

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>1. CROSS-FUNCTIONAL INQUIRY</p> <p>College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p>	<p>○ Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.</p> <p>Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</p>	<p>○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided pathways are consistently a topic of discussion.</p>	<p>✓ Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Since Spring 2014, San Diego Miramar College has engaged in robust, broad, deep, and inclusive dialogue about the student experience. This included having cross-functional teams discuss loss/momentum points regarding student success/equity across an array of venues.

Student voices were brought to the forefront through panel discussions and group activities that engaged everyone throughout the college. Furthermore, student voices are properly represented in the college's participatory governance groups. These types of discussions occurred before the official concept of Guided Pathways rolled out.

2. Describe one or two accomplishments the college has achieved to date on this key element.

a) Because of the broad, deep, and inclusive collegewide dialogue on the student experience, across multiple venues (e.g., Summits and Convocation), the college has been able to produce a Qualitative Data Packet which documents the inquiry on loss/momentum points regarding student success/equity:

- Planning Summit Spring 2014
 - Loss/Momentum Framework (LMF)/Barriers to Student Success
- Convocation Fall 2014
 - Student Success Factors/Teaching and Learning in the Classroom
- Planning Summit Spring 2015
 - Appreciative Inquiry/What do we do well as an institution?
 - Principles of Redesign/Degree Completion
- Convocation Fall 2015
 - Tie it all Together Across the Four LMF Phases

The College has also had multiple discussions on student equity and success as it relates to the Student Equity Plan and Student Success and Support Program (SSSP) plan, respectively.

b) A result of the aforementioned efforts is the Roadmap to Student Success model. This model is based on national and state-wide initiatives (i.e., Student Support Redefined and Completion by Design) which serve as a vehicle for the college to engage in structured dialogue on student success/equity.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

a) Although the College has rated itself as Full Scale implementation, not everyone on campus knows about the Guided Pathways concept. This contributes to the lack of consistency regarding Guided Pathways as a topic of discussion. There is a need to rebrand the collegewide dialogue as Guided Pathways so all are aware that the college has been discussing student success and equity issues for some time now.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

None.

INQUIRY (1-3)

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KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>2. SHARED METRICS</p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p>	<p>○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</p>	<p>○ Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p>	<p>○ College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p>	<p>✓ College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

For the key element of Shared Metrics, the College has gone beyond the stage of ‘Scaling in progress’ and nearly reached the ‘Full scale’. The College has established shared metrics and benchmarks to evaluate its progress in meeting its mission. Data for all established metrics are disaggregated by an array of variables. Data disaggregation is only provided based on need to know rather than an across the project practice. Most of the disaggregation is for identifying equity gaps. With the shared metrics, benchmarking processes and the disaggregated data, the College has been able to identify collegewide priorities for improvement. Divisions, departments and units are encouraged to dialogue around the data, take ownership of them, and review and revise college plans as actions to the findings following an agreed upon planning cycle. However, the college has not fully reached the ‘Full scale’ in that the college still needs to collect more employment outcomes and improve on adopting effective mechanisms to collect quality data. In addition, the college needs to continue to work on disaggregating data for all metrics for monitoring equity gaps. The college also needs to continue to strengthen a culture of inquiry and action to consistently and systematically dialogue about the data and act on the findings for changes.

2. Describe one or two accomplishments the college has achieved to date on this key element.

a) The 2015-2016 Strategic Plan Assessment Scorecard (SPAS) was developed based on the Fall 2013 – Spring 2019 Strategic Plan. The purpose of the SPAS is to measure the health of the College. A total of 11 indicators were identified, defined, measured and benchmarked. Six collegewide gaps for improvement were identified:

Gap #1: To increase transfer volume and rate.

Gap #2: To increase the number of Associate Degrees and Certificates awarded.

Gap #3: To increase the success rate for CTE students.

Gap #4: To increase the number of course sections to and reach the goal of 10,000 FTES.

Gap #5: To increase course completion rates for disproportionately impacted populations of students as identified in the Student Equity Plan.

