



Palomar Community College District

TOPIC: Review and approve Palomar's Guided Pathways Scale of Adoption Assessment Plan Year 3 as required by the state Chancellor's Office.

OVERVIEW: The Board is being asked to review the Guided Pathways Scale of Adoption Assessment Plan Year 3.

DISCUSSION/FINANCIAL IMPLICATIONS: FIRST READING - GUIDED PATHWAYS SCALE OF ADOPTION ASSESSMENT PLAN YEAR 3.

This is the first reading of the Guided Pathways Scale of Adoption Assessment Plan Year 3, as required by the Chancellor's Office to address student success rates.

RECOMMENDATION: ACTION – Approve Palomar College's Guided Pathways Scale of Adoption Assessment Plan Year 3 as required by the state Chancellor's Office.

CCCCO GUIDED PATHWAYS 2020: SCALE OF ADOPTION ASSESSMENT (SOAA)

Revised February 3, 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
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.

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 2020.** 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
<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 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"> Spring 2019 Meta Majors: Provided workshops by three experts in the field (Rob Johnstone, Maria Hesse, and Camille Newton). Invited participation in a Meta Majors review survey and offered numerous Meta Major Card Swap Professional Development Workshops 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"> Solicit feedback on Meta Majors from CSUSM and District high schools. Centrally create marketing materials and an information/education campaign in both English and Spanish in order to ensure consistency and to inform students, faculty, staff, and community about Meta Majors (<i>Strategic Enrollment Management Plan - A2.1</i>) summer. Faculty will vote and confirm Meta Majors for College to start to apply, support, and market programs. <p>AY 2020-2021</p> <ol style="list-style-type: none"> Launch Meta Majors.

		<ol style="list-style-type: none"> 3. Entered all data from Meta Major Card Swap into a spreadsheet to review for commonalities. 4. Reviewed the data from the Meta Major card swap activity, college feedback survey, degree maps and RPI analysis for commonalities and narrowed it down to 7 Meta Major options. 5. Presented Meta Major options, campus provided feedback and will confirm official Meta Majors by the end of AY 19-20 . 6. Started to implement a program and career "Mapper" and awaiting the approval of the Meta Major clusters. 7. Career Education programs, launched a landing page organized by industry sector with program pages that include videos and career opportunities. 8. Began discussion around Meta Majors and how the programs relate to careers, which will help later marketing strategies. <p>Term, if at scale or scaling:</p>	<ol style="list-style-type: none"> 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. c. Complete a data audit that identifies key data/momentum points for students and use it to reevaluate the Meta Majors (e.g. create an exit survey to determine why students withdraw from Meta Majors; don't re-enroll; factors to support completion). d. Have Meta Majors clearly planned for student path use and document growth in student progress. e. Connect Career Education landing page to skill/interest assessment to help students navigate the various industry sectors, and expand to non-CTE. f. Identify the specific Meta-Major clusters; group programs by the difficulty of math required for successful completion and by shared skill sets. g. Identify the specific data to examine the data audit to reevaluate Meta Majors. h. Ensure each program major is represented as a path.
<p>1. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training 	<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>

	<ul style="list-style-type: none"> - X On campus /individual training - Technology - Reporting/data - Other 		
<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>	<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. Occupations were identified on all Program Maps. 2. Initiated work on building out Bakersfield (AKA: Palomar) Mapper with a projected launch date of late April 2020. 3. 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. 4. 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> 5. Included Career information & Knowledge, Skills & Abilities (KSA) in the new Program Review Process. 6. Piloted the 'Completion Academy:' a workshop to bring Faculty, Counselors and staff together to create 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <ol style="list-style-type: none"> a. Develop a Career Development Continuum for students using momentum points. b. Post wage information 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. The Instructional Planning Council will implement a refined "new program process." <i>(Strategic Enrollment Management Plan - A1.4)</i> e. Disseminate information about 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. <p>AY 2020-2021</p> <ol style="list-style-type: none"> a. Integrate Career Development Continuum into the overall processes at the College (including onboarding). b. Offer one additional certificate/program to a newly incarcerated population. Present data to Guided Pathways.

		<p>packaged/blocked awards that will assist in student completion and have Work Based Learning (WBL) opportunities embedded within them.</p> <ol style="list-style-type: none"> 7. New block schedules were created for Career Technical Education programs to make completion easier for students (in one year or less). 8. Some departments are connecting programs to industry (Media Studies, Graphics, Fashion, STEM) 9. A second cohort of pre-apprenticeship is being offered and enrollment has improved. <p>Term, if at scale or scaling:</p>	<ol style="list-style-type: none"> c. Discuss options 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> d. Create a strategic plan to launch a new apprenticeship program approved through the local curriculum process. Present to Guided Pathways in the fall of 2020. <i>(Strategic Enrollment Management Plan - A1.4)</i> e. Offer two cohorts in pre-apprenticeship (one with incarcerated population). Identify new instructors to expand the program. Present data to Guided Pathways. f. 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> g. Develop a process for programs to meet biannually with colleagues from MiraCosta and UC/CSU to review curriculum, career, needs, etc. h. Offer two new cohorts in pre-apprenticeship. Present data to Guided Pathways in the fall of 2020 with results. i. Launch a new apprenticeship program through Strategic plan and approve through division of apprenticeship standards and Chancellor's Office. Present plan to Guided Pathways in the fall of 2020. j. Offer one additional certificate/program to a newly incarcerated population. Present data to Guided Pathways in the fall 2020 with results.
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<p>1. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>1. The pre-apprenticeship has been unable to successfully identify additional pre-apprenticeship instructors. Thus the program has been unable to expand. Work will continue the effort.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></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>	<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. 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. 	<p>Next Steps and Timeline for Implementing Next Steps: AY 2019-2020</p> <ol style="list-style-type: none"> a. Post 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. Arrange all websites for accessibility and use consistent institutional language. e. 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>(Equity Plan)</i> f. Create a process to ensure that standardized admissions and on-boarding process

		<p>7. SiteImprove has been implemented and reports sent to site owners.</p> <p>Term, if at scale or scaling:</p>	<p>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></p> <p>g. Create a process to ensure that 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></p> <p>h. 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.”</p> <p>i. Complete student enrollment experience project with Civilian (as part of Strong Workforce. Regional Plan) and update the website as needed. <i>(Strategic Enrollment Management Plan - A3.1)</i></p> <p>j. Present Work Based Learning, Job Placement Assistance, and Employer Assessment information on the website in an accessible location.</p> <p>k. 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> <p>AY 2020-2021</p>
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			<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> b. Establish a consistent format for all website pages (i.e.. ensure department hours are on a standard page). c. 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 engage these DI students and support enrollment. <i>(Equity Plan)</i>
1. c. Support Needed? <i>Type of Support - place an X next to one or more:</i>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>

