that 50% of all students have an education and career plan. b. Implement Career Development Continuum activities through Career Center, Counseling, and other support services. c. Offer free career assessment for all new students. d. Launch campaign for career exploration language as part of course syllabi. <i>(Strategic Enrollment Management Plan - A2.1)</i> e. Promote regular meetings between College Counselors and discipline counterparts to collaborate and understand the nuances of each field. f. Feature clear and easy access to career development and career exploration opportunities within all disciplines' programs. <i>(Strategic Enrollment Management Plan - A1.4)</i> g. Offer a non-credit COUN course as an orientation/transition for students with a READ, MATH, ENG ramp up, mini study skills, mini career exploration, and new student information. h. Link Labor Market Information (LMI) to Meta Majors and is clearly listed on program websites and mapper tool.
<p>2B. AB 705- GATEWAY COURSE SUPPORT:</p> <p>Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for</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>Progress to date:</p> <ol style="list-style-type: none"> 1. Created bi-monthly planning meetings with cross-functional team for implementation. 2. Basic Skills Committee became the ongoing AB 705 Subcommittee of Student Equity & Achievement Council. 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <ul style="list-style-type: none"> a. Establish and promote the ME First (Math & English First) Program to encourage enrollment and completion of college level math and English courses within the first year. <i>(Strategic Enrollment Management Plan - A2.1), (Equity Plan)</i>

<p>the college's major program areas.</p>		<ol style="list-style-type: none"> 3. Developed curriculum for Math and English co-requisite courses. 4. College Level Math & English Courses with Support: Established college level courses with support for students who wish to benefit from extra instruction time and tutoring. <i>(Equity Plan)</i> 5. Created a new communication campaign about Math, English, ESL, and Reading to students (incoming and current) and Faculty about the new AB 705 placement and related details. <i>(Strategic Enrollment Management Plan - A2.1)</i> 6. Finalized data in tables including rules for Business and Statistics. 7. Conducted first series of trainings for Counselors. 8. Math and English (ME First) campaign launched to encourage students to take Math and English in their 1st year. <i>(Strategic Enrollment Management Plan - A2.1)</i> 9. AB 705 website was launched as part of the ME First campaign which includes the Chancellor's videos on Students' rights, and contact information to bridge students for success. <i>(Strategic Enrollment Management Plan - A2.1)</i> <p>Term, if at scale or scaling:</p>	<ol style="list-style-type: none"> b. Communicate ME First Program to all students with an emphasis on students attending part-time. <i>(Strategic Enrollment Management Plan - A2.1)</i> c. Faculty meet to identify gateway courses at the College by working with IR&P. d. Collect data on the impact of changes from AB 705 on Faculty and students (disaggregated by characteristics) through a survey examining outcomes, completion in the first year, scheduling issues, and awareness. e. Reassess the duties and responsibilities of the Assessment Office in regards to AB 705 and on-boarding. <i>(Strategic Enrollment Management Plan - A2.1)</i> f. Examine and disaggregate data from IRP (in addition to the Faculty & Student survey data above) to assess the first year of implementation and make suggested changes to improve success. <i>(Strategic Enrollment Management Plan - A2.1)</i> g. Determine additional support for students to meet AB 705 requirements (e.g. Reading). <i>(Strategic Enrollment Management Plan - A2.1)</i> h. Identify additional support and training for faculty to support students. i. Review data on courses with lowest pass rates to identify patterns and interventions for improvements. <i>(Strategic Enrollment Management Plan - A2.1)</i> j. Send faculty to trainings on retention practices. <p>AY 2020-2021</p> <ol style="list-style-type: none"> a. Implement additional support or improve upon current support for students to meet AB 705 and require students to participate in the additional supports.
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			<p>b. Convene a summer workgroup from the four departments (Math, Reading, English, and ESL) including Faculty from the Library and Counseling to assess the data and make adjustments to meet the needs of DI and non-DI students to reduce the equity gap. (<i>Strategic Enrollment Management Plan - A2.1</i>)</p>
<p>2C. AB 705- SUPPORT FOR MATH COMPLETION IN 1ST YEAR:</p> <p>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. (Note: This practice was added to the SOAA in February 2019)</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>Progress to date:</p> <ol style="list-style-type: none"> 1. Math co-requisite curriculum completed. 2. A Canvas Shell has been created for all Math Faculty and materials have been uploaded from Faculty for each course, including co-requisite courses. 3. Math Reading Club is currently meeting to go over the MAA Instructional Practices Guide to support AB 705 efforts. 4. The Math Department has begun discussions on the Professional Development plan to support AB 705 efforts. 5. Faculty developed an institutional plan for Math Across the Curriculum. <p>Term, if at scale or scaling:</p>	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <ol style="list-style-type: none"> a. Develop Faculty and student surveys (see 2B above) to examine the impact of AB 705. b. Develop a 3-year plan for math to support AB 705 goals of retention and success rates. Year 1 (2019-2020) of the plan is implemented. c. Update the Math Course Sequence chart in relationship to Meta Majors. d. Develop and provide support to students in the Math Center based on examination of student characteristics. e. Assess quantitative literacy through Institutional Learning Outcomes. f. Launch Math Across the Curriculum campaign and continue to increase examples of how to integrate quantitative literacy into all curriculum. <p>AY 2020-2021</p> <ol style="list-style-type: none"> a. Review data from the Faculty and Student surveys on math curriculum and adjust curriculum and/or supports to integrate equitable practices. b. Sustain the development and promote support to students in the Math Center implementing a special ticketing system for students in special programs such as DRC, EOPS, Athletics.