Gap #6: To increase the number of outreach activities and programs.

b) Furthermore, student equity data have been compiled every year and disaggregated by various student sub-populations. The college conducts collegewide discussions on the data and uses the findings and results of discussions to formulate the college’s equity plan. The plan is reviewed and revised following an established planning cycle.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

a) One major challenge is the lack of accessibility to quality data for accurately tracking student experience and success. Decentralized data and lack of trackable data hinder continuous quality improvement. The college also needs to collect more employment outcomes to inform planning. Moreover, data-informed planning and decision making needs to be adopted at all levels from collegewide, divisional, departmental and various unit levels.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

None

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>3. INTEGRATED PLANNING</p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to):</p> <ul style="list-style-type: none"> • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation Program (BSI/BSSOT) • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF) 	<p>○ College is currently not integrating or planning to integrate planning in the next few months.</p>	<p>○ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.</p> <p>There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.</p>	<p>○ Some conversations have taken place, with all of the key constituency groups at the table.</p> <p>Consensus is building on main issues.</p> <p>Exploration of broad solutions to align different planning processes is still in progress.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e.</p> <p>Classified Senate and Academic Senate) are beginning to routinely inform and engage their constituents around integrated planning</p>	<p>✓ College-wide conversations have taken place with all key constituency groups including:</p> <p>Instructional, counseling, and student support faculty and staff, administrators, and students. All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.</p> <p>Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key overarching strategies across the main college initiatives.</p> <p>Integrated plans and overarching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

- a) The college has engaged in robust, broad, deep, and inclusive dialogue about the student experience. This collective dialogue has resulted in the Roadmap to Student Success model. This model is based on national and state-wide initiatives (i.e., Student Support Redefined and Completion by Design) which serves as a vehicle for the college to engage in structured dialogue on student success/equity across all constituency groups.
- b) At the College's 2016 Planning Summit, multiple stakeholders gathered to examine the College's 2015-16 Strategic Plan Assessment Scorecard (SPAS), which measures the college strategic goals and could be used to close the loop on the inquiry process by identifying areas in need of improvement through action. Based on a cross-constituency analysis of SPAS, six key metrics were identified as collegewide gaps in meeting student need (Transfer Volume and Rate; Degrees and Certificates; Career Technical Education Rate; Number of Course Sections; Course Completion-Student Equity Plan Metric; Outreach Programs/Activities).
- c) The aforementioned gaps represent elements of the student experience (e.g., completion, course sequence progression, and access) which impede students' momentum in achieving their educational goals. Based on the identified gaps, the College used them as a basis to identify planning priorities. In addition, the College used both internal and external data and trend analysis, as well as Strategic Goals of the San Diego Community College District, to augment the benchmarking process and identify collegewide priorities. Through analysis of these data, the College has established planning priorities to guide the College through 2020:
 - Priority #1: To increase transfer volume and rate.
 - Priority #2: To increase the number of Associate Degrees and Certificates awarded.
 - Priority #3: To increase the success rate for CTE students.
 - Priority #4: To increase the number of course sections to and reach the goal of 10,000 FTES.
 - Priority #5: To increase course completion rates for disproportionately impacted populations of students as identified in the Student Equity Plan.
 - Priority #6: To increase the number of outreach activities and programs.
- d) Program Review processes in instructional and non-instructional areas are used as the central mechanism to identify strategies to improve student success and address the aforementioned planning priorities. Program Review provides analysis of program specific data, including SLO/SUO assessment at the course, program and service area level; disaggregated student achievement data; and internal and external factors affecting student success.
- e) The college is in the process of focusing on the connection between higher-level planning to unit-level planning in efforts to address the aforementioned priorities.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- a) Because of the college's innovative way of infusing the student experience within high-level planning, the College received the RP group Excellence in Planning award for the Student Success Framework for Long-term Integrated Planning.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- a) For the past four years, the college has been dialoguing about the student experience and how it relates to planning efforts. This dialogue serves as a basis for the Guided Pathways initiative. This, there is a need to rebrand the collegewide dialogue as Guided Pathways so all are aware that the college has been discussing student success and equity issues for some time now.
- b) A second challenge would be defining how professional development fits into Guided Pathways.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