<p>1D. PROGRAM MAPS:</p> <p>Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p>Progress to date:</p> <ol style="list-style-type: none"> 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. Program Maps have been used to improve scheduling of awards through the Completion Academy. 5. Data from Research and Planning on the 20 most challenging courses were discussed by the Guided Pathways Team. 6. Research & Planning provided data on success rates of classes by format type (four-week, eight-week, etc.). 7. Initiated work on building out Bakersfield (AKA: Palomar) Mapper with a projected launch date of late April 2020. <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. Implement the Bakersfield Pathway Mapper tool. (<i>Strategic Enrollment Management Plan - A2.2</i>) 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. (<i>Equity Plan</i>) d. Pilot test Program Maps with students (include disproportionately impacted and non-disproportionately impacted students for the pilot). <p>AY 2020-2021</p>
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<p>1. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier: (1,000 character)</i></p>	<ul style="list-style-type: none"> a. Refine maps using student and counselor feedback. b. Create a process that ensures that program maps are continually reviewed for accuracy using the annual PRP process. c. Promote Program Maps use by the campus community. <p><i>Support Needed – Detail: (1,000 character)</i></p>
<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>	<ul style="list-style-type: none"> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale 	<p>Progress to date:</p> <ol style="list-style-type: none"> 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. 2. The math sequence chart has been aligned to math courses with four pathways that the math department usually sees. <p>Term, if at scale or scaling:</p>	<p>Next Steps and Timeline for Implementing Next Steps: AY 2019-2020</p> <p>AY 2020-2021</p> <ul style="list-style-type: none"> a. Align math sequence to Meta Majors. b. Continue to specialize math courses, where applicable, to future careers.

1. e. Support Needed? <i>Type of Support - place an X next to one or more:</i>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>
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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? 			
2A. NEW STUDENT CAREER EXPLORATION & ED PLAN:	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic	Progress to date: 1. Career assessment tool inventory draft completed. Created a list that demonstrates what tools	Next Steps and Timeline for Implementing Next Steps: AY 2019-2020

<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>X Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p>exist and what features are available. <i>(Strategic Enrollment Management Plan - A1.4)</i></p> <ol style="list-style-type: none"> 2. Completed reviews of: Coun 165, RTN, Career Zone, Eureka, job search and internship engines, internship program, Career Coach, and Career Cafe. 3. Conducted informational Interviews covering What can I do with a major in; minority leaders, major search, Career and Life Planning & College Success Skills, Student Lingo workshops with 24/7 access. 4. 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> 5. Arizona State University meeting was set up to discuss piloting a new Career Assessment Mobile Application. <i>(Strategic Enrollment Management Plan - A1.4)</i> 6. New Work-Based Learning Coordinators were hired and integrated into the Guided Pathways Team. <i>(Strategic Enrollment Management Plan - A1.4)</i> 7. Work-Based Learning Coordinators provided professional development training for the faculty, training 	<ol style="list-style-type: none"> a. Design a media campaign featuring historical stories of people (representative of our student body) who broke the disproportionately represented barrier (e.g. women in STEM, etc.). <i>(Strategic Enrollment Management Plan - A2.1)</i> b. Career Center will develop a recommendation for Faculty to include career exploration language in their course syllabi. c. Establish 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> d. Begin work on a Student Intake Process: Use existing technology to solicit students who need 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 Enrollment Management Plan - A3.1, 3.2), (Equity Plan)</i>. e. Examine models for pre-enrollment advisors (i.e. Miami Dade). <i>(Strategic Enrollment Management Plan - A1.4)</i> f. Counseling will create 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> g. Career Education (CE) will continue regular meetings between programs and advisory groups that include high school, local industry,
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		<p>them in the implementation of work-based learning in the classroom.</p> <ol style="list-style-type: none"> 8. New Job Developer was hired to offer all students job placement assistance. <i>(Strategic Enrollment Management Plan - A1.4)</i> 9. Job Developer, Service Learning Staff, and Work-Based Learning Coordinator developed new pre-apprenticeship and apprenticeship, internship, and service learning programs, as well as provided many new career-skill and training workshops and resources to students. 10. Discover Palomar events were offered providing orientation, academic planning and registration assistance for new students. 11. Discover Palomar students met with counselors to develop abbreviated or comprehensive education plans. 12. The Institutional Effectiveness Partnership Initiative team developed recommendations for on-boarding and student support. <i>(Strategic Enrollment Management Plan - A3.2)</i> 13. Planned a career counseling retreat to review technology for career exploration and assessment. Also shared 	<p>students, and a counselor to review programs. <i>(Strategic Enrollment Management Plan - A1.4)</i></p> <ol style="list-style-type: none"> h. Explore and/or encourage creating advisory groups for all programs beyond CE. i. Counseling will create a process to 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> <p>AY 2020-2021</p> <ol style="list-style-type: none"> a. Benchmark that 50% of all students have an education and career plan. 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. Examine data to determine whether or not we provide equitable access to Job Placement assistance services and college programs such as service learning, work experience, capstone projects, etc. d. Implement Career Development Continuum activities through Career Center, Counseling, and other support services. e. Offer free career assessment for all new students. <i>(Strategic Enrollment Management Plan - A1.4, A2.1)</i> f. Launch campaign for career exploration language as part of course syllabi. <i>(Strategic Enrollment Management Plan - A2.1)</i> g. Establish early career exploration opportunities for students with an emphasis on math and English skills necessary for employment in the
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		<p>Wisconsin Technical's Intake questions with counselors.</p> <p>14. Launched the Promise Program as a model to guide students. Will continue to strengthen the model.</p> <p>Term, if at scale or scaling:</p>	<p>student's field of interest. (<i>Strategic Enrollment Management Plan - A1.4</i>), (<i>Equity Plan</i>)</p> <ul style="list-style-type: none"> h. Create a recommendation for the Faculty Senate to support requiring all new non-exempt students to complete a 1 unit career exploration course (Counseling 165). i. Promote regular meetings between College Counselors and discipline counterparts to collaborate and understand the nuances of each field. j. Feature clear and easy access to career development and career exploration opportunities within all disciplines' programs. (<i>Strategic Enrollment Management Plan - A1.4</i>) k. 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. l. Link Labor Market Information (LMI) to Meta Majors and ensure that they are clearly listed on program websites and mapper tools. m. Student Services will coordinate focused retreats or blocks of time to align and conduct work on specific goals, as well as develop a divisional strategy to address priorities and coordinate constituents. n. Student Service will coordinate assignments specific to tasks. Example 1: Counselors will focus on personal and career counseling at a deeper level. Example 2: Majors will be accurate which will provide Admissions with better information for Financial Aid, degree checks, and data to provide departments for those close to completing degrees in their area.
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			<ul style="list-style-type: none"> o. Establish dialogue to mandate Career Development like we mandate English, Math, HE and History for AA/AS. p. Earmark new resources and realign existing resources to the Promise Program to meet the increasing needs. q. Develop a process for counseling/career exploration to take into account combined registration of Summer and Fall.
2. a. Support Needed? <i>Type of Support - place an X next to one or more:</i>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<i>Challenge or barrier: (1,000 character)</i> <ol style="list-style-type: none"> 1. The Career Center is not fully staffed. 2. Career related services are not centralized. 3. Career services are not well communicated to students. 4. There is no clear understanding by students of who can help them. 	<i>Support Needed – Detail: (1,000 character)</i> <ol style="list-style-type: none"> 1. Increase budget to hire sufficient staff and administrators to fully meet the needs of the students in all areas of career awareness, preparation, training, and transition. 2. Create a singular point-of-access [literal location], for our students to visit for all their career-related needs. 3. Clarify and publicize the many career services that are provided and best used by students. 4. Enhance communication of delivering information to students, prior to their first day of class, the specific people they can go to for support.
2B. AB 705- GATEWAY COURSE SUPPORT: Special supports are provided to help academically	<input type="checkbox"/> Not occurring X Not systematic <input type="checkbox"/> Planning to scale	Progress to date: <ol style="list-style-type: none"> 1. Created bi-monthly planning meetings with cross-functional team for implementation. 2. The Basic Skills Committee became the ongoing AB 705 	Next Steps and Timeline for Implementing Next Steps: AY 2019-2020 <ol style="list-style-type: none"> a. Clarify the language related to ME First on websites and other materials with consistent usage.