2D. AB 705- SUPPORT FOR ENGLISH COMPLETION IN 1ST YEAR:

Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019)

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Progress to date:

1. A two-unit English 49 support class has been created and will be offered starting in fall 2019 as concurrent support for English 100.
2. 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.
3. The English Department Chair offered 1.5-hour sessions to the entire campus community called “Equity, Capability, and AB 705.”
4. A Canvas site has been created for English Faculty to share ideas, resources, and materials.

Term, if at scale or scaling:

Next Steps and Timeline for Implementing Next Steps:

AY 2019-2020

- a. Develop Faculty and student surveys (see 2B above) to examine the impact of AB 705.
- b. Establish a 3-year plan for English to support AB 705 goals of retention and success rates. Year 1 (2019-2020) of the plan is implemented.
- c. Continue to offer Community of Practice workshops with K-12 partners and English faculty involving monthly meetings, recommended reading selections, etc.
- d. Develop a process to facilitate the majority of Palomar Faculty to connect with students using Canvas.
- e. Send full-time Faculty members to training sessions and California Acceleration Project workshops yearly.
- f. Offer tutoring support in the Writing Center for students in all classes where writing is required.
- g. Provide tutoring support in Reading Services for students in all classes where reading is required.

AY 2020-2021

- a. Review data from the Faculty and Student surveys on English curriculum and adjust curriculum and/or supports to integrate equitable practices.
- b. Continue to develop and provide support to students in the Writing Center implementing a special ticketing system for students in special programs such as DRC, EOPS, Athletics.

2E. SUPPORT FOR UNPREPARED STUDENTS:

- Not occurring

Progress to date:

Next Steps and Timeline for Implementing Next Steps:

AY 2019-2020

<p>Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p>X Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<ol style="list-style-type: none"> 1. Counseling Services were extended to online and at all College locations. 2. EOP&S Program implemented a design to assist educationally disadvantaged students reach their educational goals. 3. Implemented an introduction to Starfish Early Alert program for all Faculty. <i>(Strategic Enrollment Management Plan - A2.2, 3.1)</i> 4. Various tutoring resources were extended to online and at all College locations. 5. Created a webpage with a comprehensive list of Student Support Services. 6. Launched the first cohort of the Pre-Apprenticeship program in partnership with San Marcos Adult School. <p>Term, if at scale or scaling:</p>	<ol style="list-style-type: none"> a. Create a plan to rollout Starfish Early Alert systematically and implement College-wide. <i>(Strategic Enrollment Management Plan - A2.2, A3.1)</i> b. Scan College’s services for intensive support for unprepared students. c. Inventory technology as it relates to support for unprepared students. <i>(Strategic Enrollment Management Plan - A2.2, A3.1)</i> d. Develop a strategic plan on how to increase intensive support for unprepared students. e. 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. f. Promote, systematically, Tutoring Services at all College campus locations and for online courses. g. Create an integrated support plan (across divisions) for students in non-credit courses with a purposeful goal of supporting immigrant and AB 540 eligible students. h. Provide workshops on student engagement/development theories such as imposter syndrome, grit, growth mindset, etc. <p>AY 2020-2021</p> <ol style="list-style-type: none"> a. Determine best practices for centralized College student support programs and technology. <i>(Strategic Enrollment Management Plan - A2.2, A3.1)</i> b. Implement strategic plan to increase support for unprepared students. c. Evaluate the plan (across divisions) for supporting immigrant and AB 540 eligible students in non-credit courses.
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			<ul style="list-style-type: none"> d. Create additional non-credit counseling transition/study skills courses in addition to Career Development and College Preparation (CDCP) bridge programs. e. Implement plan to provide intensive support for unprepared students with explicit goals to reduce achievement gaps. f. Continue to provide workshops on student engagement/development theories.
<p>2F. CONNECT TO HIGH SCHOOL:</p> <p>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>Progress to date:</p> <ol style="list-style-type: none"> 1. Funded the annual high school Counselors' conference where GP was discussed. 2. Hosted 25-30 high school groups (annual activity) throughout the Spring semester where students receive College orientation, career inventory, and campus tour. 3. The Assessment office visited 25-30 high schools in the district to offer assistance in the College and Palomar Promise application and on Math, English, Reading and ESL placement. <i>(Strategic Enrollment Management Plan - A2.1)</i> 4. Outreach Services scheduled 220+ campus tours and hosted 150+ outreach events at high schools and other feeders this year and every year. <i>(Strategic Enrollment Management Plan - A2.1)</i> 5. Developed and offered a Partners in Learning group with local high school partners and Palomar 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <ol style="list-style-type: none"> a. Develop institutional support and structure for the Dual Enrollment Office. <i>(Strategic Enrollment Management Plan - A1.2)</i> b. Send student Guided Pathways Ambassadors (GPA) to visit high schools. c. Integrate instructional goals and updates into annual High School Counselors' conference and provide marketing materials. <i>(Strategic Enrollment Management Plan - A2.1)</i> d. Formalize concurrent enrollment with San Marcos Unified School District and other districts. <i>(Strategic Enrollment Management Plan - A1.2)</i> e. Renew CCAP agreements with Vista USD, Bonsal USD, Fallbrook UHSD, Valley Center-Pauma USD, and Julian UHSD. <i>(Strategic Enrollment Management Plan - A1.2)</i> f. Establish CCAP High Tech High North County, Escondido Charter HS, and Guajome Park Academy. <i>(Strategic Enrollment Management Plan - A1.2)</i> g. Develop activities for engagement with Middle Schools and create pilot programs as