None

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>4. INCLUSIVE DECISION-MAKING STRUCTURES</p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p>	<p>College currently has not organized or is planning to organize cross- functional teams or share governance committees that will inform and guide the Guided Pathways effort</p>	<p>○ Workgroups or teams have been created, but they are not yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.</p>	<p>✓ Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.</p>	<p>○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college- wide input (including student voice).</p> <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The College has selected **Scaling in Progress** for this key element. The college definitely has a robust structured governance system that works well to include all voices (including students). An example is the College Executive Committee (CEC). The CEC consists of all the constituency leaders (Co-chaired by the College President and Academic Senate President) on campus in which, recently, Guided Pathways has become a standing agenda item in which the constituency leaders are meant to share the information with their respective constituency groups. For instance, the Miramar Mangers group has received two presentations regarding Guided Pathways. Furthermore, the Planning and Institutional Effectiveness Committee (PIEC) is a participatory governance committee in which Guided Pathways is a standing item and the constituency groups are meant to share the information with their colleagues. A primary example is planning for the 2018 Planning Summit. Every year the college engages in a campuswide planning summit in which the theme for the upcoming one is Guided Pathways.

2. Describe one or two accomplishments the college has achieved to date on this key element.

There are two main accomplishments the College has achieved to date.

- a) First, because of its robust structured governance system, the college is using its current structure to tackle Guided Pathways by identifying participatory governance groups to help engage in the effort.
- b) Second, there is collegewide communication on Guided Pathways by the College President and constituency leaders.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

There are two main challenges in moving the needle on this key element.

- a) First, communication through the constituency representatives is problematic in that communication needs to be carried out faithfully, intentionally, and reliably.
- b) Second, it is unclear exactly what is meant by “Guided Pathways”. In particular, ‘Guided Pathways design process’ is a point of concern given that the College has not explicitly engaged in Guided Pathway designs using that term. There have been different definitions and ideas of what “Guided Pathways” is, and as such the college has been working on different elements that could be considered “Guided Pathways”. For example, it was pointed out by some individuals that what is meant by this is metamajors. However, this has not been discussed collegewide and there is little understanding of what this means for the college.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

None.

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>5. INTERSEGMENTAL ALIGNMENT <i>(Clarify the Path)</i></p> <p>College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<p>College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.</p>	<p>✓ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Miramar College perceives its partnerships with feeder high schools to be robust, although we recognize it can always be strengthened. SD Miramar has solid partnerships with four-year universities and continues to expand and strengthen these opportunities. Additionally, some of our programs have very strong industry partners with pipelines established and other programs will need work to establish two way pipelines. Some programs have dedicated industry liaison positions, such as Sector Navigators, or program directors, which strengthens the program outcome in relation to careers and employment.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- a) FYE/College Promise – in coordination with the San Diego Community College District and San Diego Unified School District, students have been identified for the FYE/College Promise program. These students participate in Summer Bridge to get a head start on their

college coursework

- b) In coordination with the San Diego Education Consortium, Miramar College has coordinated additional scholarships and transfer opportunities for students looking to transfer to local, private/independent institutions
- c) Development of transfer agreements through the established Memorandum of Understanding Development process has allowed options to transfer with the most recent agreement established with National University
- d) The Miramar College website now includes a two year course sequence for each academic program to inform the public about program requirements

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- a) The Career Center component is currently being reorganized at Miramar College to initiate partnerships with industry
- b) Lack of dedicated personnel to manage and strengthen the connections to industry

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

None

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a student's college experience.</p>	<p>○ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.</p>	<p>✓ Discussions are happening about ways to cluster programs of study into broad interest areas.</p>	<p>○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet implemented meta-majors/interest areas.</p> <p>College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.</p>	<p>○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.</p> <p>Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs.</p> <p>Student input is systematically included into the process.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The College has initiated discussions and plans to develop and scale students' early major and career exploration. Career advising as well as

exploration courses are available for students early in their studies to help choose a major and program. STEM and non-STEM pathways have been identified. However, the development of meta-majors or other career clusters has not started. Further, while the college has recently initiated plans to develop an integrated career services delivery model, the plans are in the beginning stages and are therefore not yet scalable.