<p>underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p><input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p>Subcommittee of Student Equity & Achievement Council.</p> <ol style="list-style-type: none"> Developed curriculum for Math and English co-requisite courses. 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> 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> Finalized data in tables including rules for Business and Statistics. Conducted the first series of training for Counselors. 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> 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</i> 	<ol style="list-style-type: none"> Establish, clarify, 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> Communicate ME First Program to all students with an emphasis on students attending part-time. <i>(Strategic Enrollment Management Plan - A2.1)</i> 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. 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> 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> Determine additional support for students to meet AB 705 requirements, particularly tutoring and Reading support. <i>(Strategic Enrollment Management Plan - A2.1)</i> Identify additional support and training for faculty to support students. Review data on courses with lowest pass rates to identify patterns and interventions for improvements. <i>(Strategic Enrollment Management Plan - A2.1)</i>
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		<p><i>Enrollment Management Plan - A2.1)</i></p> <p>Term, if at scale or scaling:</p>	<p>j. Develop in-house PD opportunities for faculty training sessions on retention practices.</p> <p>AY 2020-2021</p> <p>a. Implement additional support or improve upon current support for students to meet AB 705 and require students to participate in the additional support.</p> <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>c. Faculty meet to identify gateway courses at the College by working with IR&P.</p>
<p>2. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
<p>2C. AB 705- SUPPORT FOR MATH COMPLETION IN 1ST YEAR:</p> <p>Special supports are provided to help</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p>X Planning to 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 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <p>a. Develop Faculty and student surveys (see 2B above) to examine the impact of AB 705.</p>

<p>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"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p>for each course, including co-requisite courses.</p> <ol style="list-style-type: none"> 3. Math Reading Club meets regularly to review the MAA Instructional Practices Guide to support AB 705 efforts. 4. The Math Department has discussions on the Professional Development plan to support AB 705 efforts. 5. Year 1 of the Math Plan has been developed and is being implemented. 6. Math Faculty are being trained to teach the affective domain and math study skills portions of the corequisite support classes. 7. A math summer workgroup worked on Faculty and student surveys and is currently waiting for input from IRP. 8. The Math Center has developed workshops to support college algebra students (the math class with the lowest success rates). 9. Math Across the Curriculum (MATCH) initiative was launched summer 2019 and has offered the NNN Conference, workshops, activities in classes (such as the ECEC), and received a NCHEA grant to facilitate communication between CSUSM, Mira Costa, and Palomar College's mathematics departments. 	<ol style="list-style-type: none"> 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 relation 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. Math Across the Curriculum continues to develop examples of how to integrate quantitative literacy into all curriculum. g. Quantitative Literacy is being assessed for the 19-20 academic year. <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. c. The Math Department will revise the course sequence chart once the Meta Majors are identified. d. IT plans that Starfish Early Alert will help with the "special ticketing system" for the Math Center. e. Continue work with CTE Transitions, Dual/Concurrent Enrollment and Middle Colleges, and expand efforts.
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		Term, if at scale or scaling:	
2. c. Support Needed? <i>Type of Support - place an X next to one or more:</i>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>
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)	<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	Progress to date: <ol style="list-style-type: none"> 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. Spring 2019 semester offered three, three-hour Professional Development workshops to English Faculty covering AB 705 changes and creating a Community of Practice. 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 was created for English Faculty to share ideas, resources, and materials. 5. English 100W classes (100 With support – English 100 + English 49) have supplemental writing 	Next Steps and Timeline for Implementing Next Steps: AY 2019-2020 <ol style="list-style-type: none"> 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 all students in all classes where writing is required.

		<p>instruction available on Canvas; Tutoring and Faculty availability are benefiting those students, as well as students who attempt a stand-alone English 100.</p> <p>Term, if at scale or scaling:</p>	<p>g. Provide tutoring support in Reading Services for students in all classes where reading is required.</p> <p>AY 2020-2021</p> <ul style="list-style-type: none"> 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. c. Ensure supports are automatically built into the English courses, such as requiring students to visit the Writing Center, deploy tutoring services intentionally at key times in the semester. d. Obtain data to determine success/drop rates and the rate at which students place themselves according to the recommended placement they receive when they apply. Review this data for sections of both English 100 with Support (100+49) and stand-alone English 100s.
<p>2. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>