		<p>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. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <p>6. 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. <i>(Strategic Enrollment Management Plan - A1.2, A2.1)</i></p> <p>7. Established CCAP with all High School districts. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <p>8. Initiated conversations with high school districts about middle and early college partnerships and opportunities. Suggested to Bonsall Unified School District to examine calendars for integration. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <p>9. Shared board meeting with Bonsall, Poway & Escondido Unified School Districts to plan Middle Colleges. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <p>10. The President of the College formed and continued relationships with key</p>	<p>appropriate. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <p>h. Conduct a District to District scan of Career Technical Education pathways in the following areas: high school articulation, dual enrollment, connections to Palomar and Associate Degrees for Transfers (ADTs) utilizing WestEd's data. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <p>i. Align Career Technical Education with high schools through the functions of dual enrollment, high school articulation (including letter grades), and middle college. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <p>j. Examine pathway alignment between K-12 districts to determine opportunities for curriculum alignment. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <p>k. Connect Work Based Learning coordinators with high school districts' Work Based Learning counterparts.</p> <p>l. Create marketing material for each Career Technical Education pathway to be disseminated back to K-12 identified students. <i>(Strategic Enrollment Management Plan - A2.1)</i></p> <p>m. Negotiate necessary working conditions for high school partnerships (monthly grades, teachers at high schools, etc.).</p> <p>n. Market online pathways to K-12 partners for purposes of dual enrollment. <i>(Strategic Enrollment Management Plan - A1.2, A1.3)</i></p> <p>o. Develop strategies to increase Outreach Support Services that target predominantly underrepresented students as part of the integrated outreach and marketing plan. <i>(Strategic Enrollment Management Plan - A2.1)</i></p>
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		<p>stakeholders at High Schools to ensure progress.</p> <p>Term, if at scale or scaling:</p>	<ul style="list-style-type: none"> p. Meet every semester to make the application process clear and identify the needs of the high school districts. q. Pilot an electronic version of the Special Admit form in PeopleSoft for Spring 2020. <i>(Strategic Enrollment Management Plan - A3.1)</i> r. Examine opportunities for American Indian Studies in K-12 system to assist K-12 in meeting legislation. s. Create a process so that All GEAR UP students have a Palomar ID. t. 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). <i>(Strategic Enrollment Management Plan - A1.2)</i> u. Foster the institutionalization of Partners in Learning Collaboration. v. Create a continuum for middle school awareness of Palomar College beginning in 6th grade. <i>(Strategic Enrollment Management Plan - A1.2)</i> w. Explore strategies for high school articulations to be completed district to district and on a letter grade basis. <p>AY 2020-2021</p> <ul style="list-style-type: none"> a. Increase Outreach Support Services for predominantly underrepresented students. <i>(Strategic Enrollment Management Plan - A1.2, A2.1)</i> b. Establish middle colleges with high school districts. <i>(Strategic Enrollment Management Plan - A1.2)</i>
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			<ul style="list-style-type: none">c. Renew CCAPs and MOUs with all high school districts. <i>(Strategic Enrollment Management Plan - A1.2)</i>d. Complete high school articulations district to district and on a letter grade basis. <i>(Strategic Enrollment Management Plan - A1.2)</i>e. Create 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. <i>(Strategic Enrollment Management Plan - A1.2)</i>f. Create concurrent enrollment menus for K-12 partners. <i>(Strategic Enrollment Management Plan - A1.2)</i>g. Establish yearly trainings/updates for high school Guidance Technicians/Counselors. <i>(Strategic Enrollment Management Plan - A1.2)</i>h. Examine pathway alignment between K-12 districts. Districts determine areas and Faculty will work together on curriculum alignment. <i>(Strategic Enrollment Management Plan - A1.2)</i>i. Create marketing material for each Career Technical Education pathway to be disseminated back to K-12 identified students. <i>(Strategic Enrollment Management Plan - A2.1)</i>j. Develop a process for providing more access to college classes in rural areas. <i>(Strategic Enrollment Management Plan - A1.2)</i>k. Develop activities for engagement with Middle Schools according to established continuum and establish pilots as appropriate. <i>(Strategic Enrollment Management Plan - A1.2)</i>
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Pillar 3- Stay on Path