2. Describe one or two accomplishments the college has achieved to date on this key element.

a) *Development of STEM and non-STEM pathways*

Miramar College has implemented STEM and non-STEM Guided Pathways for transfer students. A Student Commitment Agreement was developed which requires that participants meet with a counselor for career exploration and the development of a comprehensive educational plan. Students who are accepted into this pilot program are guaranteed prime-time seats in the required transferable courses.

b) *Integration of Student Services and Instruction to Enhance Career Development Services*

Career exploration is considered a central component of academic advisement. Counselors encourage students to complete Personal Growth 130: (Career and Life Planning) in their first semester. To meet the increasing need for career development and exploration, the College will offer two additional sections of PG 130 during the Spring 2018 semester.

Counselors also refer students to the Career Center as a key item to accomplish for educational planning. The Career Center currently uses Holland Codes, SkillScan and Values Inventory, and is currently reviewing the WorkKeys system as tools to help students clarify their career interests and skills. Miramar College recently utilized a consultant for assistance in redeveloping student career services, resulting in the hiring of a Counselor/Coordinator for the Career Center.

The College has also initiated an integrated career services delivery model by leveraging Student Services and Instruction efforts related to career exploration and assessment, education, development and placement. This will be accomplished through the establishment of a Career Education (CE) Associate Dean position that will oversee Strong Workforce, Doing What Matters, Perkins and other CE-related grants. The Associate Dean will also supervise the development of coordinated work experience and employment outcomes tracking and data collection system for students seeking career services across all instructional programs. This new model will align the Strong Workforce Plan to the College's strategic goals and educational master plan, with a specific emphasis on aligning with the Integrated SSSP, SEP and BSI Plan.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

a) *Information Technology and Data Gathering*

The District is currently converting to PeopleSoft and Campus Solutions, which has limited campus access to qualitative and quantitative data needed for sufficient planning and evaluation.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

None

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
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<p>7. IMPROVED BASIC SKILLS</p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:</p> <ul style="list-style-type: none"> • The use of high school performance for placement (i.e. cumulative GPA, course grades, non- cognitive measures) for placement • Co-requisite remediation or shortening of developmental sequence • Curricular innovations including creation of math pathways to align with students’ field of study 	<p>○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework..</p>	<p>✓ College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.</p>	<p>○ College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.</p>	<p>○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The college is in the early adoption stage of using multiple measures, including high school GPA for placement, as SDCCD is piloting this program. As of now, few students have been placed into transfer-level math and/or English via MMAP placement. Course offerings in co-requisite transfer-level English are now offered.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- a) One specific accomplishment is running a pilot of co-requisite transfer English; students placed one level below transfer can take the 3-unit English 101 (gateway course) with a 2-unit support course. In math, Statway is now offered, which is a 2-semester path with the second semester a transfer-level Statistics course.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- a) A challenge that may hinder progress is the need for more faculty professional learning in co-requisite and accelerated models. Another challenge is some reluctance of counselors to refer students to curricular paths that are not STEM focused because students may change to a major that requires calculus.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

There is no other information to add at this time.

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
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<p>8. CLEAR PROGRAM REQUIREMENTS</p> <p><i>(Clarify the Path)</i></p> <p>College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.</p> <ul style="list-style-type: none"> • In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes). 	<p>○ College is currently not providing or planning to provide clear program requirements for students.</p>	<p>○ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p> <p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>	<p>✓ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.</p> <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>

1. Please briefly explain why you selected this rating.

Miramar College has a rich history of established course sequences for all Career Education (CE) programs. These sequence plans help our CE students to complete programs in timely manner to become employment-ready. Recently, the college modeled this CE practice and developed 2-year course sequencing for all programs across the college. These course sequence plans for degrees and certificates were developed by instructional departments with counseling input, and are located on program webpages on the college website. These plans are used by instructional deans and chairs as guides for scheduling courses. Counseling is apprised of the plans.

Another strategy recently piloted was a home-grown guided pathway, which designed a 1-year schedule of high utility general education courses for transfer ready students in both STEM and Non-STEM focuses. First Year Experience and College Promise students were targeted for this pilot strategy. Currently, 20 students are enrolled in these set schedules and we will monitor their success and persistence rates.

