CCCCO GUIDED PATHWAYS 2021: SCALE OF ADOPTION ASSESSMENT (SOAA)

Revised November 12, 2020

Institution Name: Palomar College

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). ***This document is for planning purposes only, as the official SOAA will be completed in the Chancellor's Office NOVA system by your project leads.***

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 fall/winter 2021. 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 is 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.

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.

In fall 2018 the SOAA was updated to include "Equity Considerations" in each practice area so that your pathways team can discuss and articulate connections between the college's pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as "assessments." Also, don't be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the "progress to date" and/or "next steps/timeline" column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college's pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2021.** For more information about the SOAA, please email guidedpathwaysinfo@cccco.edu.

For assistance in obtaining access to the NOVA system, please email nova-support@productops.com.

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
Equity Considerations in Area 1: ● 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?			
1A. META MAJORS: 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)	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐ At scale	**Progress to date:** **Term, if at scale or scaling:** • The College spent two years discussing and exploring how it would organize its degrees and certificates into clusters or meta majors. The Guided Pathways Committee finalized the initial meta majors after much feedback from the campus community. Finally, feedback was solicited from CSUSM, MiraCosta and high schools within the district. That feedback was used to make the final adjustments to the current Meta Majors.	**Next Steps and Timeline for Implementing Next Steps:** • Create marketing materials and an education/information campaign to inform students, faculty, staff and community about Meta Majors. *(Strategic Enrollment Management Plan – A2.1)* • Connect Support Services to Meta Majors in a systematic fashion. Meta Major Student Success teams (counseling, tutoring, faculty advising) • Develop process for evaluating Meta Majors and making changes to the groupings. • Identify specific Meta-Major clusters; group programs by the difficulty of math required for successful completion and by shared skill sets. • The Palomar College Career Technical Education and Extended Studies Division and the Marketing, Communications and Public Affairs

		• Information about the Meta Majors was placed on the College web site. The landing page explains the META Majors and links them to the Palomar Pathways Mapper where a student will find maps for degrees and certificates within those Meta Majors. • CTE videos connecting degrees/certificates to careers were placed in the Palomar Pathways Mapper. **Term, if at scale or scaling: 2020**	Office have applied for funding that will enable them to develop a tactical digital marketing strategy to increase awareness and enrollment of specific target audiences for the following Career Tech Ed programs: Fire Academy, Police Academy, Wastewater and Water Technology, and Machining. *(Strategic Enrollment Management Plan – A2.1, 3.1)*
1. a. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - X On campus /individual training - Technology - Reporting/data	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character*

	- Other		
1B. PROGRAMS DESIGNED FOR CAREERS/FUTURE EDUCATION: 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.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	**Progress to date:** • Faculty participated in workshops to re-think / re-write program learning outcomes based on transfer and/or employment. These program outcomes were then aligned through curriculum mapping to course outcomes to ensure that students meet both course and program outcomes. The new outcomes were placed into META, TracDat and the Palomar Pathways Mapper. • Information about employment is included in the degree and certificate maps in the Palomar Pathways Mapper. • Disseminated information about job placement assistance services to all students. • Launched a new apprenticeship program - Military Leadership • A Career Continuum draft has been developed and is being refined. • Work-based learning coordinators have been assigned to each division. ○ Work-based learning is being identified through the curriculum process and courses with WBL	**Next Steps and Timeline for Implementing Next Steps:** • Provide marketing materials for dept./program web sites that include: occupations and wages, labor market information, and lists of potential career/majors achievable by discipline. • Integrate Career Development Continuum into the overall processes at the College (including onboarding). • Offer pre-apprenticeship program to incarcerated population. *(Strategic Enrollment Management Plan – A1.5)*

