

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT

CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS

Revised January 2020

Institution Name: **College of Marin**

Date: **1/29/2020**

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.

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.

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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”. (Note: This practice was added to the SOAA in February 2019)</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Department chairs, counselors, and students have provided input on interest clusters. <p>Term, if at scale or scaling: Fall 2018.</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Work with IT, Web Design, and Enrollment Services to implement interest clusters and roadmaps Connect interest clusters to road maps <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> June and July 2019 Spring 2020
<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>	<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"> Created and redesigned CTE pathways to better align with the College’s service area, so students can gain employment with relevant skills. Programs include hospitality, business, and graphic design/multimedia <p>Term, if at scale or scaling:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Work with curriculum committee, counseling, and academic departments on program design Connect academic departments with transfer and career centers <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2020

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c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> CTE programs have employment information for programs. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2017</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Incorporate employment and further employment opportunities information for all programs <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2019 & Spring 2020
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.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Counselors have created roadmaps. Counselor liaisons have started to meet with academic departments to review roadmaps. <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2018</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Academic departments will review and revise roadmaps. IT and Design Services will put roadmaps onto COM website. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring 2020
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 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"> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Slated for future review. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none">

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Equity Considerations in Area 2: <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? 			
2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY 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.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> New students are encouraged to take HUM 101 and COUN 130, which help students explore career/college options, choose a program of study. Term, if <i>at scale</i> or <i>scaling</i> : Fall 2017	<i>Next steps:</i> <ul style="list-style-type: none"> Develop additional strategies to help new students explore career/college options, such as workshops, new Welcome Center, and online career exploration tools <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> Spring 2020
b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas .	<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> <ul style="list-style-type: none"> Several classes have embedded peer tutors to support students. Many classes have peer tutors assigned to them for small group tutoring in the Tutoring & Learning Center. Co-requisite companion courses have been developed for all gateway math and English courses. Term, if <i>at scale</i> or <i>scaling</i> : Fall 2017	<i>Next steps:</i> <ul style="list-style-type: none"> Target specific courses to ensure supports are in place like peer tutors and/or embedded peer tutors Develop additional companion courses for content science courses. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> Spring and Fall 2020
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic	<i>Progress to date:</i>	<i>Next steps:</i> <ul style="list-style-type: none"> Provide math instructors with professional development

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<p>“gateway” math 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"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<ul style="list-style-type: none"> Co-requisite companion courses have been developed for all gateway math courses. These math companion courses will have an embedded peer tutor. Development of a STEM Learning Community <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p>opportunities on strategies for supporting underprepared students.</p> <ul style="list-style-type: none"> Research additional strategies to help academically underprepared students succeed in math gateway courses, such as workshops, and fall, summer, & spring Math Jams. Evaluate effectiveness of pilot companion courses. <p>Timeline for implementing next steps:</p> <ul style="list-style-type: none"> Fall 2019 & Spring 2020
<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 type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p>Progress to date:</p> <ul style="list-style-type: none"> Co-requisite companion course has been developed for English 1A. Supplemental workshops in reading, writing, and grammar are offered. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2017</p>	<p>Next steps:</p> <ul style="list-style-type: none"> Provide English instructors with professional development opportunities on strategies for supporting underprepared students Evaluate effectiveness of pilot companion courses and workshops <p>Timeline for implementing next steps:</p> <ul style="list-style-type: none"> Fall 2019 & Spring 2020
<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 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> <ul style="list-style-type: none"> Co-requisite companion courses have been developed for English 1A and Statistics. Several classes have embedded peer tutors to support students. 	<p>Next steps:</p> <ul style="list-style-type: none"> Pilot ESL Summer Bridge six-week program in Summer 2020 Create and offer co-requisite companion classes for science courses in Spring 2021 <p>Timeline for implementing next steps:</p>

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		<ul style="list-style-type: none"> Many classes have peer tutors assigned to them for small group tutoring in the Tutoring & Learning Center. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<ul style="list-style-type: none"> Summer 2020 and Spring 2021
<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>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> COMPASS program is now in 5 local high schools. COM satellite classes are offered at several local high schools. COM's outreach efforts to high schools include, work with counselors, outreach staff, student ambassadors, placement staff, learning communities coordinators, and administrators. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2017 </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none">

