GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS
Revised February 2019

Institution Name: Grossmont College   **Date: September 30, 2019**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

A new addition to the SOAA in fall 2018: Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with

disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.
The SOAA was recently updated to include "Equity Considerations" in each practice area so that your pathways team can discuss and articulate connections between the college's pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as "assessments." Also, don't be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the "progress to date" and/or "next steps/timeline" column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college's pathways and equity efforts. **Please submit the initial SOAA via email to the Chancellor's Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019**. For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

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
We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps". **Equity Considerations in Area 1:** - Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? - How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? - How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?			
1. MAPPING PATHWAYS TO STUDENT END GOALS a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring X Not systematic ☐ Planning to scale ☐ Scaling in progress ☐At scale	*Progress to date:* - Common Academic and Career Pathways between Grossmont and Cuyamaca College are in the proposal and vetting process. - Vetting of Academic and Career Pathways at the Annual Planning Forum Term, if *at scale* or *scaling*:	*Next steps:* - Vetting Grossmont Specific Programs for appropriate placement in proposed Academic and Career Pathways - Mapping Career possibilities across Pathways *Timeline for implementing next steps:* - Student Focus Groups Spring/Summer 2019 - Discussions with Departments Fall 2019 - Present to Academic Senate Fall 2019 - Propose course alignments to the Curriculum Committee (spring 2020)

			- Send to Governing Board and on to CCCCO (spring 2020) - Distribute information about meta-majors in print and online when CCCCO approval received (summer 2020) - Train counselors across various advising centers to advise students on new meta-majors.
b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	Not occurring **X** Not systematic Planning to scale Scaling in progress At scale	*Progress to date:* Work continues in recent years through articulation agreements with local colleges and universities. Term, if *at scale* or *scaling*: Fall 2020	*Next steps:* - Related to 1(a) *Timeline for implementing next steps:* - Same as above.
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	☐ Not occurring ☐ Not systematic **X** Planning to scale ☐ Scaling in progress ☐At scale	*Progress to date:* Feedback on current website has been collected. Term, if *at scale* or *scaling*:	*Next steps:* Working on a website redesign that will use a student-first approach and is based on research regarding Grossmont/Cuyamaca and regional community college student feedback of the current website. Further website redesigns targeting information for employment and further education will be forthcoming after Fall 2019. *Timeline for implementing next steps:*

			e new homepage website is scheduled to launch in Fall 2019.
d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	☐ Not occurring **X** Not systematic ☐ Planning to scale ☐ Scaling in progress ☐At scale	*Progress to date:* ● While some programs are well mapped in the areas of Math and the Sciences college wide program maps have not been established ● Identified 12 Gateway courses with high disproportionate impact. Term, if *at scale* or *scaling*:	*Next steps:* ● Continue to work with each department until all programs are mapped. ● Begin conversations about General Education recommendations by program through GE subcommittee ● Work with SEM ● Providing this information on the website Fall 2019 *Timeline for implementing next steps:* ● Fall 2019
e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	☐ Not occurring ☐ Not systematic ☐ Planning to scale **X** Scaling in progress ☐At scale	*Progress to date:* ● Using multiple measures assessment and desired degree students are placed into the appropriate math course upon enrolling at the college. Term, if *at scale* or *scaling*: Spring 2019	*Next steps:* ● Messaging current students to re-assess under the new placement process. *Timeline for implementing next steps:* ● Spring 2019

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 2: ● Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? ● For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? ● Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?			
2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	Not occurring **X** Not systematic Planning to scale Scaling in progress At scale No Response	*Progress to date:* Term, if *at scale* or *scaling*:	*Next steps:* ● Counseling is actively working on this –they need more resources (more counselors) as this is a huge task. ● GP work on meta-majors is in progress. New placement requires new students to choose their intended major to guide them to the appropriate math class to take. This portion is to scale. *Timeline for implementing next steps:* SiP: Fall 2019
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.	Not occurring **X** Not systematic Planning to scale Scaling in progress At scale No Response	*Progress to date:* Term, if *at scale* or *scaling*:	*Next steps:* ● Departments are actively working to scaffold assignments, train faculty in bias/equity/and opportunities. Numerous workshops have been held and faculty are engaged in the effort to increase retention and success for all students