		activities and opportunities are being flagged in META. **Term, if at scale or scaling:**	
1. b. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*
1C. COLLEGE WEBSITE DESIGNED FOR CAREERS/FUTURE EDUCATION: Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	**Progress to date:** • The Palomar Pathways mapper is located on the College's website, and it includes information on occupations and employment. • The Palomar Pathways mapper also includes maps for transfer to CSU and UC. • Palomar College has been working with CSUSM on the CSU-CCC Transfer Pathways project to	**Next Steps and Timeline for Implementing Next Steps:** • Complete the CSUSM maps for all degrees and provide a way for students to see all fours years PC + CSUSM. *(Strategic Enrollment Management Plan – A2.2)* • Ensure a process for appropriate grade level language and translation options on the website. • Arrange all websites for accessibility and use consistent institutional language. • Create an Enrolled Student Profile that analyzes historical admissions data to support enrollment management projects and help

		map 4-year pathways for students on both campuses. **Term, if at scale or scaling:**	ensure equitable access to enrollment for disproportionately impacted populations. *(Strategic Enrollment Management Plan – A3.1)* • Create a process to ensure standardized admissions and on-boarding process instructions are available to students, parents (when applicable), employees and community members on the web site. Ensure bilingual formats are available to address language barriers. • Integrate promotion of the mapper into the overall K-12 outreach strategy for the college. • Work with CSUSM Outreach to jointly promote the PC+CSUSM portion of the mapper. *(Strategic Enrollment Management Plan – A1.5)*
1. c. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

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 X Scaling in progress ☐ At scale	**Progress to date:** • All degrees and certificates have been mapped. Maps include courses and sequences for certificates, AA degrees and transfer to CSU, UC and CSUSM. • The Palomar Pathways Mapper was launched in June 2020 and includes all degree and certificate maps. • Transfer maps have also been developed and entered into the mapper tool • Information about the maps and the Palomar Pathways mapper has been place on several locations on the web site. • Information about the maps and the Palomar Pathways mapper has been promoted to students in CANVAS. • Information about the maps and the Palomar Pathways mapper has been shared with the community. • Counselors are using the maps and the Palomar Pathways mapper when meeting with students and make adjustments to maps when needed. **Term, if at scale or scaling: 2020**	**Next Steps and Timeline for Implementing Next Steps:** • Need to identify critical courses and other key progress milestones. • Finalize process for updating information in the Palomar Pathways Mapper. • Align systems so that all course and program information so is accurate and consistent in Degree Planner, Palomar Pathways mapper, META, PeopleSoft. *(Strategic Enrollment Management Plan – A2.2)* • Implement a process for ongoing updating of Mapper.

1. d. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)* Seamless connection CSUSM maps Time to focus and collaborate on processes.
1E. AB705- MATH ALIGNED TO PROGRAM: Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2)	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐ At scale	**Progress to date:** • Math courses that are required for each major are clearly outlined in degree and certificate maps in the Palomar Pathways mapper. • The Math Department created a guide with recommended course sequences to help students. The guide is located on the Math Department's website and the Math + English First web site. • Analysis of student performance data in math courses is currently being reviewed as part of AB 705 work. **Term, if at scale or scaling: 2020**	**Next Steps and Timeline for Implementing Next Steps:** • Align math sequence to Meta Majors. • Once student performance data is reviewed changes and adjustments to courses curriculum and sequencing should be discussed.

1. e. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

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
Equity Considerations in Area 2: ● 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?			