<p>2E. SUPPORT FOR UNPREPARED STUDENTS:</p> <p>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 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> <ol style="list-style-type: none"> 1. Counseling Services and Tutoring 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 and training to Starfish Early Alert program to all Faculty for tutoring referrals only. <i>(Strategic Enrollment Management Plan - A2.2, 3.1)</i> 4. A Business System Analyst for Starfish Early Alert was hired and will improve the program. 5. Starfish Early Alert team created a plan to roll out Starfish to FT classes, 12-week classes, and current 16-week classes. Several services, such as International Students, the Food Bank, and Financial Aid have agreed to participate in a student pilot where students "raise their hand" to alert of a service they need. 6. Created a webpage with a comprehensive list of Student Support Services. 7. Launched the first cohort of a Pre-Apprenticeship program in partnership with San Marcos Adult School. 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <ol style="list-style-type: none"> a. The Starfish Early Alert team is working with the new Business System Analyst to systematically implement a plan that will assess the student dashboard and the use of Starfish Early Alert to support the efforts of AB705. <i>(Strategic Enrollment Management Plan - A2.2, A3.1)</i> b. Evaluate 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. 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. <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 a strategic plan to increase support for unprepared students.
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		<ol style="list-style-type: none"> 8. ESL expanded tutoring services at San Marcos, Escondido and Fallbrook campuses. 9. Math and ESL partnered under the Title V grant to fund Math vocabulary workshops starting Spring 2020 for ESL students taking math classes. 10. ESL embedded tutoring in Community Based non-credit classes to support immigrant and AB 540 eligible students. 11. A STEM information session has been established for each semester targeting ESL students interested in STEM majors. 12. The Tutoring Committee created a flyer promoting all tutoring services at all campus locations. 13. The ESL department will continue to offer a college preparation Summer Bridge program at both the San Marcos and the Escondido centers. 14. Behavioral Health Counseling Services has not historically had the resources (i.e. enough counselors) to provide intensive programming and outreach. As of May 2019, training/workshops for faculty and staff in the form of LRC skillshops, Plenary presentations, and during departmental meetings. 15. The Student Health Center and Student Wellness Advocacy Group 	<ol style="list-style-type: none"> c. Promote, systematically, Tutoring Services at all College campus locations and for online courses. d. Evaluate the plan (across divisions) for supporting immigrant and AB 540 eligible students in non-credit courses. e. Create additional non-credit counseling transition/study skills courses in addition to Career Development and College Preparation (CDCP) bridge programs. f. Implement a plan to provide intensive support for unprepared students with explicit goals to reduce achievement gaps. g. Continue to provide workshops on student engagement/development theories such as time management, study skills, grit, growth mindset, etc. for under-prepared and immigrant students. h. Student Health Center will coordinate with more departments to provide comprehensive training to students entering Palomar (e.g. during orientation/week of welcome.) i. Student Health Center will cross-promote any offerings that are designed to prepare students for success in college. The Comets Care Network Team, Behavioral Health, and Wellness Committee (Shared Governance) are positioned to help centralize and promote wellness programming to bring it to scale. First effort will be to program a May is Mental Health month during the upcoming Spring Semester and continue to implement a similar program for Fall 2020 when students are first arriving on campus for the new academic year. The goal is to help students prepare for life/coping skills
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		<p>provided workshops, tabling, and other campus events to promote the importance of addressing mental health on campus, reducing stigma, etc.</p> <p>Term, if at scale or scaling:</p>	<p>necessary to achieve their personal and academic goals.</p> <p>j. Provide workshops on student engagement/development theories such as imposter syndrome, grit, growth mindset, etc.</p>
<p>2. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier:</i></p> <p>1. Tutoring services are being promoted, however Tutoring's budget is being cut.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>a. Do not cut Tutoring Services budgets and increase if the goal is truly student focused.</p>
<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>	<p><input type="checkbox"/> Not occurring</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>	<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</i> 	<p>Next Steps and Timeline for Implementing Next Steps: AY 2019-2020</p> <ol style="list-style-type: none"> a. Send student Guided Pathways Ambassadors (GPA) to visit high schools. b. Integrate instructional goals and updates into annual High School Counselors' conference and provide marketing materials. <i>(Strategic Enrollment Management Plan - A2.1)</i> c. Formalize concurrent enrollment with San Marcos Unified School District and other districts. <i>(Strategic Enrollment Management Plan - A1.2)</i> d. 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>

		<p><i>Enrollment Management Plan - A2.1)</i></p> <ol style="list-style-type: none"> 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 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> 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)</i> 7. Established CCAP with five K-12 district schools and 2 charter schools. Poway is coming soon. <i>(Strategic Enrollment Management Plan - A1.2)</i> 8. Initiated conversations with high school districts about middle and early college partnerships and opportunities with 3 K-12 and 1 	<ol style="list-style-type: none"> e. Establish CCAP High Tech High North County, Escondido Charter HS, and Guajome Park Academy. <i>(Strategic Enrollment Management Plan - A1.2)</i> f. Develop activities for engagement with Middle Schools and create pilot programs as appropriate. <i>(Strategic Enrollment Management Plan - A1.2)</i> g. Connect Work Based Learning coordinators with high school districts' Work Based Learning counterparts. h. Create marketing material for each Career Technical Education pathway to be disseminated back to K-12 identified students. i. Negotiate necessary working conditions for high school partnerships (monthly grades, teachers at high schools, etc.). j. Market online pathways to K-12 partners for purposes of dual enrollment. <i>(Strategic Enrollment Management Plan - A1.2, A1.3)</i> k. 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> l. Meet every semester to make the application process clear and identify the needs of the high school districts. m. Pilot an electronic version of the Special Admit form in PeopleSoft for Spring 2020. <i>(Strategic Enrollment Management Plan - A3.1)</i> n. Examine opportunities for American Indian Studies in the K-12 system to assist K-12 in meeting legislation. o. Create a process so that All GEAR UP students have a Palomar ID.
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		<p>High School District. <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 stakeholders at High Schools to ensure progress towards partnership.</p> <p>11. Established strategies for starting district to district high school articulations and on a letter grade basis as soon as fall 2020.</p> <p>12. Conducted 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).</p> <p>13. Career Technical Education aligned 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>14. Examined pathway alignment between K-12 districts for</p>	<p>p. 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></p> <p>q. Foster the institutionalization of Partners in Learning Collaboration.</p> <p>r. Create a continuum for middle school awareness of Palomar College beginning in 6th grade. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <p>AY 2020-2021</p> <p>a. Increase Outreach Support Services for predominantly underrepresented students. <i>(Strategic Enrollment Management Plan - A1.2, A2.1)</i></p> <p>b. Develop institutional support and structure for the Dual Enrollment Office. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <p>c. Establish middle colleges with high school districts. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <p>d. Renew CCAPs and MOUs with all high school districts. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <p>e. Transfer and complete high school articulations district to district and on a letter grade basis. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <p>f. 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</p>
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		<p>curriculum alignment. (Strategic Enrollment Management Plan - A1.2)</p> <p>15. Palomar Career Technical Education Transitions Policies updated and approved for high school articulations to be completed district to district and on a letter grade basis starting Fall 2020.</p> <p>Term, if at scale or scaling:</p>	<p>skills, by the end of their first year of college. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <p>g. Create concurrent enrollment menus for K-12 partners. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <p>h. Establish yearly training/updates for high school Guidance Technicians/Counselors. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <p>i. Continue to 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></p> <p>j. 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>k. Develop a process for providing more access to college classes in rural areas. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <p>l. Develop activities for engagement with Middle Schools according to established continuum and establish pilots as appropriate. <i>(Strategic Enrollment Management Plan - A1.2)</i></p> <p>m. Create bridges with local high schools from Freshman year to ensure students know Palomar as a choice.</p> <p>n. Review past best practices when enrollment was high and begin implementing those outreach programs.</p>
<p>2. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p>	<p>- Policy guidance</p> <p>- Connections with other GP teams</p> <p>- Regional training</p>	<p><i>challenge or barrier:</i></p> <p>1. Outreach to high schools is diminishing. Past high school</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>