			● Working to scale in Math. No other plans being implemented. ● Plan is to use the embedded tutors in all our support courses beginning fall 19 and to have grad coaches visit all our support courses. *Timeline for implementing next steps:* ll 2019
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" **math** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	 Not occurring Not systematic **X** Planning to scale Scaling in progress At scale No Response	*Progress to date:* *Term, if at scale or scaling*:	*Next steps:* ● Under the guidance of AB705 the transfer level math classes: Quantitative Reasoning, Statistics, College Algebra, Pre-Calculus and Business Calculus will be offered with Co-Requisite support classes beginning in the Fall of 2019. ● Curriculum revised and co-requisite courses being offered for Fall 2019, course below college level being phased out ● As far as I know, Math has designed better placement and is investigating new methods of instruction to increase retentions and achievement ● Currently embedded tutors are in ENGL 099 and ENGL 120/020 but as we look at the number of students who are entering into ENGL 120, we do not have any mechanisms in place and will be

			offering ENGL 120/020 support in all sections. ● Currently being implemented ● Currently have Embedded Tutors, but have not scaled this effort to all classes. *Timeline for implementing next steps:*

d. Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	Not occurring
	  Not systematic
	X Planning to scale
	  Scaling in progress
	  At scale
	  No Response
		Progress to date:
		● Spring 2015 (first accelerated English classes offered)
		
		Term, if *at scale* or *scaling*:
			Next steps:
			● Currently there are embedded tutors in one section of MATH 096 and MATH 108. There has been discussion to look at offering embedded tutors in the support classes but I am not sure what the rubric will be in who will get one. Same for English.
			● Eng has adopted new placement methods and is investigating ways in which to achieve equity in diverse classes
			● Review student success data and make changes to course offerings/teaching approaches
			
			Timeline for implementing next steps:
			● Fall 2019. All students may take the transfer level course. Some will take a support course. Students who elect to take a pre-transfer level course can complete in one year.
			● Currently have Embedded Tutors, but have not scaled this effort to all classes.

e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	Not occurring **X** Not systematic Planning to scale Scaling in progress At scale No Response	*Progress to date:* ● Term, if *at scale* or *scaling*:	*Next steps:* ● Under the guidance of AB705 the transfer level math classes: Quantitative Reasoning, Statistics, College Algebra, Pre-Calculus and Business Calculus will be offered with Co-Requisite support classes beginning in the Fall of 2019. ● Counseling is implementing outreach and Eng and Math have better assessment tools in place to properly place students ● Students who have lower HS GPA and this who have not completed Intermediate Algebra are placed in support classes beginning Fall 19. *Timeline for implementing next steps:* Fall 2019
f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	Not occurring **X** Not systematic Planning to scale Scaling in progress At scale No Response	*Progress to date:* ● Hired Outreach Coordinator 2017 ● Offering Dual Enrollment courses - this began 3 years ago, Fall at least and is expanding. ● Currently, the Grossmont Union High School District students receive these wrap-around services. However, a majority of our students come from outside the district.	*Next steps:* ● Adding student ambassadors, outreach workshops in high schools including help registering in feeder District ● Expanding the program to more High Schools ● At scale as far as I know. My dates reflect my awareness, not necessarily when actually happened. ● We plan to offer more dual enrollment courses at the high schools once an MOU is in place.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 3: ● How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? ● How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? ● How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? ● How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	Not occurring **X** Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ● Counselors who coordinate and work in specialized programs such as Puente, UMOJA, CalWORKs, EOPS, ARC, etc. have mandated systems in place to monitor their students' progress. *Term, if at scale or scaling:*	*Next steps:* ● Develop a process for monitoring student progress in General Counseling. ● More dialogue needs to take place to address our purpose and goal for scaling. Explore our technology, and tracking systems that are best suited for the campus overarching intentions. ● Follow-up on practices of assessing what is working. ● Conduct an initial assessment of existing data and develop a research action plan/gap analysis for services. *Timeline for implementing next steps:* ● Planning to scale best practices from these programs

b. Students can easily see how far they have come and what they need to do to complete their program.	☐ Not occurring **X** Planning to scale Scaling in progress ☐ At scale	*Progress to date:* • Specific programs such as EOPS/CARE, Next-up, and CalWORK's has comprehensive educational plans (CEP's) embedded in their programs. Each of these programs can meet with a student three to five times a semester. Through SSSP, systematic planning is taking place but not provided campus-wide. ● Students can access their progress of completion by meeting with a counselor or viewing academic record online. Guide sheets are available online, but students are strongly encouraged to meet with a counselor Term, if *at scale* or *scaling*:	*Next steps:* • More counseling available at the onboarding phase/pillar. Essential to understanding each student's needs (high touch or low touch) through a needs assessment to understand the students' readiness for a full load of 12-15 units. The concern is our disproportionally impacted students being pushed in classes and units they are not prepared for due to IEP/ARC, transportation, child care, and financial hardships. ● Update with technology *Timeline for implementing next steps:* ● Pilot testing for Student Self Service and Ed Planning is taking place in Fall 2019, with planned rollout for Spring 2020 semester ● DegreeWorks implementation will follow after Ed Planning has been adopted ● No current timeline for student access to DARS. This is another tool that could be used to assist students with viewing their academic progress.
c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and	☐ Not occurring **X** Not systematic	*Progress to date:* ● High-touch interventions (e.g., Student Success Coaches,	*Next steps:* ● Putting best practices forward so that all parties (students, and