2A. NEW STUDENT CAREER EXPLORATION & ED PLAN: 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.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	**Progress to date:** • Palomar College has made plans to implement the practice at scale. Different entities (Job Placement, Career Center, Service Learning, and Cooperative Education/Work Experience) used to work in silos formed the E3 (Explore, Experience, Employment) in order to collaborate and develop a seamless path for students. With the united efforts from the E3 group and Guided Pathways support and representation, a Career Continuum draft has been created and presented to key administrators and faculty. • Discover Palomar brings high school students to Palomar College and provide survey/intake process so support services and resources are identified early. Discover Palomar includes orientation, academic planning, registration assistance for new students. It also allows students to meet with counselors to develop abbreviated and comprehensive educational plans. **Term, if at scale or scaling:**	**Next Steps and Timeline for Implementing Next Steps:** • Decisions are currently at the administrative level to determine how past practices (working in silos) can be integrated to form an entity to support students as they go through their career pathway. Discussions from E3 group include outreach, marketing, gaps within Career Continuum draft, personnel, facilities, leadership, Career Continuum process, and technology. The E3 group is waiting for a follow up meeting after their Career Continuum draft (proposal) was presented to key administrators and faculty to determine the next step of implementation. • Student Services is developing a structure that will allow for a more concerted effort in "Entering the Path" at the K-12 level.

2. a. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)* • Administrative critical decision to implement practice to scale.	*Support Needed – Detail: (1,000 character)*
2B. AB 705- GATEWAY COURSE SUPPORT: Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	**Progress to date:** • Discussions are taking place to determine how tutorial services (including STAR, Writing Center, ESL, STEM, Math Center, LRC) will better serve Palomar Students for academic support. Currently, each entity work in silos and doing well serving students needing their support and guidance. • Communicating ME (Math and English) first to full-time and part-time students is implemented. Students are emphasized to take (and complete) ME within their first year at Palomar College. • Define "gateway courses" are being discussed but no decisions or which constituent can make	**Next Steps and Timeline for Implementing Next Steps:** • Continued discussions to integrate all tutorial services to be finalized at the end of Fall 2020 or Spring 2021. • Develop strategies for communicating ME first to all new/incoming students and to continuing students who have not completed their ME. • Determine constituent/entity at Palomar College to help define "gateway courses." • AB-705 workgroup and sub-committee continue to fulfill the Guided Pathways goals, tasks, and initiatives. • Continue to develop and provide support to students in the Math Center and Writing Center by implementing a special ticketing system for students in special programs such as DRC, EOPS, Athletics.

		decision. Major programs are in place and courses critical to completing these programs have not been researched and determined. • IRP shared data related to the Math and English "gateway" courses to AB-705 groups and Guided Pathways. A student survey was also created and collected to determine impact on changes in assessment and placement. A comprehensive research plan has been created to determine impact of AB-705. The research plan addresses placement, enrollment, impact, success, outcomes and student experiences. A faculty survey is currently being discussed and developed. • STARFISH is currently being used as an "early" alert tool for EOPS, Athletics, DRC, etc. The purpose is to apply and transition Student Services programs from using paper format to online/technology format. • Professional Development offered training and support (through workshop, training, or conferences) for faculty in topics including equity minded practices, diversity and inclusion,	

		technology training, retention and success practices. • AB-705 workgroup and sub-committee continue to support and follow through on Guided Pathways goals, tasks, and initiatives. **Term, if at scale or scaling:**	
2. b. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*
2C. AB 705- SUPPORT FOR MATH COMPLETION IN 1ST YEAR: Special supports are provided to help academically underprepared students to succeed in the	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐ At scale	**Progress to date:** • Math Department has identified "gateway" math courses and has created support classes (already approved by Curriculum) to help academically underprepared students to succeed. Additional support includes Math Center, online Tutoring, STEM Tutoring, and STAR Tutoring.	**Next Steps and Timeline for Implementing Next Steps:** • Determine "gateway" courses in STEM fields • Collect more data on "gateway" math courses with support classes to determine impact and success (compared to traditional courses) • Determine innovative support for underprepared students (Learning Community, learning outside the classroom, etc.)