Yet another strategy still in its infancy is the backwards design of student advisement. Putting the Career Center at the first stop for student advisement is on the table for discussion. The discussion and redesign efforts are in progress.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- a) One major accomplishment is the development of 2-year course sequences across the college. See link to view course sequence plan for Chemistry. file:///C:/Users/phopkins/Downloads/COURSE%20SEQUENCE_TEMPLATE_Chemistry.pdf
Chairs and deans use these plans when developing schedules. Counselors are aware of the plans that they helped to design. We are in the process of joining efforts of instruction and counseling so that these plans are reviewed and updated when needed.
- b) We also created an accelerated pathway for Military Students at MCAS in the areas of Administration of Justice and Business Administration.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- a. The bridge between instructional schedulers and counseling providers is critical for movement in the right direction on this issue. Student completion is at the core of guided pathways, and these campus departments need to work together better. IEPI has offered opportunity for the campus to explore ways to address communication and working relationship between the entities. It seems that we are moving in the right direction, but continued progress will require emphasis and focus priority.
Maintaining the individualized nature of educational planning presents a potential barrier, but should not hinder our progress.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

None

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</p> <p><i>(Help Students Stay on the Path)</i></p> <p>College provides academic and non- academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.</p>	<p>○ College is currently not implementing or planning to implement proactive and integrated student supports</p>	<p>✓ The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.</p> <p>There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and support services</p>	<p>○ Collaboration between the instructional and support services occurs in specific programs.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.</p> <p>There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports</p>	<p>○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

- a) The college has begun conversations about increased collaboration between student support, instruction and counseling through its various planning summits, planning framework, and a showcase of best practices taking place around campus through venues such as the Planning and Institutional Effectiveness Committee planning summits and cross-divisional workshops. Some of the practices are in place, but is in the process of being scaled up. More work is needed in this area to address all students.
- b) Process for monitoring student progress is still an area we need to work on to ensure consistency. As of now, monitoring student progression in specialized programs is underway, however, the processes in place are not exceptional for long term growth.
- c) Although we have meetings with members from instructional, student services, and counseling faculty present, the topics do not always cover the challenges or areas for improvement. With the SSSP, SEP, and BSI, this should become more of a regular topic, but we need to be purposeful about creating these venues to have ongoing discussions to ensure cross-training.
- d) More collaboration and support is needed between Dual Enrollment students and students participating in high school MOU courses. Student progress should be tracked on an individual basis, per semester to ensure students are successfully completing courses and or program guidelines. Efforts can be improved upon between high school counselors, faculty, counseling faculty and student services as this population needs additional support in place.
- e) With the high percentage of students placing into basic skills courses, cut scores should be reviewed annually by faculty. Due to further delay of the Common Assessment, current practices should be evaluated to ensure accurate placement of students, and a methodology developed to utilize both Assessment and MMAP for the student high school population. 161 students were placed into Transfer level courses in the Fall 2016 semester and seven students for the Spring 2017 term. Greater collaboration between faculty and Assessment is needed to review re-test policies, MMAP cohort progress, course sequence, accelerated courses, challenge exams and student preparation to eliminate unnecessary student remediation.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- a) The Institutional Effectiveness Partnership Initiative (IEPI) at Miramar College has been working towards meeting student needs through targeted course scheduling. This initiative is being led through a collaboration of administrators, counseling faculty as well as instructional faculty and invites anyone from the college to attend the meetings. By providing courses based on student needs, the College aims to increase completion and retention rates. A survey is currently being developed in order to ascertain student needs.
- b) Counseling faculty has been identified as liaisons for each instructional department and attends the departmental meetings in order to facilitate better communication. This increased communication has allowed for improved informed planning. Each counselor liaison then reports back to all counselors in general counseling, EOPS, DSPS and the Transfer Center so that all information being given to students is consistent.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- a) Certain student populations (FYE, Promise, EOPS, athletes) currently have student monitoring processes in place, however, the monitoring only impacts students in those programs. There is a need for a comprehensive monitoring program to monitor all students. The district is currently undergoing a system migration over to PeopleSoft so we will have the capability to monitor students. PeopleSoft is expected to be fully operational by Fall 2018, which will provide some tools to monitor students. However, we need to ensure we are collecting the information needed to help students be successful and make changes if the information is not sufficient.
- b) Although it is anticipated that the efforts of IEPI will address this barrier, the current schedule format does not address student needs. Evening students are often left without resources and limited class offerings in the afternoons influence students to explore other options at neighboring campuses. Continuing efforts to incorporate College Hour, afternoon classes based on student needs, along with increased evening services should assist with this effort.
- c) Another barrier is the perception of a “new” program – Guided Pathways. The belief that these programs are fads and will eventually go away leads to hesitancy in new collaborations to implement changes to address Guided Pathways. We often hear the belief that as the funding goes away, the programs will go. Plans are already in place to address Guided Pathways through college wide venues.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions?