supports in place to intervene in ways that help students get back on track.	☐ Planning to scale ☐ Scaling in progress ☐ At scale	SSSP, Financial Aid) taking place albeit in isolation based on a referral process or after a student has been placed on probation/dismissal. A systemic intrusive approach to catching students before they start falling off track is needed to increase retention efforts already taking place. ● We have no systematic way of monitoring student's progress against an ED or program plan and then alerting someone to do an intervention. ● There are some areas on campus that are working on intervening with students to help keep them on track but there is nothing campus-wide. There are no computer programs being used for early alert and ability to know when to intervene has been dependent upon staff and faculty voluntarily sharing when students need help. Or, in many instances it has relied on the student self-identifying. Students do not receive any type of standardized progress reports unless instructors choose to provide them with grades or any type of alert when their grades are suffering.	counselors), and student support services are on the same page for the benefit of our student experiences. ● Research programs, information focus groups for gathering on best practices, and implement campus-wide. ● Explore and review the functionality of Canvas (or alternative technology) for faculty adoption of an early alert system. *Timeline for implementing next steps:* ● Research programs that are intuitive and utilized campus-wide that encourages faculty to submit for progress reports that can alert students and other staff members of grade deficiencies, allowing opportunity to intervene early.

		● For Guardian Scholars/NextUp we have an internal process where we communicate between departments to hopefully intervene in time. Term, if *at scale* or *scaling*:	
d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career (see comment in projection version)	☐ Not occurring **X** Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* ● One-on-one counseling occurs in several of the Allied Health & Nursing (AHN) programs to help students select. ● AHN, Counseling, the Career Center, and Title V have been doing early workshops to help students learn more about the educational program requirements and career opportunities. ● College Central (Career Center Software) and Road Trip Nation will be available to students to do early career exploration. Term, if *at scale* or *scaling*:	*Next steps:* ● Research on access for our limited access programs. ● Career Center/early career counseling and exploration. ● Investigate opportunities to work with ECEA to help inform students of career pathways and requirements early in their educational journey. Need to also look at data for advanced coursework in the high schools and look to see if there are any opportunity gaps existing in the K-12 pipeline that we can support. *Timeline for implementing next steps:* ● This will be connected to work being done in Pillar 1.

		Progress to date:	Next steps:
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	☐ Not occurring **X** Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	• Grossmont College (GC) has begun the process of implementing Reg 365, which will allow multi-semester registration for students. • GC currently has an Enrollment Strategies Committee (ESC). Term, if *at scale* or *scaling*:	• Online Ed Planning and reports on student course-taking patterns, in addition to DARS/ Self-Service. • Intentional collaboration between Enrollment Strategies Committee and Guided Pathways Convening Taskforce and Cuyamaca to work on these issues. • Work on scheduling alignment between both colleges. • Conduct a waitlist analysis to assist in determining course impaction and student demand. *Timeline for implementing next steps:* ● The Enrollment Strategies Committee will be revised in Fall 2019. ● Reg 365 is forecasted to go live in 2022.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 4: ● How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? ● As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? ● What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? ● Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	☐ Not occurring **X** Not systematic ☐ Planning to scale ☐ Scaling in progress ☐At scale	*Progress to date:* ● Grossmont Outcomes Assessment Taskforce (GOAT) and SLO coordinators have provided ongoing professional development on mapping CSLOs to PSLOS to ISLOs ● PSLO assessment pilot using Canvas began Spring 2019 Term, if *at scale* or *scaling*:	*Next steps:* ● Facilitate campus culture of continuous improvement. ● Scale up PSLO assessment pilot using Canvas. ● Explore industry partnership models to support workforce education and training (e.g., WA state's Centers for Excellence). ● Provide professional development on backwards curricular design aligned with industry expectations. ● Conduct an assessment of currently existing outcomes data for programs and courses. *Timeline for implementing next steps:* ● Develop campaign for fostering culture of continuous improvement—Fall 2019 ● PSLO Canvas Assessment Pilot training –Begin Fall 2019 ● Explore industry partnership models—June 2020