	<ul style="list-style-type: none"> - On campus /individual training - Technology - Reporting/data - Other 	practices are no longer supported by the College, these include Student Ambassador programs, articulations and coordination with the high school career counselors.	
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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? 			
3A. ED PLANS & PROGRESS TOWARD COMPLETION: Advisors monitor which program every student is in and how far along the student is toward	<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	Progress to date: <ol style="list-style-type: none"> 1. Developed and trained all Counselors on Starfish Degree Planner. (<i>Strategic Enrollment Management Plan - A2.2, 3.1</i>) 2. Counselors created educational plans, assessment maps and accuracy in Degree Planner (as a sandbox), as well as utilize the 	Next Steps and Timeline for Implementing Next Steps: AY 2019-2020 <ol style="list-style-type: none"> a. Develop & implement pilot process to reach out to students who are close to completing their degree and can petition to graduate. (<i>Strategic Enrollment Management Plan - A2.2, 3.1</i>)

<p>completing the program requirements.</p>		<p>Degree Audit functionality of this platform, daily. <i>(Strategic Enrollment Management Plan - A2.2, 3.1)</i></p> <ol style="list-style-type: none"> 3. Focused counselor summer, fall, and winter intersession retreats on Guided Pathways models and Pathway Navigation. 4. Counseling Services reviewed career counseling continuum from other entities. 5. Summarized capabilities, features, and best practices of Degree Audit & Starfish Degree Planner in a report to the Guided Pathways Team in mid-fall 2019. <i>(Strategic Enrollment Management Plan - A2.1, A2.2, 3.1)</i> 6. Examined various models of counseling services for Guided Pathways (success teams, peers, Faculty advising, retention specialists, academies etc.). <p>Term, if at scale or scaling:</p>	<ol style="list-style-type: none"> b. 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> c. Develop counseling continuum for community college students to include monitoring of student progress. <p>AY 2020-2021</p> <ol style="list-style-type: none"> a. Evaluate success of HBCU visits and evaluate next steps. b. 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> c. 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> d. Implement full scale use of Starfish Degree Planner. <i>(Strategic Enrollment Management Plan - A2.2, 3.1)</i> e. Achieve a new model of counseling/advising to reach more students based on initial examination. f. Launch a campaign for and implement counseling continuum. g. Collaborate with Degree Planner leads to assess/improve the use of Starfish tools.
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			<ul style="list-style-type: none"> h. Counseling Services to discuss "Graduation parties" concept across both Student Services and Instruction. i. Determine process for tracking student progress toward declared program. j. Spring counselor retreat 2020 planned to focus on processes needed for goals in 3A.
3. a. Support Needed? <i>Type of Support - place an X next to one or more:</i>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>
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.	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	Progress to date: <ol style="list-style-type: none"> 1. Students can access comprehensive education plans they created with a 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> 	Next Steps and Timeline for Implementing Next Steps: AY 2019-2020 <ol style="list-style-type: none"> a. Update student specific program declaration in PeopleSoft. b. Counselors and Admissions will address student declaration of Majors. c. Assign all students access to Advisement Report (Degree Audit) on MyPalomar. <i>(Strategic Enrollment Management Plan - A3.1)</i> d. Draft strategic plan for the integrated support for access and retention of all students including undocumented students. Present plan and pilot to launch in spring 2021 to Guided Pathways team in fall of 2020.

		<ul style="list-style-type: none">5. Counselors keep track of student progress and are very clear on what needs to be done.6. PeopleSoft upgrade has been completed and initial awareness/communication has been communicated to parties involved (Admissions, Counseling, FA, MIS, Inreach) in major declaration and student campaigns.7. Presented campaign (3D) to Guided Pathways team Fall, 2019. <p>Term, if at scale or scaling:</p>	<p>AY 2020-2021</p> <ul style="list-style-type: none">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>b. Provide a report to Guided Pathways in fall 2020 of the integrated plan for undocumented students.c. Establish a program on E-Services that shows a student the classes/courses that still need to be completed so students can check it off and visually see on their own time.d. Create a retreat or block of time for Inreach and Counseling to collaborate.e. 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>f. Examine Starfish student dashboard and PeopleSoft To Do List for integration and practice. Identify any barriers to disproportionately impacted students in the use of these various tools and develop an action plan to address them. Assign staff to action items with a timeline for completion. <i>(Strategic Enrollment Management Plan - A2.2, 3.1)</i> <p>AY 2021-2022</p>
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			<ul style="list-style-type: none"> a. Collect transcripts from other colleges at point of admission and <ul style="list-style-type: none"> ○ enter into OnBase ○ coordinate with electronics transcript project ○ create timeline & process for Reverse Transfer from CSUSM 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>
3. b. Support Needed? <i>Type of Support - place an X next to one or more:</i>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>
3C. EARLY ALERT AND INTERVENTION: 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.	<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	Progress to date: <ol style="list-style-type: none"> 1. Implemented Starfish Early Alert pilot. <i>(Strategic Enrollment Management Plan - A2.2, 3.1)</i> 2. Reviewed the role of Orientation and Follow Up Services and examined various models/funding sources <i>(Strategic Enrollment Management Plan - A3.3)</i> Term, if at scale or scaling:	Next Steps and Timeline for Implementing Next Steps: AY 2019-2020 <ol style="list-style-type: none"> 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> b. Determine ways to integrate practices of groups such as programs including EOPS, TRiO, SSS, counseling, book assistance to increase retention & completion <i>(Equity Plan)</i>

			<p>with one another and with college practices. Include CALM, PROMISE, Textbook assistance program.</p> <ul style="list-style-type: none">c. Strengthen & Integrate best-practices from 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>)d. Develop district-wide counseling process for receiving Early Alert notifications for students and collaborate with instructional faculty.e. Continue to 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 Spring of 2021 . (<i>Strategic Enrollment Management Plan - A3.3</i>)f. Set goals to increase retention consistent with the vision for success and equity goals. <p>AY 2020-2021</p> <ul style="list-style-type: none">a. Institutionalize integrated plan for Grant Funded Student Programs to Support Guided pathways and the Vision for Success.b. Provide data-informed report of the institutionalization impact of UMOJA & PUENTE to the Guided Pathways team in fall 2020. Provide recommendations for strengthening efforts.
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			<ul style="list-style-type: none"> c. Prepare data for the 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 the 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. i. Design intentional registration activities throughout the year. Promote Palomar College through the Guided Pathways framework. Present to Guided Pathways in the spring of 2021. <i>(Strategic Enrollment Management Plan - A3.2), (Equity Plan)</i> j. Strengthen Basic Needs programs to support students with housing and food insecurities. <i>(Equity Plan)</i>
3. c. Support Needed? <i>Type of Support - place an X next to one or more:</i>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training 	<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>

	<ul style="list-style-type: none"> - On campus /individual training - Technology - Reporting/data - Other 		
<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>	<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. 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 a project to explore on-campus housing. 6. The Biology Department has developed and implemented a Certificate and Associate's degree option for Pre-Allied Health. <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. Survey programs with application processes to determine which programs are competitive and need alternate pathways. b. Develop strategies/tools with nursing programs 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. <p>AY 2020-2021</p> <ol style="list-style-type: none"> a. Develop a 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. d. Develop more Allied Health programs.