The SSSP/SEP/BSI Integrated Plan will bring about increased collaboration across divisions and as we continue with planning efforts towards continuous quality improvement, Miramar College is on its way to further address student needs towards overall student success.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including:</p> <ul style="list-style-type: none"> • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) • System for counselors and faculty to monitor students' progress (e.g., Starfish, early alert system, etc.) • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) 	<p>○ College currently does not have or plan to build an integrated technology infrastructure.</p>	<p>✓ The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

While the College does have tools used by counseling, they do not provide any early-alert or comprehensive tracking abilities. Currently, the college has a counseling scheduling system and a student attendance tracking system for tutoring centers. These tools are not sufficient to link student demand to scheduling or enable students, counselors and faculty to monitor students' schedule, progress, and success.

2. Describe one or two accomplishments the college has achieved to date on this key element.

a) In response to ACCJC Improvement Recommendation #7, the College pursued the formation of Districtwide technology committee, and have recently gained some traction on this issue. This will ultimately improve collaboration and the college's ability to meet student needs.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

a) The single greatest barrier is the centralization of much critical data with the District. Getting access to this data is currently impossible as all District IT resources are consumed by the PeopleSoft ERP implementation project. Historically, the District has not been forthcoming with live access to data, providing only downloads of static data. To begin moving forward, at a college-level with an integrated technology infrastructure will require live access to the central databases. Better access to live data is critical to allowing for timely responses to research requests, flexible disaggregation of data for identifying achievement and equity gaps, and better data visualization for easy adoption and broad use of the data, such as "Dashboards". Without live data, the College cannot create integrated systems that allow meaningful monitoring of progress by counselors, faculty, and the students themselves.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

The conflicting needs of the District to ensure the databases are secure and compliant with relevant laws, and the campus needs to access the live data in a flexible manner will likely require the adoption of new District level policies, establishing a campus-level central authority that will be tasked with maintaining the security of the data. For example, the District could provide live data to the College of Miramar students, to a central office on-campus that could then disaggregate the data for subsequent users and ensure the data are properly anonymized or only being sent to authorized personnel.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>11. STRATEGIC PROFESSIONAL DEVELOPMENT</p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes</p>	<p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>✓ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college’s strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p>	<p>○ Some but not all PD opportunities are developed to intentionally support the college’s strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural 	<p>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college’s overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals. Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The San Diego Miramar College Professional Development Committee is at an early-adoption stage of the above rubric. Professional development opportunities are available to faculty using AFT funds for travel and conferences. (Classified travel and conference requests are forwarded directly to AFT). Professional development is available for SPAA travel and conference via BRDS funds. Finally, campus-wide activities that benefit the faculty, staff, and students are also available with BRDS funds.

In support of the College's strategic goals, the committee is still working towards an organized, intentional approach to systematically align these professional development opportunities to the College's strategic goals.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- a) The committee has approved numerous travel and conference requests, in support of San Diego Miramar College's strategic goals. Several examples of the recent uses of professional development funding (under the previous Staff Development Committee) include the following:
- Active Learning Leaders Conference,
 - American Mathematical Association of Two Year Colleges,
 - International Teaching English as a Second Language.
- b) These travel and conferences provide faculty and SPAA personnel with up-to-date knowledge of their subject and allow them to adapt their programs to stay responsive to changes. By updating their programs with current information and practices, the faculty and SPAA personnel contribute to student success through enhancing the college experience for students and the community.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- a) A possible barrier that could potentially hinder the Professional Development Committee's progress is how recently the committee was created. The newly formed committee has changed membership, direction, and goals; time is needed to get all members up-to-date with new procedures and get the information distributed to the campus. The committee can then improve upon identifying and pursuing opportunities to improve college processes that directly serve students, and coordinate events that enhance leadership capacity and stability for all areas on campus, and the college as a whole.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