program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019)		• Math Department has created a Math course sequence flowchart for STEM pathway and Non-STEM pathway. These are currently viewed online, disseminated through flyers/marketing materials, and constant communication with Student Services (such as Counseling, EOPS, TRIO, Veterans, etc.) for student access. *(Strategic Enrollment Management Plan – A2.1)* • Math Department also offers professional development opportunities for full-time and part-time faculty to teach "gateway" math courses with support. • The Math Department has developed a Pre-Calculus course with no trigonometry to align with CSUSM curriculum. • A Math Department CANVAS site was created to share ideas, resources, best practices, and materials. • Math Across the Curriculum continues to develop examples of how to integrate quantitative literacy into all curriculum. • Sent Math faculty to California Accelerated Project workshop.	• The Math Department will revise the course sequence chart once the Meta Majors are identified. • Ensure supports are automatically built into the Math courses, such as requiring students to visit the Math, Tutoring, or STEM Center, deploy tutoring services intentionally at key times in the semester. • Continue to develop and provide support to students in the Math Center by implementing a special ticketing system for students in special programs such as DRC, EOPS, Athletics.

		• Math Department and faculty participate in AB-705 subcommittee and workgroup. **Term, if at scale or scaling: 2020**	
2. c. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*
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:	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐ At scale	**Progress to date:** • English/ESL Department has identified "gateway" English courses and has created support classes (2-unit English 49 already approved by Curriculum) to help academically underprepared students to succeed. Additional support includes Writing Center, online Tutoring, ESL, and STAR Tutoring. • An English Department CANVAS site was created to share ideas,	**Next Steps and Timeline for Implementing Next Steps:** • Identify innovative support for underprepared students (Learning Community, learning outside the classroom, etc.) • Collect more data on "gateway" English courses with support classes to determine impact and success (compared to traditional courses) • Ensure supports are automatically built into English courses, such as requiring students to visit the Writing Center, deploy tutoring services intentionally at key times in the semester through Starfish

This practice was added to the SOAA in February 2019)		resources, best practices, and materials. • Offered tutoring for all students in all classes where writing and reading are required. • Sent Math faculty to California Accelerated Project workshop. • IRP presented English Department data on success, retention, student survey results placement, and AB-705 impact. • English faculty participate in AB-705 subcommittee and workgroup to support the Guided Pathways and AB-705 goals and task as well as understanding the English Department's impact to Palomar College as a whole. **Term, if at scale or scaling: 2020**	• Continue to develop and provide support to students in the Writing Center by implementing a special ticketing system for students in special programs such as DRC, EOPS, Athletics.
2. d. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology -	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

	Reporting/data - Other		
2E. SUPPORT FOR UNPREPARED STUDENTS: Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	**Progress to date:** • Starfish Early Alert system is in place for faculty to use so students get notification early in the semester and to utilize academic services. • Implemented an introduction and training to Starfish Early Alert program to all faculty for tutoring and referrals only. • Skillshops are offered at San Marcos, Escondido, and Rancho Bernardo locations. • Math and ESL partnered to implement the Math Vocabulary workshop starting Spring 2020 for ESL students taking math classes. • Math department continues to offer Bridge to College Math program and Math Jam. • During Spring and Fall 2019, the English Department and Adult Education faculty developed the Palomar Prep. *(Strategic Enrollment Management Plan – A1.3)* • Counseling Services and Tutoring Services were extended to online and at all college locations.	**Next Steps and Timeline for Implementing Next Steps:** **AY 2019-2020** • Continue to provide workshops on student engagement and development. • Develop a plan for supporting immigrant and AB-540 students. • Complete the curriculum alignment project between Palomar Faculty and Adult school partner Faculty to provide "Palomar Prep" courses for students unprepared for college-level courses. • Develop a strategic plan on how to increase intensive support for unprepared students. • Develop structure within Student Services that will work to collaboratively address strategies and interventions for at-risk students.

		• The Tutoring committee created a flyer promoting all tutoring services at all campus locations. • ESL embedded tutoring in Community-Based non-credit classes to support immigrant and AB-540 students. • Equity-minded professional developments were offered on campus focusing on Micro-Aggressions and Critical Race Theory. **Term, if at scale or scaling:**	
2. e. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier:*	*Support Needed – Detail: (1,000 character)*
2F. CONNECT TO HIGH SCHOOL:	☐ Not occurring	**Progress to date:** • Outreach, GEAR Up, EOC, Talent Search, and Upward Bound continue to market pathways for	**Next Steps and Timeline for Implementing Next Steps:** • Continue to renew and update CCAP agreements with local high school districts.