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	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>3A. ED PLANS & PROGRESS TOWARD COMPLETION:</p> <p>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</p> <p><input type="checkbox"/> Not systematic X Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p>Progress to date:</p> <ol style="list-style-type: none"> 1. Developed and trained Counselors on Starfish Degree Planner. <i>(Strategic Enrollment Management Plan - A2.2, 3.1)</i> 2. Trained Counselors are currently creating educational plans in Degree Planner (as a sandbox) and are also utilizing the Degree Audit functionality of this platform. daily. <i>(Strategic Enrollment Management Plan - A2.2, 3.1)</i> <p>Term, if at scale or scaling:</p>	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <ol style="list-style-type: none"> a. Complete transition from PeopleSoft to Starfish Degree Planner for Counselors and assess map data for data integrity. <i>(Strategic Enrollment Management Plan - A2.2, 3.1)</i> b. Summarize capabilities, features, and best practices of Degree Audit & Starfish Degree Planner in a report to the Guided Pathways Team by mid-fall 2019. <i>(Strategic Enrollment Management Plan - A2.1, A2.2, 3.1)</i> c. Train counselors and use Starfish Degree Planner for developing educational plans by January 2020. <i>(Strategic Enrollment Management Plan - A2.2, 3.1)</i> d. Develop & implement pilot process to reach out to students who are close to completing their degree and can petition to graduate.

			<p><i>(Strategic Enrollment Management Plan - A2.2, 3.1)</i></p> <ul style="list-style-type: none"> e. Develop & implement pilot 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. <i>(Strategic Enrollment Management Plan - A2.2, 3.1)</i> f. Examine various models of counseling services for guided pathways (success teams, peers, Faculty advising, retention specialists, academies etc.). g. Develop counseling continuum for community college students to include monitoring of student progress. h. Implement full scale use of Starfish Degree Planner. <i>(Strategic Enrollment Management Plan - A2.2, 3.1)</i> <p>AY 2020-2021</p> <ul style="list-style-type: none"> a. Evaluate success of HBCU visits and evaluate next steps. b. Implement a timeline for integration of degree audit, Starfish Early Alert and Degree Planner, and Ad Astra with input from both Instruction and Student Services. <i>(Strategic Enrollment Management Plan - A2.2, 3.1)</i> c. Achieve a new model of counseling/advising to reach more students based on initial examination. d. Launch a campaign for and implement counseling continuum.
<p>3B. STUDENT SEES COMPLETION AND PROGRESS:</p>	<p>X Not occurring</p>	<p>Progress to date:</p> <ul style="list-style-type: none"> 1. Students can access comprehensive education plans they created with a 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p>