No.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>12. ALIGNED LEARNING OUTCOMES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students’ success in subsequent educational, employment, and career goals</p>	<p>○ College is currently not aligning or planning to align learning outcomes.</p>	<p>○ The Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p>	<p>✓ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The College has worked diligently to ensure that outcomes are aligned with the requirements targeted by each program and across all

levels. While one could justify a full scale rating, the college acknowledges that there still work to do. The college has developed an outcomes and assessment process that allows faculty to identify critical course learning outcomes and map these to program learning outcomes, which are then aligned with the college's institutional/ GE outcomes. The College has adopted Taskstream Accountability Management System software to track the outcomes and assessment process and facilitate mapping of outcomes college wide. There are currently three governance committees and one workgroup that are charged with the review of the outcomes process in the areas of Instruction, Student Services, Administrative Services and Instructional Support Services. These groups facilitate the review of outcomes for alignment, academic rigor, integrity, relevance, and currency. *Instructional units and non-instructional units manage the task separately.* In addition, as part of the curriculum review process and prior to discussion at the Curriculum Committee, the Outcomes and Assessment Facilitator receives outcome statements for all new and activated courses to ensure that the outcomes are being developed properly for all courses. The Instructional Program Review/Student Learning Outcomes Assessment Cycle Subcommittee is also in the process of increasing its supportive function to provide faculty with more robust feedback and resources regarding the development of outcomes and assessment and the potential uses for improvement. Currently, faculty catalogue assessment activities and plans for improvement in Taskstream, including plans that result in changes to course and/or program content. While some plans might also include professional development, there is not a direct review of changes in professional development as a result of outcomes assessment.

2. Describe one or two accomplishments the college has achieved to date on this key element.

a) With the adoption of Taskstream, the College has been able to easily align learning outcomes from the course level to the institutional level. This alignment has facilitated the assessment of institutional student learning outcomes (ISLOs) and identification of areas for improvement. With the most recent ISLO Assessment in Spring 2017, the College used a student survey to focus on Intellectual and Practical Skills and used direct application of learning questions to focus on Critical Thinking, Quantitative Literacy and Problem Solving. By integrating the alignment information, the College was able to review how learning activities college wide were supporting these key areas and provided direction in terms of future focus for course learning outcomes.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

a) The primary barrier to hinder progress is the feasibility of providing thorough and meaningful review of outcomes college wide and ensuring that "results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content." A basic review of course and program outcomes occurs systematically by the faculty and staff responsible. All courses are reviewed on a six year cycle and move through the department as well as the Curriculum Committee. In addition, the College uses a three-year cycle for course and program outcomes assessment, during which time faculty and staff assess outcomes and implement plans for improvement. However, outside of this, there is not a process that allows for consistent review of the "academic rigor, integrity, relevance, and currency" of these outcomes, and there is no mandate requiring revision of outcomes at this time. While the governance committees charged with support of the outcomes and assessment process have discussed this, there has not been a practical solution, considering time and workload limitations and the scope of what would have to be done to really ensure use of outcomes assessment for change and professional development.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

None

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>13. ASSESSING AND DOCUMENTING LEARNING</p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.</p>	<p>○ College is currently not assessing and documenting or planning to assess and document individual student’s learning.</p>	<p>○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>✓ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

To ensure that students are learning Miramar College utilizes Taskstream Accountability Management System software to track learning outcomes college wide, including at the program and course levels.

All programs regularly examine and use learning outcomes to assess student learning. Individual departments are required to provide assessment plans, findings, and action plans within Taskstream each year and to use that data to improve the effectiveness of instruction. The Outcomes and Assessment Facilitator periodically provides faculty with course and program status updates from Taskstream in order for faculty to ensure that SLOs are being assessed on a regular cycle.