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.	☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	purpose of Dual Enrollment. *(Strategic Enrollment Management Plan - A1.2)* • K-12 Special Admit forms are in electronic format for HS Counselors, parents, and students. • Implemented Highway 78 (Math Competition) in March for middle school, highs school and Palomar College students. • Initiated conversation with Vista Unified School District through Career Super Highway meetings. • High school teacher and Palomar Faculty in Math, English, and ESL meet (four times a year) to discuss and strategize transition from high school to college. • Dual Enrollment – an organizational structure has been created and is being vetted. *(Strategic Enrollment Management Plan - A1.2)* **Term, if at scale or scaling:**	• Implement organizational structure and expand the Dual Enrollment Program. *(Strategic Enrollment Management Plan - A1.2)* • Develop the Guided Pathway Ambassador Program to support community outreach and in-reach. • Initiate dialogue to develop and onboarding process for high school students. • Once develop, focus on middle and high school students to determine early career/educational goal (career continuum).
2. f. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training	*Challenge or barrier:*	*Support Needed – Detail: (1,000 character)*

	- On campus /individual training - Technology - Reporting/data - Other		

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
Equity Considerations in Area 3: ● 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?			
3A. ED PLANS & PROGRESS TOWARD COMPLETION:	☐ Not occurring ☐ Not systematic X Planning to scale	**Progress to date:** • College is examining process for student declaration of major to ensure that the college is monitoring students in the correct programs.	**Next Steps and Timeline for Implementing Next Steps:** • Strengthen practices to increase confidence in selection of major such as implementation of career planning before education planning

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	☐ Scaling in progress ☐ At scale	• Enrollment Services opened Academic Advising Reports use to all district counselors and to students to audit their progress toward their program. • Counseling Department is examining the use of momentum points to track students' progress through a Counseling Continuum to facilitate completion • Piloted program completion monitoring process through CTE completion/retention grant leveraging Academic Advising Report in PeopleSoft **Term, if at scale or scaling:**	• Determine best audit reporting system for student usage • Develop strategies for executing CTE completion/retention pilot at scale • Create a systematic evaluation process • Student retention/completion efforts to be addressed systematically through a partnership with Student Services and Instruction.
3. a. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier:* • Need a requirements document as a rubric to examine software. • Need consultants for technical implementation and upgrades of software.	*Support Needed – Detail: (1,000 character)* • Advocacy for certain upgrades in Starfish software in addition to further negotiation of price. • Improved CCCApply process especially in the area of selecting a major.

3B. STUDENT SEES COMPLETION AND PROGRESS: Students can easily see how far they have come and what they need to do to complete their program.	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	**Progress to date:** • Palomar Pathways Mapper launched for student use at the beginning of their journey. • The college launched the use of the Academic Advising Report in Peoplesoft and allowed student access to their own degree audit. **Term, if at scale or scaling:**	**Next Steps and Timeline for Implementing Next Steps:** • Develop student campaign to share what the tools are, how to use them, and explain why they want to use the tools. • Counseling Department integrate tools into their efforts with students. • Create systematic communication process. • Create a systematic evaluation process.
3. b. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)* • Need a requirements document such as a rubric to examine software. • Need consultants for technical implementation and upgrades of software. • Time to create work flows to accompany the technology. • Accuracy of the programs given that many students are pursuing degrees outside of Palomar which exposes the limitations of degree audit tools.	*Support Needed – Detail: (1,000 character)* • Unified numbering system in California Community Colleges (CCC). • Easy exchange of transcripts across CCCs.
3C. EARLY ALERT AND INTERVENTION:	☐ Not occurring	**Progress to date:**	**Next Steps and Timeline for Implementing Next Steps:**