<p>Students can easily see how far they have come and what they need to do to complete their program.</p>	<p> <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p> Counselor electronically on MyPalomar. 2. Counselors have access to PeopleSoft Advisement Reports (Degree Audit) to give to students. <i>(Strategic Enrollment Management Plan - A3.1)</i> 3. Electronic transcript project has been implemented. 4. Implementation of Starfish Degree Planner has begun. Degree Planner includes student sandbox. <i>(Strategic Enrollment Management Plan - A2.2, 3.1)</i> </p> <p>Term, if at scale or scaling:</p>	<p> a. Update student specific program declaration in PeopleSoft. b. Assign all students access to Advisement Report (Degree Audit) on MyPalomar. <i>(Strategic Enrollment Management Plan - A3.1)</i> c. Examine Starfish student dashboard and PeopleSoft To Do List for integration and practice. Identify any barriers to disproportionately impacted students to the use of these various tools and develop an action plan to address them. Assign staff to action items with a timeline to completion. <i>(Strategic Enrollment Management Plan - A2.2, 3.1)</i> d. Develop a marketing & comprehensive communication campaign for students related to all Palomar software systems (MyPalomar, Canvas, Starfish: Degree Planner & Early Alert). Coordinate with overall Campaign work through the CIO. <i>(Strategic Enrollment Management Plan - A2.1, A2.2)</i> e. Present campaign (3D) to Guided Pathways team fall, 2019. f. Develop strategic plan for integrated support for access and retention of undocumented students. Present plan and pilot to launch in spring 2020 to Guided Pathways team in fall of 2019. </p> <p>AY 2020-2021</p> <p> a. Assess progress of the cleaned up student specific program declaration in PeopleSoft. Make any needed changes. Create process for student Sandbox education plan approval in Degree Planner. <i>(Strategic Enrollment Management Plan - A3.1)</i> </p>
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			<p>b. Provide a report to Guided Pathways in fall 2020 of the integrated plan for undocumented students.</p> <p>AY 2021-2022</p> <p>a. Collect transcripts from other colleges at point of admission and</p> <ul style="list-style-type: none"> ○ enter into OnBase ○ coordinate with electronics transcript project ○ create timeline & process for Reverse Transfer from CSUSM <p>b. Activate student sandbox in Starfish Degree Planner for students to create their own plans for counselor review. <i>(Strategic Enrollment Management Plan - A2.2, 3.1)</i></p>
<p>3C. EARLY ALERT AND INTERVENTION:</p> <p>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>	<p><input type="checkbox"/> Not occurring X Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p>Progress to date:</p> <p>1. Implemented Starfish Early Alert pilot. <i>(Strategic Enrollment Management Plan - A2.2, 3.1)</i></p> <p>Term, if at scale or scaling:</p>	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <p>a. Create a summary chart that lists mission and goals for all student funded outreach programs and align items to Support Guided pathways and the Vision for Success. <i>(Strategic Enrollment Management Plan - A2.1)</i></p> <p>b. Determine ways to integrate practices of groups such as programs such as EOPS, TRiO, SSS, counseling, book assistance to increase retention & completion <i>(Equity Plan)</i> with one another and with college practices. Include CALM, PROMISE, Textbook assistance program.</p> <p>c. Institutionalize UMOJA & PUENTE programs in already existing structures to enhance engagement and retention of African-American students. <i>(Equity Plan)</i></p>

			<p>d. Strengthen Palomar Promise: Continue to promote college access through Palomar Promise program (free tuition and book assistance) and improve high-touch service directed toward onboarding process for incoming first year students. <i>(Strategic Enrollment Management Plan - A3.2, 3.3)</i></p> <p>e. Design intentional registration activities throughout the year. Promote Palomar College through Guided Pathways framework. Present to Guided Pathways in the spring of 2020. <i>(Strategic Enrollment Management Plan - A3.2), (Equity Plan)</i></p> <p>f. Strengthen Basic Needs programs to support students with housing and food insecurities. <i>(Equity Plan)</i></p> <p>g. Develop district-wide counseling process for receiving Early Alert notifications for students and collaborate with instructional faculty.</p> <p>h. Review and revise the role of Orientation and Follow Up Services and examine various models/funding sources and select one or more to bolster retention (success teams, peers, Faculty advising, Retention Specialists, etc.). Present three models to Guided Pathways in the fall of 2019. <i>(Strategic Enrollment Management Plan - A3.3)</i></p> <p>i. Set goals to increase retention consistent with the vision for success and equity goals.</p> <p>AY 2020-2021</p> <p>a. Institutionalize integrated plan for Grant Funded Student Programs to Support Guided pathways and the Vision for Success.</p> <p>b. Provide data-informed report of the institutionalization impact of UMOJA &</p>
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			<p>PUENTE to the guided pathways team in fall 2020. Provide recommendations for strengthening efforts.</p> <ul style="list-style-type: none"> c. Prepare data for Guided Pathways team in spring of 2021 on access and retention of Promise students examined per development of new retention activities. d. Evaluate program for improvements in Basic Needs. e. Develop a campaign to increase instructional faculty awareness on process for early alert within the Counseling process. f. Implement changes to Orientation and Follow-Up Services that focus on retention through the development of student journey modules. g. Develop a scalable and trackable program for the instructional faculty role in student success. h. Implement objectives for retention increases consistent with the vision for success and equity goals.
<p>3D. HELP WITH ALTERNATIVE PATHWAYS:</p> <p>Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Not occurring X Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale 	<p>Progress to date:</p> <ol style="list-style-type: none"> 1. Launched the first cohort of the Pre-Apprenticeship program in partnership with San Marcos Adult School. 2. Offering instruction in Vista Detention Center & created Transition Support program. 3. Received formerly incarcerated regional grant. 4. Opened Food & Nutrition Center to provide healthy and nutritious food for students. 5. Began project to explore on-campus housing. 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <ul style="list-style-type: none"> a. Survey programs with application processes to determine which programs are competitive and need alternate pathways. b. Develop strategies/tools with nursing program for students who have interests in health programs but did not get accepted and/or complete nursing. (<i>Strategic Enrollment Management Plan - A2.1</i>) c. Present plan & pilot suggestion to Guided Pathways team in the spring of 2020.