3. d. Support Needed? <i>Type of Support - place an X next to one or more:</i>	<ul style="list-style-type: none">- Policy guidance- Connections with other GP teams- Regional training- On campus /individual training- Technology- Reporting/data- Other	<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>

<p>3E. PURPOSEFUL CLASS SCHEDULING:</p> <p>The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<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> <ol style="list-style-type: none"> 1. Mapping Project version 1 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. Provided regularly Completion Academy workshops that create new completion paths for students with explicit equity, Work Based Learning & Student Services/ Success Goals. New paths have been incorporated into the schedule and advertised. 5. Through the Completion Academy, many programs have been developing new innovative ways to design scheduling to meet the unique needs of students (non-traditional term lengths, hybrid/online, sequenced classes, and strategic meeting patterns). 6. The college has identified degree and certificate programs that can be completed in one of the following categories: in 1 semester, in 1 year, a part time AD-T in 3 years, at a specific location, and in the evening. A website was developed to showcase this menu of programs and significant advertising was completed to communicate them to students. 	<p>Next Steps and Timeline for Implementing Next Steps:</p> <p>AY 2019-2020</p> <ol style="list-style-type: none"> a. Expand Completion Academy 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. (<i>Strategic Enrollment Management Plan - A1.1, A1.3, A2.1</i>), (<i>Equity Plan</i>) b. 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. (<i>Strategic Enrollment Management Plan - A3.1</i>) c. Use data from degree planner/degree audit pilot to inform scheduling for the fall of 2020 schedule. (<i>Strategic Enrollment Management Plan - A3.1</i>) d. Analyze overlap of courses across awards with a focus on scheduling for degree completion. (<i>Strategic Enrollment Management Plan - A3.1</i>) e. Integrate AD ASTRA Analytics by the end of 2020-2021 planning cycle. (<i>Strategic Enrollment Management Plan - A3.1</i>) f. Provide AD ASTRA training designed for Instruction & Student Services. g. Present a new timeline for more efficient scheduling to Guided Pathways in fall of
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		<ol style="list-style-type: none"> 7. Academic Center Programs (degrees and certificates) have been identified at each of Education Centers and class scheduling has been organized to ensure students can start and finish these programs at their respective centers (or supplemented with online offerings). 8. Each centers' websites detail information about the programs, including program description, course requirements, support services, and enrollment information. 9. A college evening program is being developed currently. Some programs are already offered 100% in the evening, so uncovering these programs and then identify other programs that are close to being considered an evening programs so they can make the necessary changes. Followed by the creation of a new section on the website for evening programs, collateral materials to advertise these options to students who are only available in the evening. 10. Increases in enrollment (12-25%) in scheduling patterns that are more conducive to flexible offerings for students (Fast Track, 4 week, Distance Education). 11. Improved Program Review process includes principles of Guided 	<p>2019. <i>(Strategic Enrollment Management Plan - A3.1)</i></p> <ol style="list-style-type: none"> h. 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> i. Complete enrollment trend report (enrollment & success) for all students with a focus on Disproportionately Impacted students meeting their program/degree requirement completion. j. Create three new online CTE programs and 10 new courses. Report progress to the Guided Pathways team in Spring 2020. <i>(Strategic Enrollment Management Plan - A1.3)</i> k. Integrate the Program review process across all institutional divisions and connect to decision making processes for 2019-2020. <p>AY 2020-2021</p> <ol 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. Continue the work with academic departments to "package" programs in a methodical way that is student-centric. c. Unify collateral materials and websites created, and communicate to prospective students through the use of advertising, outreach, and student services. This integration will need to be strategized and deployed in a very methodical manner in
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		<p>Pathways and the Vision for Success as well as outcomes, and scaffolding programs.</p> <p>12. Introduced 10 “blocked awards” for the spring 2020 schedule.</p> <p>13. Scheduling process has been structured to efficiently use data and utilize trends from past semesters, thus combining classroom meeting times, IGETC requirements, and filled rates to create a rotating schedule that intertwines with Palomar’s other campus locations. The rotation began three years ago and it has increased FTE’s until last year. Palomar will continue to structure its classes to compliment each other across campus locations.</p> <p>14. Goals set in instruction for award scheduling, block scheduling, and increase in Fast-track and other modalities that show success and desirability.</p> <p>15. First AD ASTRA training accomplished. <i>(Strategic Enrollment Management Plan - A3.1)</i></p> <p>16. Research & Planning provided student success data that can be used for planning purposes beyond current data for program review (including information on 4 week, 8 week classes as well as the top 20 classes with the lowest success rates).</p>	<p>order to ensure it aligns well with the guided pathways framework.</p> <p>d. Implement use of technology, , General Scheduling Tools, Previous awards and pilot to meta-majors for fall schedule planning with more efficient overall timeline. <i>(Strategic Enrollment Management Plan - A2.2, A3.1)</i></p> <p>e. Assess the efficacy of new online Career Technical Education programs. Present data to Guided Pathways team in fall 2020. <i>(Strategic Enrollment Management Plan - A1.3, A2.2)</i></p> <p>f. Continue integrated process and review functionality. Report to Guided Pathways spring 2020.</p> <p>g. Continue to expand classes at the other campus locations/centers.</p>
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		<p>17. Courses offered are various and flexible depending on the needs of the students. It is possible to find evening courses, morning courses, and also online or hybrid courses, which helps students continue and complete their path without interruptions.</p> <p>Term, if at scale or scaling:</p>	
<p>3. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier:</i></p> <ol style="list-style-type: none"> 1. Students find it difficult to follow a path in one degree because the suggested-required subjects are not offered in the semester. Need to ensure scheduling meets completion pathway goals. 	<p><i>Support Needed – Detail: (1,000 character)</i></p>

Pillar 4- Ensure Learning

Guided Pathways Essential Practices	Scale of Adoption at Our College	<p>Progress to Date Implementing Practice</p> <p>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</p>	Next Steps Toward Implementing Practice at Scale & Timeline
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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?