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.	X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	• Implemented Starfish Early Alert pilot. *(Strategic Enrollment Management Plan - A2.2)* • Created a more intentional process to reach out to students on academic probation level *(Strategic Enrollment Management Plan – A1.1)* **Term, if at scale or scaling:**	a. Integrate counseling department and instructional efforts with the use of technological tools such as a dashboard and Early Alert for all students. *(Strategic Enrollment Management Plan - A2.1, 2.2)* b. Create processes focusing on part-time students and marginalized students. c. Create a systematic evaluation process.
3. c. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)* • Time to focus and collaborate on processes. • Consultant help for integration with system of record	*Support Needed – Detail: (1,000 character)* • Advocacy for certain upgrades in Starfish software and further negotiation of price.
3D. HELP WITH ALTERNATIVE PATHWAYS: Assistance is provided to students who are unlikely to be accepted into limited-access programs,	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress	**Progress to date:** • Nursing Department has developed its own internal process to work with students for readmission into the Nursing program. *(Strategic Enrollment Management Plan - A3.1)*	**Next Steps and Timeline for Implementing Next Steps:** • Survey campus for programs with application processes to determine which programs are competitive and need alternate pathways. • Develop a process for supporting students denied access into selective programs

such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career	☐ At scale	• New Certificate and Associate degree option for Pre-Allied Health was created. **Term, if at scale or scaling:**	*(Strategic Enrollment Management Plan - A2.1, A3.1)*
3. d. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)* • Time to focus and collaborate on processes.	*Support Needed – Detail: (1,000 character)*

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 X Scaling in progress ☐ At scale	**Progress to date:** • Enrollment Management software, AD ASTRA, was purchased and trainings have begun. *(Strategic Enrollment Management Plan – A3.1)* • Academic Advising Report in system of record is further developed to include external transcripts for a more accurate audit. • Starfish Degree Planner has capability to report demand for classes based on education plans in the system. **Term, if at scale or scaling:**	**Next Steps and Timeline for Implementing Next Steps:** • Examine which systems to move forward with and examine interface with the system of record • Pilot usage of various systems and determine how to utilize each system • Participation in *Degrees When Due* California State Cohort as an effort to close the equity gap through degree reclamation. Application submitted, acceptance pending.
3. e. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier:* • Multiple systems that predict demand for courses seem to pull efforts in different directions.	*Support Needed – Detail: (1,000 character)*

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
Equity Considerations in Area 4: ● 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: Program learning outcomes are aligned with the requirements for success in further education and employment outcomes targeted by each program.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	**Progress to date:** • The College has implemented a systematic Instructional Program Planning and Review process to ensure that program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. • Institutional-level "Program Maps" have been created and program outcomes are aligned with GE/ILO and course student learning outcomes (SLOs), university transfer, employer expectations and labor market data. • Departments are in the process of reevaluating/revising SLOs including connecting them with tangible skills needed in particular careers. • A Work Based Learning (WBL) team was created to brainstorm and suggest how the College could further facilitate student educational and career success, including ascertaining contemporary labor market demands to	**Next Steps and Timeline for Implementing Next Steps:** • All departments will submit reports to the Curriculum Committee showing where program outcomes have been introduced, developed and achieved across the program course requirements. • The college will continue to reconcile and strengthen the alignment between course program, and GE/ILOs and transfer and employment outcomes.

		training faculty to appropriately match SLOs. • General Education subcommittee is reviewing all courses within the GE pattern and ensuring the course SLOs align with the general education SLOs (e.g. ethnic studies, written communication, etc.) **Term, if at scale or scaling:**	

4. a. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

4B. ACTIVE LEARNING: 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)	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐ At scale got	**Progress to date:** • The College has an Active Learning Leaders Committee, comprised of multidisciplinary full-time and part-time faculty, that support AL and learner-centered teaching. • Faculty-led Active Learning and Professional Development (PD) committees recommend, develop and provide extensive and comprehensive, scientifically-based PD workshops that support Active Learning. • The College held its 7th annual Active Learning Leaders Conference in Spring 2020. • The College hosted Leaders of Learning Academy in Spring 2020. **Term, if at scale or scaling: 2020**	**Next Steps and Timeline for Implementing Next Steps:** • Development of a Teaching Excellence Committee focused on instruction that would include active and applied learning.