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Equity Considerations in Area 3: <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? 			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	<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	<i>Progress to date:</i> • Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> • Slated for future review <i>Timeline for implementing next steps:</i> •
b. Students can easily see how far they have come and what they need to do to complete their program.	<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> • Counselors visit classes to train students in DegreeWorks • Calls are made to students with undecided majors to schedule appointments with counselors Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> • Verify students have declared the correct major • Simply the process for students to change their major in DegreeWorks • Train students to effectively use DegreeWorks to track their progress • Improve the process to evaluate incoming college transcripts and reflect in system of record <i>Timeline for implementing next steps:</i> • Fall 2019 & Spring 2020
c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and	<input checked="" type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress	<i>Progress to date:</i> •	<i>Next steps:</i> • Slated for future review <i>Timeline for implementing next steps:</i>

supports in place to intervene in ways that help students get back on track.	<input type="checkbox"/> At scale	Term, if <i>at scale</i> or <i>scaling</i> :	<ul style="list-style-type: none">
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 another more viable path to credentials and a career	<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> <ul style="list-style-type: none"> Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> Slated for future review <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none">
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> Completed analysis of student completion and success for each section. Included the creation of a master schedule in our new 2019-2022 Strategic Plan to prioritize this work. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> Convene a master schedule group Engage stakeholders through Master schedule group Research and purchase tools to visually display the master schedule Implement a student-centered master schedule as part of our strategic plan <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> Spring 2020 to Fall 2020

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Equity Considerations in Area 4: <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? 			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	<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> • Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> • Slated for future review <i>Timeline for implementing next steps:</i> •
b. 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)	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<i>Progress to date:</i> • The College has 5 institutional SLO's including: 1) Communication, 2) Scientific and Quantitative Reasoning, 3) Critical thinking, 4) Problem Solving, 5) Information Literacy that are regularly assessed. Term, if <i>at scale</i> or <i>scaling</i> : Fall 2011	<i>Next steps:</i> • <i>Timeline for implementing next steps:</i> •
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	<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> • Hired new Career and Internship Coordinator • Career and Internship Coordinator visits counselor classes and provides workshops for College Hour and MAPS Learning Community	<i>Next steps:</i> • The new Career and Internship Coordinator will continue to collaborate with faculty and local employers to develop a robust internship program.

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activities that program faculty intentionally embed into coursework.		<ul style="list-style-type: none"> Career and Internship Coordinator works with CTE advisory boards, the workforce committee, and industry partners <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2018</p>	<ul style="list-style-type: none"> He is also working with faculty to expand the service-learning program. Incorporate an internship component into our new Guided Pathways MAPS learning community <p>Timeline for implementing next steps:</p> <ul style="list-style-type: none"> Fall 2019 to Fall 2020
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>Progress to date:</p> <ul style="list-style-type: none"> Started utilizing elumen to input, track, and assess SLO's Revised the program review template and process <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p>Next steps:</p> <ul style="list-style-type: none"> Educate more faculty on using elumen Implement the new program review process <p>Timeline for implementing next steps:</p> <ul style="list-style-type: none"> Fall 2019 & Spring 2020
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<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>Progress to date:</p> <ul style="list-style-type: none"> Developed new program review template and process Designated Faculty Program Review Facilitators <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring and Fall 2019</p>	<p>Next steps:</p> <ul style="list-style-type: none"> Designate faculty to research and develop methods to connect learning outcomes to improve teaching Faculty Program Review Facilitators will help instructors and departments navigate the program review process <p>Timeline for implementing next steps:</p> <ul style="list-style-type: none"> Spring 2020 and Fall 2020
f. The college helps students document their learning for employers and	<input checked="" type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic	<p>Progress to date:</p> <ul style="list-style-type: none"> Begun to research online tools, so students can document their student 	<p>Next steps:</p> <ul style="list-style-type: none"> Continue to research online tools, so students can document their student

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universities through portfolios and other means beyond transcripts.	<input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	learning experiences outside the classroom • Consulting with K-12 school partners to find online tools that we can use together and in collaboration Term, if <i>at scale</i> or <i>scaling</i> :	learning experiences outside the classroom • Activate Elumen tool, so students can receive SLO transcripts that reflect the skills they have acquired in their courses <i>Timeline for implementing next steps:</i> • Spring 2020
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<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> • Conducted the CCSSE Term, if <i>at scale</i> or <i>scaling</i> : Spring 2014	<i>Next steps:</i> • Conduct the CCSSE again • Results will inform professional learning opportunities for flex and College Hour <i>Timeline for implementing next steps:</i> • Spring 2020