		Term, if at scale or scaling:	AY 2020-2021 <ul style="list-style-type: none">a. Develop process for supporting students denied access into selective programs. <i>(Strategic Enrollment Management Plan - A2.1, A3.1)</i>b. Determine the efficacy of tools/strategies and processes for targeting and supporting students who do not pursue nursing and related careers. <i>(Strategic Enrollment Management Plan - A2.1)</i>c. Implement success strategies for Nursing students (and others) who are flagged not to continue the path and facilitate an alternative viable career path.
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3E. PURPOSEFUL CLASS SCHEDULING:

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.

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

Progress to date:

1. Mapping Project version 1 to be completed Spring 2018.
2. North & South Center Majors offered in Block Schedules.
3. Completion Academy created: A structure to provide support to develop “completion packages”.
4. Increases in enrollment (12-25%) in scheduling patterns that are more conducive to flexible offerings for students (Fast Track, 4 week, Distance Education).
5. Improved Program Review process includes principles of Guided Pathways and the Vision for Success as well as outcomes, and scaffolding programs.
6. Introduced 10 “blocked awards” for spring 2020 schedule.
7. Goals set in instruction for award scheduling, block scheduling, and increase in Fast-track and other modalities that show success and desirability.
8. First AD ASTRA trainings accomplished. (*Strategic Enrollment Management Plan - A3.1*)
9. 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).

Next Steps and Timeline for Implementing Next Steps:

AY 2019-2020

- a. Completion Academy workshops provided regularly that create new completion paths for students with explicit equity, Work Based Learning & Student Services/ Success Goals. New paths are incorporated into the scheduled and advertised.
- b. Expand Completion Academy I program offerings with 10 new completion packages and new online offerings (speech, English, math, science, health). Tie to ongoing marketing plan. Present to Guided Pathways in Spring 2020. (*Strategic Enrollment Management Plan - A1.1, A1.3, A2.1*), (*Equity Plan*)
- c. Create a plan and timeline for use and integration of technology (Degree Planner, Degree Audit, Ad Astra, General Scheduling Tools). Present to Guided Pathways in fall of 2019. (*Strategic Enrollment Management Plan - A3.1*)
- d. Use data from degree planner/degree audit pilot to inform scheduling for the fall of 2020 schedule. (*Strategic Enrollment Management Plan - A3.1*)
- e. Analyze overlap of courses across awards with a focus on scheduling for degree completion. (*Strategic Enrollment Management Plan - A3.1*)

		<p>Term, if at scale or scaling:</p>	<ul style="list-style-type: none"> f. Integrate AD ASTRA Analytics by the end of 2020-2021 planning cycle. <i>(Strategic Enrollment Management Plan - A3.1)</i> g. Provide AD ASTRA training designed for Instruction & Student Services. h. Present a new timeline for more efficient scheduling to Guided Pathways in fall of 2019. <i>(Strategic Enrollment Management Plan - A3.1)</i> i. Pilot Intentional scheduling of student support around instructional programs and Meta Majors to meet the needs of all student populations for fall 2020 planning. <i>(Strategic Enrollment Management Plan - A3.1)</i> j. Complete enrollment trend report (enrollment & success) for all students with a focus on Disproportionately Impacted students meeting their program/degree requirement completion. k. Create three new online CTE programs and 10 new courses. Report progress to Guided Pathways team in Spring 2020. <i>(Strategic Enrollment Management Plan - A1.3)</i> l. Integrate the Program review process across all institutional divisions and connect to decision making processes for 2019-2020. <p>AY 2020-2021</p> <ul style="list-style-type: none"> a. Offer 10 new Completion Academy programs and new online courses (speech, English, math, science, health). <i>(Strategic Enrollment Management Plan - A1.3), (EQUITY)</i> b. Implement use of technology, , General Scheduling Tools, Previous awards and pilot to meta-majors for fall schedule planning with more efficient overall timeline.
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			<p><i>(Strategic Enrollment Management Plan - A2.2, A3.1)</i></p> <p>c. Assess efficacy of new online Career Technical Education programs. Present data to Guided Pathways team in fall 2020.</p> <p><i>(Strategic Enrollment Management Plan - A1.3, A2.2)</i></p> <p>d. Continue integrated process and review functionality. Report to Guided Pathways spring 2020.</p>

Pillar 4- Ensure Learning

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g, fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
<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 activities 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? 			
4A. ALIGNMENT OF PROGRAM OUTCOMES:	<input type="checkbox"/> Not occurring	<p>Progress to date:</p> <p>1. New Program review process frontloaded and integrated</p>	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p>

Program learning outcomes are aligned with the requirements for success in further education and employment outcomes targeted by each program.