4. b. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

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 ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	**Progress to date:** • The College has a career center that offers work-experience courses, service learning opportunities and partners with local industry to provide paid and non-paid internships and Job Placements (JP). • Some programs and faculty do intentionally embed Experiential Learning (EL) into coursework, but it is not an institutionalized practice for all students in all programs of study. • The College used Strong Workforce funds to hire JP and part-time Work Based Learning (WBL) coordinators and to develop a WBL website. In conjunction with coordinators, several faculty-led committees, relying on WBL assessments of 56 disciplines/programs at the College, are providing workshops to governing bodies, faculty and students to promote and systematically institute EL across the broader curriculum. • Palomar College STEM Program operates a STEM Center that conducts student	**Next Steps and Timeline for Implementing Next Steps:** • The Career Continuum (E3 group) committee will present their analysis to the academic senate, governance leadership and other key players regarding the existing infrastructure gaps that must be addressed and remedied in order to meet GP goals. • The College will identify and implement technology to centralize workflow processes, assist in case management of students, centralize WBL and JP opportunities and more easily promote these opportunities to students. • Pending funding and staffing, regular internships will be developed for each area of study.

		outreach, provides counseling and enhances engagement in the STEM learning process and provides a social and academic environment conducive to persistence in STEM careers. • The GP Career Continuum (E3 group) committee has conducted a comprehensive initial analysis of labor market needs, student needs, modes of integrating adequate and appropriate EL into coursework, and the college infrastructure services available and needed to support EL. **Term, if at scale or scaling:**	

4. c. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)* • In order to facilitate the job/career preparation and placement of Palomar students in paid and unpaid internships and paid employment, including adequately meeting the culturally-specific needs of the majority Hispanic student population at the College, funding is required to hire additional career counselors and WBL faculty and staff. *(Strategic Enrollment Management Plan – A1.4)*	*Support Needed – Detail: (1,000 character)*
4D. ASSESSING PROGRAM OUTCOMES: Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐ At scale	**Progress to date:** • The College has integrated SLOs into the Canvas Learning Management System in order to measure the student levels of achievement. • Disciplines are evaluating and using SLO data for course and program improvements. • Programs are reviewing and aligning course SLOs to program SLOs to ensure that students have the opportunity	**Next Steps and Timeline for Implementing Next Steps:** • Through the PRP process, continue to share learning outcomes across departments and programs and assess institutional impact on Disproportionally Impacted Students. • Create a process where program outcomes can be assessed through assessment and discussion of course SLOs results.

career/technical programs.		to achieve program learning outcomes. • Faculty are starting to use aligned course assessments to assess program outcomes achievement. • The Outcomes Subcommittee is continuing to work with SLO facilitators to improve SLOs, develop outcomes maps, and align outcomes. • The College annually assesses GE/ILOs through Canvas using course level artifacts and assessment structures. **Term, if at scale or scaling: 2020**	
4. d. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