<p>4A. ALIGNMENT OF PROGRAM OUTCOMES:</p> <p>Program learning outcomes are aligned with the requirements for success in further education and employment outcomes targeted by each program.</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"> 1. New Program review process frontloaded and integrated outcomes for programs and courses. 2. Program outcomes on Program Maps were reviewed and programs were given 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. Departments to create curriculum (outcomes) maps for programs. [Priority] b. Institute appropriate and measurable courses and program SLOs. [Priority] c. Planned fall 2019 and spring 2020 PD workshops in KSA's (Knowledge, Skills and Abilities). [see 4G below]. <p>AY 2020-2021</p> <ol style="list-style-type: none"> a. Align all course SLOs with relevant GE/ILOs and GE categories. b. SLO sub-committee provides a report to the Curriculum Committee showing course and program SLOs appropriately aligned with GE/ILOs and GE categories. c. Departments submit a report to the Curriculum Committee showing where outcomes are introduced, developed, and mastered (Curriculum Outcome Maps). (begin in spring 20202 - program mapper project) d. Align program and course outcomes to industry/employers. e. Coordinate program and course outcomes to KSA's. f. Align program and course outcomes to college/university.
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4. a. Support Needed? <i>Type of Support</i> <i>- place an X next to one or more:</i>	<ul style="list-style-type: none">- Policy guidance- Connections with other GP teams- Regional training- On campus /individual training- Technology- Reporting/data- Other	<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>
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<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</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 got</p>	<p>Progress to date:</p> <ol style="list-style-type: none"> 1. Annual Active Learning Leaders Conference. 2. Offered On Course 1 workshop in August 2018. 3. Fallbrook Ed Center classrooms are planned to have active learning furniture, as well as other campus location classrooms. <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. Active Learning committee to 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. Active Learning committee to present results of Faculty Survey of Classroom Design and AV to IPC, FASPC, and SPC. c. Active Learning committee to develop and offer Active Learning Workshop series to faculty. d. Active Learning committee to discuss with Faculty Senate and Curriculum Committee the development of an Active Learning Leaders committee to be an official College Governance Committee. e. Offer annual On Course 1 Workshop. <p>AY 2020-2021</p> <ol style="list-style-type: none"> a. Active Learning Leaders lead the Active Learning Faculty Book club. b. Evaluate the feasibility of having an Active Learning Governance Committee. c. Active Learning committee to create and facilitate accessibility of the Active Learning tool kit by all faculty. d. Active Learning committee to redesign existing classrooms from sled desks to active learning furniture based on need as derived from the Faculty Survey of Classroom Design and AV.
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			e. Distribute the Active Learning newsletter monthly, highlighting faculty use of Active Learning in their classrooms.
4. b. Support Needed? <i>Type of Support</i> - 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	<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>

<p>4C. EXPERIENTIAL LEARNING:</p> <p>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.</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> <ol style="list-style-type: none"> 1. Completed Work Based Learning Assessments (WBL) 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) and are working with Faculty and regional groups to establish and institutionalize Work Based Learning functions. 4. The WBL Coordinators have delivered PD Workshops, developed a WBL website to provide WBL information, resources, and an opportunity for feedback for all Faculty. As well as presented to the campus community at large to introduce the program. 5. presented to the campus community at large to introduce the program. 6. A WBL survey was developed to quantify the number of teachers implementing WBL practices, and the number of 	<p>Next Steps and Timeline for Implementing</p> <p>Next Steps:</p> <p>AY 2019-2020</p> <ol style="list-style-type: none"> a. Continue to finetune a process for Faculty to submit practices, or ideas, to the WBL Coordinators. b. Offer PD workshops on WBL activities spring 2020. <p>AY 2020-2021</p> <ol style="list-style-type: none"> a. Develop a process to institutionally track WBL that includes industry partners information and types of WBL utilized across the college. b. Establish a guideline for all department websites to 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, faculty, staff, and students to provide strong relationships with industry partners. c. Curriculum Committee to identify opportunities in incorporating experiential learning into the curriculum committee process. (<i>Strategic Enrollment Management Plan - A1.5</i>) d. Revise Work Based Learning continuum using the Faculty and student survey results. e. Assess the results of the survey and revise the WBL continuum and collaborate with the Faculty Senate, the Curriculum Committee, and each Academic and Counseling Department, to ensure that the
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		<p>students currently participating in WBL activities.</p> <ol style="list-style-type: none"> 7. The WBL Coordinators have regularly attended regional workshops, worked with local colleagues to develop and revise our WBL resources, and have traveled to visit other community colleges further along the Guided Pathway process to gain insight on their work-based learning practices. 8. The WBL Coordinators have identified curriculum gaps where WBL can be incorporated, and have developed, and provided, informative WBL presentations to many of the college governing bodies and department meetings. 9. Work Based Learning Committee and Job Placement staff actively engaged businesses to partner with Palomar College. As a result, General Atomics hired two interns for IT, and auto technology are entering internships. Development talks are underway with NASSCO and Veridium for welding and advanced manufacturing. 	<p>whole campus commits to incorporating experiential learning into the curriculum process.</p> <ol style="list-style-type: none"> f. WBL Coordinators provide a report to the Faculty on the best practices to embed Work Based Learning activities into the curriculum. g. Provide annual reports to the college utilizing data from the process used to institutionally track Work-based Learning. h. Pending funding and staffing, regular internships will be developed for each area of study. i. Faculty to continually work collaboratively with the Work-Based Learning Committee to develop business leads and internship needs. j. Revise curriculum to meet the WBL standards and industry connections. k. Strong Workforce Program, along with Active Learning, Technology, and Facility needs will survey Faculty and Students to identify best practices in WBL.
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		<p>10. 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. <i>(Strategic Enrollment Management Plan - A2.2, A3.1)</i></p> <p>11. President's Associates have become very active in promoting and offering Internships, Service Learning and Cooperative Education.</p> <p>12. Sent faculty, staff and students to SWP Regional Conference on WBL Best Practices PD Workshops in Mira Mar.</p> <p>13. Work-Based Learning (WBL) coordinators identify gaps in curriculum where WBL can be incorporated. Will continue to develop the process.</p> <p>Term, if at scale or scaling:</p>	
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<p>4. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
<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. Departments share SLO data and use it for course and program improvements. 3. All course SLOs have been added to Canvas to allow Faculty to assess students and provide students with immediate feedback. 4. Train SLO facilitators to help their departments and Faculty learn how to assess outcomes using Canvas. <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. Continue to share learning outcomes results across departments and programs through the PRP. 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). [priority] c. Departments will share how SLO data was used for course and program improvements through PRP. d. Identify Service Area Outcomes leaders and develop, review and assess Service Area Outcomes. (<i>Strategic Enrollment Management Plan - A3.1</i>) e. Assess percentage of courses using Outcomes feature in Canvas to assess course and program outcomes. <p>AY 2020-2021</p> <ol style="list-style-type: none"> a. Input program and GE/ILOs in Canvas and are available to all Faculty.

			b. Provide a report to the college on institutional impact regarding DI students across programs and courses based on PRP data.
4. d. Support Needed? <i>Type of Support</i> - 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	<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>