- Not systematic
- Planning to scale
- Scaling in progress
- At scale

outcomes for programs and courses.

- 2. Program outcomes on Program Maps were reviewed and programs were given feedback.

Term, if at scale or scaling:

- a. Train Service Learning Outcome (SLO) facilitators to help departments create curriculum (outcomes) maps for programs.
- b. Align all course SLOs with relevant GE/ILOs and GE categories.
- c. Institute appropriate and measurable courses and program SLOs.
- d. Planned fall 2019 and spring 2020 PD workshops in KSA's (Knowledge, Skills and Abilities). [see 4G below].
- e. PD Workshops will be assessed by PD committee mid-spring 2020 and revised for re-deploy in 2020-2021. [see 4G, below].

AY 2020-2021

- a. SLO sub-committee provides a report to Curriculum Committee showing course and program SLOs appropriately aligned with GE/ILOs and GE categories.
- b. Departments submit a report to the Curriculum Committee showing where outcomes are introduced, developed, and mastered (Curriculum Outcome Maps).
- c. Align program and course outcomes to industry/employers.
- d. Coordinate program and course outcomes to KSA's.
- e. Align program and course outcomes to college/university.

<p>4B. ACTIVE LEARNING:</p> <p>Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to the SOAA in February 2019)</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 got</p>	<p>Progress to date:</p> <ol style="list-style-type: none"> 1. Honors Program Workgroup formed. 2. Annual Active Learning Leaders Conference. 3. Offered On Course 1 workshop in August 2018. <p>Term, if at scale or scaling:</p>	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <ol style="list-style-type: none"> a. Administer Faculty Survey of Classroom Design and Audio Visual (AV), to identify faculty classroom structure needs/wants and Audio/Visual needs/wants. (<i>Strategic Enrollment Management Plan - A2.2</i>) b. Present results of Faculty Survey of Classroom Design and AV to IPC, FASPC, and SPC. c. Develop and offer Active Learning Workshop series to faculty. d. Create and facilitate accessibility of the Active Learning tool kit by all faculty. e. Develop the Active Learning Leaders committee to be an official College Governance Committee. f. Redesign existing classrooms from sled desks to active learning furniture based on need as derived from the Faculty Survey of Classroom Design and AV. g. Offer annual On Course 1 Workshop. h. Distribute the Active Learning newsletter monthly, highlighting faculty use of Active Learning in their classrooms. <p>AY 2020-2021</p> <ol style="list-style-type: none"> a. Active Learning Leaders lead the Active Learning Faculty Book club.
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4C. EXPERIENTIAL LEARNING:

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.

- Not occurring
- X Not systematic
- Planning to scale
- Scaling in progress
- At scale

Progress to date:

1. 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.
2. Hired a Job Developer to provide job placement assistance services to all students.
3. Two Work Based Learning Faculty coordinators were reassigned 50/50 (Spring 2019 - fall 2020) to establish and institutionalize Work Based Learning functions.
4. 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. *(Strategic Enrollment Management Plan - A2.2, A3.1)*
5. President's Associates have become very active in promoting and offering Internships, Service Learning and Cooperative Education.

Term, if at scale or scaling:

Next Steps and Timeline for Implementing Next Steps:

AY 2019-2020

- a. Work-Based Learning (WBL) coordinators identify gaps in curriculum where WBL can be incorporated.
- b. Curriculum Committee identify opportunities to incorporate experiential learning into the curriculum committee process. *(Strategic Enrollment Management Plan - A1.5)*
- c. Develop a process to institutionally track WBL that includes industry partners information and types of WBL utilized across the college.
- d. Strong Workforce Program to survey Faculty and Students to identify best practices in WBL.
- e. Faculty to submit practices, or ideas, to the WBL Coordinators
- f. Send faculty, staff and students to SWP Regional Conference on WBL Best Practices PD Workshops.
- g. Offer PD workshops on WBL activities fall 2019 and spring 2020.
- h. PD Workshops will be assessed by PD committee mid-spring 2020 and revised for re-deploy in 2020-2021. [see 4G, below].