Program review and course outcome assessments are currently on a three-year cycle. In spring 2018, Miramar will be ending its 2015-2018 cycle. Miramar will use the assessment information and data to inform planning for the Program Review and to establish activities for the next assessment cycle.

The College selected the “Scaling in Progress” rating because although Miramar currently examines and uses learning outcomes results to improve student learning, learning outcome information is only available at an aggregate level to faculty within each discipline and as action plan summaries to internal and external constituencies. Assessment results, at the appropriate level and including action plans for improvement, are available on our SLO Website for all constituencies and in Taskstream/Program Review for all faculty, staff, and administrators. The College Outcomes and Assessment Website <http://www.sdmiramar.edu/institution/slo/> houses SLO assessment analysis and aggregated data. However, the detailed learning outcome data by course and by program can only be found in Taskstream, and is not available to students.

2. Describe one or two accomplishments the college has achieved to date on this key element.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- a) In the past 5 years, the College has redesigned its SLO assessment process to allow for meaningful assessment and time for action plan development and implementation in order to improve effectiveness of instruction. To do so, the College adopted the Taskstream Accountability Management System and a three-year assessment cycle. These changes, along with a .60 FTEF reassigned faculty member to function as the College-wide Outcomes and Assessment Facilitator, allowed the college to reach 100% in completion rates for SLO assessment for its courses and programs for the 2013-2015 cycle. In addition, while previous accreditation cycles had identified gaps in the SLO process that lead to sanctions, the recent 2017 Accreditation cycle resulted in the Commission acting to reaffirm accreditation for seven years.
- b) Additionally, the IPR/SLOAC committee continues to provide leadership and training to instructional faculty and staff on Taskstream and on the development of meaningful learning outcomes and measurements. In fall 2017, the committee hosted SLOApalooza, a 4-hour

training session for Deans and Department chairs to focus on revisiting the development and assessment of meaningful program and course learning outcomes.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Making information on learning outcomes accessible to students and the public is a challenge that needs attention. Currently, only discipline faculty can access such information.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>14. APPLIED LEARNING OPPORTUNITIES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>College is currently not offering or planning to offer applied learning opportunities</p>	<p>○ Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p>	<p>○ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>✓ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p>

1. Please briefly explain why you selected this rating.

Across the college we can see ample evidence of student involvement in applied learning opportunities. Applied learning is a fundamental component in our traditional academic subjects. Each spring the school of humanities holds an (honors) symposium where students present applied research in a poster and/or presentation format. Transfer level students from disciplines ranging from anthropology to music are represented. In mathematics, the department has designed activities for students for students to create mathematical models at all of levels of coursework including those at the basic skills levels. Students in an algebra class use linear regression to model bungee jumping while statistics students design and conduct their own studies. Our science classes pair lecture and lab components where students see, touch, and analyze what they've learned in theory. Students in administration of justice classes spend a whole semester analyzing a case from different

perspective. This student experience was shared this experience with faculty at a campus wide planning summit.

Additionally, our CTE programs exemplify active learning.

Outside of the classroom, students also deepen their learning. Our business club has worked with community organizations in service endeavors with an emphasis on marketing. This club presented their efforts at a recent board of trustee meeting. A student centered effort has studied the worsening problem of homelessness in our community and created a food pantry for fellow students in need.

2. Describe one or two accomplishments the college has achieved to date on this key element.

- a) Our CTE programs offer many good practices due to the inherent need for applied opportunities. MLT students do clinical rotations with our industry partners. Our automotive program has an established partnership agreement with Toyota and offers students a series of certificates, each serving as a qualifier for future employment. Partnerships with Delta and Hawaiian Airlines do the same for our Aviation students.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

- a) The greatest challenge we face in expanding these opportunities for students is find ways for programs to coordinate and students to make curricular links. Within programs, as shown above, faculty and staff have gone to great lengths to develop applied learning activities. A next step is to coordinate amongst programs (e.g. learning Communities), a challenge due to faculty time and in some ways the positive growth of our campus. Ongoing student presentations at campus wide symposia and faculty mentoring programs may provide means for these crossing disciplinary activities to increase.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

None