			● PD on Backwards curricular design—Fall 2020
b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring **X** Not systematic ☐ Planning to scale ☐ Scaling in progress ☐At scale	*Progress to date:* ● The College has an active CSL program and PD opportunities for embedding CSL into curriculum is ongoing. ● The Office of Professional Development now offers PD geared toward Twelve Gateway Courses identified using equity data. Workshops have been offered on transparent assignment design, scaffolding assignments, etc. ● Tutoring services is providing professional development to align learning assistance with critical thinking in the fields of study, but this practice is not standardized in all tutoring centers. Term, if *at scale* or *scaling*:	*Next steps:* ● Engage faculty in analyzing and responding to results from most recent CCSSE survey. ● GOAT is evaluating methods for mapping learning outcomes (CSLOs-PSLOs-ISLOs), which include active and critical learning. This will serve as an assessment of active and critical learning practices being implemented on campus and where there might be opportunities to expand these practices for all students. *Timeline for implementing next steps:* ● Engage faculty in analyzing and responding to CCSSE results beginning Fall 2020 ● GOAT will be working on the mapping of learning outcomes in Fall 2019 and Spring 2020, after which an assessment will be done on the data to support further discussion on curriculum development.
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that	☐ Not occurring **X** Not systematic ☐ Planning to scale	*Progress to date:* ● The college has an active CSL program and PD opportunities for embedding CSL into curriculum is ongoing	*Next steps:* ● Once meta-majors have been identified and approved by college-wide stakeholders provide opportunities for collaborative, interdisciplinary, curricular design

program faculty intentionally embed into coursework.	☐ Scaling in progress ☐At scale	• The college has offered integrative learning opportunities via One Theme/One Campus since 2014 • Internship opportunities are available with some programs (e.g., Media Communications). • Allied Health & Nursing division offers clinical placements • WEX Courses Term, if *at scale* or *scaling*:	*Timeline for implementing next steps:* *TBD*
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	☐ Not occurring **X** Not systematic ☐ Planning to scale ☐ Scaling in progress ☐At scale	*Progress to date:* • The college has offered integrative learning opportunities via One Theme/One Campus since 2014 Term, if *at scale* or *scaling*:	*Next steps:* • Explore integrative learning opportunities within the context of GP meta-majors • Once meta-majors have been identified and approved by stakeholders (i.e., faculty), provide opportunities for collaborative, interdisciplinary, curricular design *Timeline for implementing next steps:* • TBD
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	☐ Not occurring **X** Not systematic ☐ Planning to scale	*Progress to date:* • The GOAT task force has provided training on closing the loop	*Next steps:* • Formalize role of GOAT task force as a subcommittee of Academic Senate (e.g., Academic Program Review or

	☐ Scaling in progress ☐At scale	Term, if *at scale* or *scaling*:	Curriculum subcommittee) in order to create a faculty driven forum for addressing outcomes assessment and continuous improvement in teaching and learning consistently. *Timeline for implementing next steps:*
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	☐ Not occurring **X** Not systematic ☐ Planning to scale ☐ Scaling in progress ☐At scale	*Progress to date:* • Resume building; 21st Century Skills Workshops; Classroom Visits and presentations; MBTI & Strong Inventory Assessments; Employer campus visits; 41st Annual Career Expo with over a 100 employers on campus in October; Create digital portfolios in Art Courses; Griffin Works Internship Program for work based learning experience (student shares what they learned at the end of the experience, resume bullet, certificate of completion); Pre and post survey data and follow through from Career Services from workshops, events, and programs within the department; Curriculum based components	*Next steps:* ● Recruit faculty volunteers to explore means for which portfolios can be used to document learning for employers. *Timeline for implementing next steps:*

		Term, if *at scale* or *scaling*:	
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	☐ Not occurring ☐ Not systematic ☐ Planning to scale X Scaling in progress ☐At scale	*Progress to date:* ● The CCSSE and SENSE surveys have been given to students (Fall 2018). ● KPI's through PIEC ● AB 705 Math Implementation Effectiveness Study ● Student Focus Groups ● Surveys and self-evaluations for student workers and staff Term, if *at scale* or *scaling*:	*Next steps:* ● Disseminate findings to both instructional and counseling faculty and collaborate with PD office on topics for professional development based on findings. ● Utilizing results from exit surveys to target professional development ● Scaling the PD to tutors across campus with joint orientations *Timeline for implementing next steps:*