<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</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>	<p>Progress to date:</p> <ol style="list-style-type: none"> 1. Created videos for a 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"> a. The 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. [Priority] b. Outcomes sub-committee reviews PRP data and provides a report to the Curriculum Committee. c. Outcomes Subcommittee provides a presentation to the Curriculum Committee of their proposed procedure for sharing SLO results. d. 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> <p>AY 2020-2021</p> <ol style="list-style-type: none"> a. Departments/programs share outcome revisions, alignments, assessments, improvements, etc at plenary through a poster session. b. Department/Program leadership share outcome data with University partners to ensure outcomes meet the needs of the University. c. Departments reduce inequities by analyzing annual PRP data, identifying opportunities to improve, and incorporating necessary strategies.
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<p>4. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
<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</p> <p><input 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. Discussions have been initiated on how to translate coursework into job requirements. 2. Counselors participated in career conferences and learned some resources and steps to connect students with major and career pathways. Additionally, ongoing training on getting student social capital to employers has been discussed and is part of the planning process. <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. SLO Coordinators provide a report to the Curriculum Committee and Faculty Senate on various ePortfolio software programs that could be used. b. Faculty and industry partners provide feedback on the various ePortfolio options. c. Identify an institutional ePortfolio program. d. Strong Workforce Program to collect and disaggregate data from surveys [see 4C]. <p>AY 2020-2021</p> <ol style="list-style-type: none"> a. Implement an institutional ePortfolio. b. Develop instructions for using ePortfolios and provide to Faculty and Students. c. Utilize ongoing feedback for continual review of ePortfolios. d. Discuss the need for a comprehensive plan for all domains because students have a hard time translating how their learning in the classroom translates into meeting job requirements.

			e. Evaluate technology systems that supports students who declare certain majors to attend workshops, events, trainings, and meet-greet sessions with people in the field they are pursuing.
4. f. Support Needed? <i>Type of Support - place an X next to one or more:</i>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>
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.	<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	Progress to date: <ol style="list-style-type: none"> 1. Began institutional conversations about Guided Pathways in the Spring 2018 with a Book Club on "Redesigning America's Community Colleges". 2. Created and offered a Professional Development workshop on the Introduction to Guided Pathways. 3. Created and offered a Professional Development workshop on using backwards design to map current programs into Meta Majors. 4. Visiting Scholar Program: Visits from Guided Pathways Experts including Rob Johnstone, Davis Jenkins, 	Next Steps and Timeline for Implementing Next Steps: AY 2019-2020 <ol style="list-style-type: none"> a. PD Workshops will be assessed by PD committee mid-spring 2020 and revised for re-deploy in 2020-2021. b. Offer PD workshops include outcomes. c. Identify College barriers to implement a college hour. d. Implement a staff PD requirement equitable to the faculty requirement. e. Offer the following PD Workshops (as identified in exemplary practices): Understanding the college's data, StudentLingo, How to integrate Knowledge Skills & Abilities (KSA's) into the classroom, Outcomes mapping and establish a deadline for completing/updating outcomes maps, Work Based Learning, Cross-disciplinary discussion about outcomes.

		<p>Maria Hesse, Camille Newton, Pedro Noguera.</p> <ol style="list-style-type: none"> 5. Faculty leads attended the fall 2018 Statewide Academic Senate training on Guided Pathways. 6. Faculty participated in mapping their programs and administrators, Faculty and staff brainstormed Meta Majors. These activities provided opportunities for discussions around the effectiveness of educational practice. 7. Piloted a "Completion Academy" workshop in May, 2019. The focus was on Scheduling, based on Awards/Blocks/Fast Track/DE. This was 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. 8. Leaders of Learning Academy (June 2019): Professional Development focused on active and experiential learning. Faculty from 	<ol style="list-style-type: none"> f. Focus PD workshops on college processes/procedures and are offered from the colleges own Subject Matter Experts. g. Provide PD as suggested by CCEAL/M2C3: <ul style="list-style-type: none"> ○ Validation, sense of belonging, culturally relevant teaching, 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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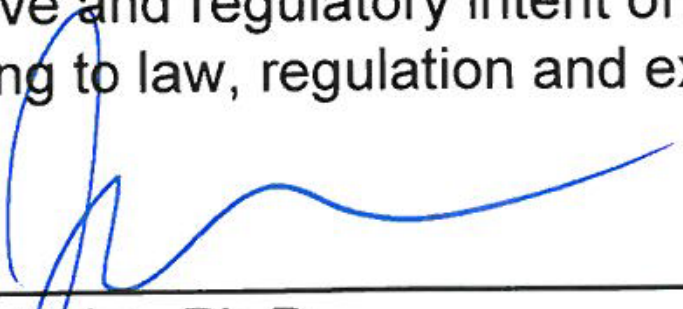
		<p>English, Math, and Reading have registration priority to help effectively implement AB 705. (Strategic Enrollment Management Plan - A3.2)</p> <p>9. Professional Development Plan has aligned Professional Development goals with institutional goals and needs.</p> <p>10. Engaged all constituent groups in professional development and are working on better ways to communicate out to each of the groups in language appropriate to their group.</p> <p>11. Provided PD workshops for continued learning.</p> <p>12. Offered PD workshops on college processes/procedures by our colleges own Subject Matter Experts, i.e. requisition training, employee campus tours, new employee orientation.</p> <p>13. Offered the following PD Workshops (as identified in exemplary practices): Funding formula, Guided Pathways basics, AB-705 (for 4 core instructional departments), the role of employees in Guided Pathways, Implicit bias training, How understanding our integrated support</p>	
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		<p>services, Outcomes mapping and establish a deadline for completing/updating outcomes maps, Completion Academy for student-centered schedules focused on completion.</p> <p>14. Provided PD as suggested by CCEAL/M2C3: Microaggressions</p> <p>Term, if at scale or scaling:</p>	
<p>4. g. Support Needed? <i>Type of Support</i> - place an X next to one or more:</p>	<ul style="list-style-type: none"> - Policy guidance - Connections with other GP teams - Regional training - On campus /individual training - Technology - Reporting/data - Other 	<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>

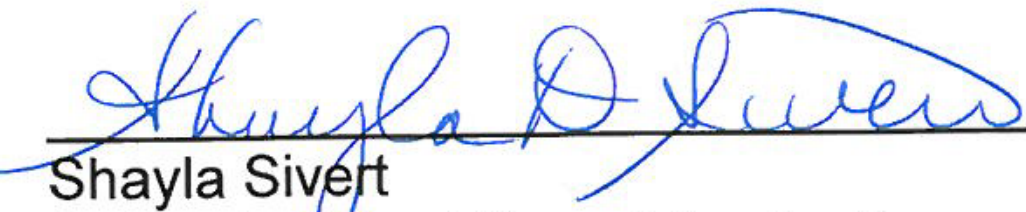
College: Palomar Community College District

Board of Trustees Approval Date: February 25, 2020


We certify the review and approval of the Palomar College Guided Pathways Scale of Adoption Assessment I board of trustees on the date shown above. We also certify that the goals, strategies and activities represent legislative and regulatory intent of the Guided Pathways Scale of Adoption Assessment Plan and that funds are according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

 2/28/2020 Jkahn1@palomar.edu


Jack S. Kahn, Ph.D. Date Email Address
Acting Superintendent/President

 2/28/2020 ssivert@palomar.edu

Shayla Sivert Date Email Address
Acting Assistant Superintendent/
Vice President, Instruction

 2/27/2020 aely@palomar.edu

Aiden W. Ely Date Email Address
Acting Assistant Superintendent/
Vice President, Student Services

 2/27/2020 cthompson@palomar.edu

Craig Thompson, Ph.D. Date Email Address
President, Faculty Senate