4E. USING RESULTS OF PROGRAM OUTCOMES: Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐ At scale	**Progress to date:** • Instructional programs are assessed on an on-going and systematic cycle of evaluation, integrated planning resource allocation, implementation and reevaluation. Evaluations is based on analyses of both quantitative and qualitative data. Departments complete either a Comprehensive or Annual PRP, determined annually. Departments have the option to complete an annual PRP in addition to their discipline's PRPs. Non-Instructional areas complete Non-Instructional PRPs. Completed PRPs are reviewed by the Departments Chair, Dean and Instructional Planning Committee (IPC). • Faculty-led committees (e.g. Learning Outcomes Sub-committee, Professional Development) evaluate outcome data to recommend professional development trainings and campus wide student support mechanisms. **Term, if at scale or scaling: 2020**	**Next Steps and Timeline for Implementing Next Steps:** **AY 2019-2020** • The College and departments are to reduce inequities by analyzing annual PRP data, identifying opportunities to improve, and incorporate necessary strategies. • The College will continue to provide PD workshops on how to integrate KSAs into the classroom.

4. e. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*
4F. DEMONSTRATE STUDENT LEARNING FOR EMPLOYMENT BEYOND TRANSCRIPT: The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	**Progress to date:** • The College has established faculty-led work groups that explore best practices for career exploration and proactive student support services and make recommendations to address this aspect of the guided pathways framework. • Palomar has identified an institutional eportfolio software program, Portfolium, which is already integrated into Canvas that will document and showcase the knowledge, skills and experience students possess as demonstrated through their coursework. • Instructions for using Portfolium have been developed and are available to	**Next Steps and Timeline for Implementing Next Steps:** • A systematic process needs to be developed for all faculty to use Portfolium across all departments/programs. • Continue to promote Portfolium to faculty and students as a tool for students to market themselves to future employers, college's and university. Work with faculty to integrate Portfolium into program curricula. • The College will develop a mechanism to provide practical training for students to translate how student learning in the classroom meets job requirements to increase student employability. • The College will identify, evaluate, implement and support technology systems that help students to attend workshops, events, training, and networking within the field they are pursuing.

		faculty and students. Several workshops on how to use Portfolium have been led by both Palomar students and faculty. • Palomar faculty and students are leading workshops to promote Portfolium as a tool to overcome the "imposter syndrome" in students. This eportfolio gives students a platform to share their accomplishments within a safe community and to promote their skills to a larger career and academic community. • The College was recently selected by the Chancellor's office as a pilot for Credit for Prior Learning (CPL). It has developed educational materials for students and faculty and held workshops at Palomar and other Colleges. A roll out of the BETA program is expected for Spring 2021. **Term, if at scale or scaling:**	
4. f. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

	- Regional training - On campus /individual training - Technology - Reporting/data - Other		
4G. TARGETED PROFESSIONAL DEVELOPMENT BASED ON NEED: The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	☐ Not occurring ☐ Not systematic X Planning to scale ☐ Scaling in progress ☐ At scale	**Progress to date:** • The college collects and analyzes Palomar demographic student data and educational progress to evaluate itself (using CCSSE as well as other assessments) in order to provide culturally relevant, equity-minded professional development for faculty and staff. • A PD plan was created that aligns PD goals with institutional goals and needs and PD workshops are regularly offered for continuous learning. • Based on the findings and recommendations of the 2016-17 study conducted by the Office of Institutional Research and Planning, in collaboration with the Community College Equity Assessment Lab (CCEAL) at SDSU, to assess institutional efforts relevant to	**Next Steps and Timeline for Implementing Next Steps:** • Implement a staff PD requirement equitable to the faculty requirement. • Continue to offer PD training as identified in Guided Pathways' exemplary practices. • Continue to provide PD training as recommended by CCEAL/M2C3. • Through data analysis, evaluate and determine whether training and practices implemented resulted in student success and/or reduction in disparities. • The CCSSE report will be presented to Faculty Senate of the College's results for faculty to set goals.

		underserved students of color, PD to address validation, sense of belonging, culturally relevant teaching, microaggressions, and intrusive practices are offered to faculty and staff. • A subcommittee on Diversity, Equity, and Cultural Competency was created by the Academic Senate in Fall 2020 to address institutionalized racism. **Term, if at scale or scaling:**	
4. g. Support Needed? Type of Support - place an X next to one or more:	- Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other	*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*