AY 2020-2021

- a. All department websites will include a webpage specific to connections with industry partnerships, to include certifications, job openings, local needs, etc. Webpage includes reports of systematic communication occurring between industry,

			<p>faculty, staff, and students to provide strong relationships with industry partners.</p> <ul style="list-style-type: none"> b. Revise Work Based Learning continuum using the Faculty and student survey results. c. WBL Coordinators provide a report to Faculty on the best practices to embed Work Based Learning activities into curriculum. d. Provide annual reports to the college utilizing data from the process used to institutionally track Work-based Learning.
<p>4D. ASSESSING PROGRAM OUTCOMES:</p> <p>Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Not occurring X Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale 	<p>Progress to date:</p> <ol style="list-style-type: none"> 1. Program Review & Process (PRP) updated in 2018-2019: Program review changes include 2 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. 2. All course SLOs have been added to Canvas to allow Faculty to assess students and provide students with immediate feedback. <p>Term, if at scale or scaling:</p>	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <ol style="list-style-type: none"> a. Share Learning outcomes results across departments and programs. b. Communicate PRP data with and to be used by the appropriate shared governance groups and/or leadership (for example, SLO data is sent to SLO sub-committee, WBL data sent to WBL Coordinators, etc). c. Provide a report to the college on institutional impact regarding DI students across programs and courses based on PRP data. d. Input program and GE/ILOs in Canvas and are available to all Faculty. e. Train SLO facilitators to help their departments and Faculty learn how to assess outcomes using Canvas. f. Departments share how SLO data was used for course and program improvements. g. Identify Service Area Outcomes leaders and develop, review and assess Service Area Outcomes. <i>(Strategic Enrollment Management Plan - A3.1)</i>

			AY 2020-2021
<p>4E. USING RESULTS OF PROGRAM OUTCOMES:</p> <p>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>Progress to date:</p> <ol style="list-style-type: none"> Created videos for new PRP process that showed how programs use results of learning outcomes assessments to make changes to course and program content. <p>Term, if at scale or scaling:</p>	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <ol style="list-style-type: none"> Learning Outcomes Subcommittee will provide students with access to learning outcome assessment results using the Outcomes features in Canvas, as well as, through other formats. Outcomes Subcommittee provides a presentation to the Curriculum Committee of their proposed procedure for sharing SLO results. Department/Program leadership share outcome data with industry partners to ensure outcomes meet the needs of industry. <i>(Strategic Enrollment Management Plan - A1.4)</i> Department/Program leadership share outcome data with University partners to ensure outcomes meet the needs of the University. Departments reduce inequities by analyzing annual PRP data, identifying opportunities to improve, and incorporating necessary strategies. <p>AY 2020-2021</p> <ol style="list-style-type: none"> Departments/programs share outcome revisions, alignments, assessments, improvements, etc at plenary through a poster session. Outcomes subcommittee review PRP data and provide a report to the Curriculum Committee.

<p>4F. DEMONSTRATE STUDENT LEARNING FOR EMPLOYMENT BEYOND TRANSCRIPT:</p> <p>The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p>X 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>Progress to date:</p> <p>1. No progress to date. Will begin on this exemplary practice in 2019-2020.</p> <p>Term, if at scale or scaling:</p>	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <ol style="list-style-type: none"> SLO Coordinators provide a report to the Curriculum Committee and Faculty Senate on various ePortfolio software programs that could be used. Faculty and industry partners provide feedback on the various ePortfolio options. Identify an institutional ePortfolio program. Strong Workforce Program to collect and disaggregate data from surveys [see 4C]. <p>AY 2020-2021</p> <ol style="list-style-type: none"> Implement an institutional ePortfolio. Develop instructions for using ePortfolios and provide to Faculty and Students. Utilize ongoing feedback for continual review of ePortfolios.
<p>4G. TARGETED PROFESSIONAL DEVELOPMENT BASED ON NEED:</p> <p>The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic X Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p>Progress to date:</p> <ol 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>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <ol style="list-style-type: none"> Align Professional Development goals with institutional goals and needs. Engage all constituent groups in professional development. Offer PD workshops include outcomes. Provide PD workshops for continued learning. Identify College barriers to implement a college hour. Implement a staff PD requirement equitable to the faculty requirement. Focus PD workshops on college processes/procedures and are offered from the colleges own Subject Matter Experts.

		<p>5. Faculty leads attended the fall 2018 Statewide Academic Senate training on Guided Pathways.</p> <p>6. 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.</p> <p>7. 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.</p> <p>8. 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. (Strategic Enrollment Management Plan - A3.2)</p> <p>Term, if at scale or scaling:</p>	<p>h. Offer the following PD Workshops (as identified in exemplary practices): Funding formula, Guided Pathways basics, AB-705 (for 4 core instructional departments), role of employees in Guided Pathways, Implicit bias training, Understanding the college’s data, StudentLingo, 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, Cross-disciplinary discussion about outcomes.</p> <p>i. Provide PD as suggested by CCEAL/M2C3:</p> <ul style="list-style-type: none"> ○ Validation, sense of belonging, culturally relevant teaching, microaggressions, and intrusive practices. ○ How Faculty can proactively engage students outside of the classroom, especially on “non-academic” matters. ○ How Faculty can employ intentional practices to build students’ confidence in their abilities to succeed (self-efficacy) and to increase intrinsic interest. ○ Employ culturally engaging teaching and learning strategies.
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