Guided Pathways Open Forum: A look at the Self Assessment

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About Guided Pathways

The Guided Pathways framework creates a highly structured approach to student success that:

Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.

Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.

Guided Pathways Depends on US.

Guided Pathways is not a "one-size-fits-all" initiative...

- The enormity and diversity of the California Community Colleges system requires that each college take a customized, self-guided approach.

- Guided Pathways is an opportunity for our college to set our own goals and determine our best path to success.

Four Pillars of Guided Pathways

Create clear curricular pathways to employment and further education.

Help students choose and enter their pathway.

Help students stay on their path.

Ensure that learning is happening with intentional outcomes.

Key Elements of Guided Pathways

Programs that are fully mapped out and aligned with further education and career advancement while also providing structured or guided exploration for undecided students.

Redesigning and integrating basic skills/developmental education classes to accelerate students to college-level classes.

Proactive academic and career advising from the start through completion and/or transfer, with assigned point of contact at each stage.

Structured onboarding process including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get to the right start in college.

Early alert systems aligned with interventions and resources to help students stay on the pathway, persist, and progress.

Instructional support and co-curricular activities aligned with classroom learning and career interests.

Self-Assessment Development Phases

1. Targeted feedback (October 5-31)
   o Faculty Chairs
   o Committee leaders
   o Program Directors/Managers
   o Operational staff
   o Administrators
2. Open Forum (November 7)
3. Online review and public input (November 3-19)
4. President's Cabinet Retreat (November 14)
5. Academic Senate (TBD)
6. Classified Senate (TBD)
7. ASG (TBD)
8. Present to P-Cab for final review (December 5)

General format of the self Assessment

1. Select a scale of adoption:
   o Pre-adoption
   o Early adoption
   o Scaling in progress
   o Full Scale
2. Briefly explain why you selected this rating
3. Identify 2 accomplishments
4. Identify 2 challenges/obstacles
5. Any other comments

Key Elements

1. Cross-Functional Inquiry
2. Shared Metrics
3. Integrated Planning
4. Inclusive Decision-Making Structures
5. Intersegmental Alignment
6. Guided Major and Career Exploration Opportunities
7. Improved Basic Skills
8. Clear Program Requirements
9. Proactive and Integrated Academic and Student Supports
10. Integrated Technology Infrastructure
11. Strategic Professional Development
12. Aligned Learning Outcomes
13. Assessing and Documenting Learning
14. Applied Learning Opportunities

Phase 1: Targeted Feedback

Element Area	Pre-Adoption	Early Adoption	In Progress	Full Scale	Grand Total
Cross-Functional Inquiry		1	2		3
Shared Metrics		1	2		3
Integrated Planning			4		4
Inclusive Decision-Making Structures			1		1
Intersegmental Alignment		2	2		4
Guided Major and Career Exploration Opportunities	5	1			6
Improved Basic Skills		1	3		4
Clear Program Requirements		1		1	2
Proactive and Integrated Academic and Student Supports	1	2	1		4
Integrated Technology Infrastructure	2	3	2		7
Strategic Professional Development		1	1		2
Aligned Learning Outcomes			1		1
Assessing and Documenting Learning			1		1
Applied Learning Opportunities		4		1	5
Grand Total	8	17	20	2	47

Feedback and Dialogue

For each Key Element we will:

1. Review the Key element
2. Discuss the proposed scale(s) of adoption
3. Identify things that are missing in the "why"

CROSS-FUNCTIONAL INQUIRY

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
1. CROSS-FUNCTIONAL INQUIRY 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. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.	○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.	○ 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. 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.	○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators. Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s). Guided pathways are consistently a topic of discussion.	○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators. Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings. Research on student success and equity are systematically included and focused on closing the equity gap(s). Guided Pathways are consistently a topic of discussion.

Responses

- Proposed Scale(s)
  - (1) Early Adoption (2) In Progress
  - Recommendation: Early Adoption
- Highlights
  - thriving culture of inquiry that engages faculty, staff, and administrators across a variety of topics
  - early phases in our attempt to reach critical mass with regard to engagement
  - lots of inquiry and cross-functional discussion, but GP isn't a part of it to a huge extent yet

SHARED METRICS

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

Responses

- ## Proposed Scale(s)
  - (2) Early Adoption (1) In progress
  - Recommendation: Early Adoption

- ## Highlights
  - While the college has shared metrics at the institutional level, I don't think we have aligned metrics across initiatives, particularly because we have not yet aligned all the initiatives.
  - We love data; lots of metrics given to programs in program review with guidance on how to use the data. Disaggregation is not universal. Some parts of the college do a great job in discussing strategies for improvement.

INTEGRATED PLANNING

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
3. INTEGRATED PLANNING 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): ● 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)	○ College is currently not integrating or planning to integrate planning in the next few months.	○ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.	○ Some conversations have taken place, with all of the key constituency groups at the table. Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are beginning to routinely inform and engage their constituents around integrated planning.	○ College-wide conversations have taken place with all key constituency groups including: 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. 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. Integrated plans and over-arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework. College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.

Responses

- ## Proposed Scale(s)
  - (4) In Progress
  - Recommendation: In progress
- ## Highlights
  - The college has implemented a lot of activities and efforts to support integration.
  - The Integrated Plan (BSI/Equity/Student Success) is receiving input and approval from campus stakeholders.
  - Integrated planning processes are working well but could be better. Committee members could do a better job of bringing information back to their constituents. Instruction and student services could talk more.

INCLUSIVE DECISION-MAKING STRUCTURES

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
4. INCLUSIVE DECISION-MAKING STRUCTURES College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. 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. In addition, this plan strategically engages college governance bodies college-wide.	○ 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.	○ 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.	○ 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.	○ 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). Cross-functional teams are in communication and collaboration with college governance bodies.

Responses

- Proposed Scale(s)
  - (1) In progress
  - Recommendation: In Progress
- Highlights
  - Cross-functional workgroups or teams (representing campus constituents) exist: on BSI/BSSOT/Equity, HIS grants, LOFT, etc.
  - There are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision-making policies and processes

INTERSEGMENTAL ALIGNMENT

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
5. INTERSEGMENTAL ALIGNMENT *(Clarify the Path)* College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.	○ 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.	○ 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.	○ 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.

Responses

- Proposed Scale(s)
  - (2) Early Adoption, (2) In progress
  - Recommendation: Early Adoption
- Highlights
  - There have been meetings which have created plans between our K-12 district, Mesa and SDSU; however, at this point we have not implemented any of these changes in the English Department.
  - We have a BSI Regional Grant that works to "build a better bridge" from Continuing Education to Mesa.
  - Legacy, Placement Assistant

GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES

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

Responses

▸ Proposed Scale(s)

  ▸ (5) Pre-Adoption, (1) Early Adoption

  ▸ Recommendation: Pre-Adoption

▸ Highlights

  ▸ The number of career exploration opportunities we offer is growing. We have a few programs that focus on a guided major, but not enough.

  ▸ We do not funnel students into informed major and career assessment, discovery and decision path. It is hit or miss.

  ▸ College is implementing structures for students' early major and career exploration in limited way through the Career Center.

▸

IMPROVED BASIC SKILLS

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
7. IMPROVED BASIC SKILLS *(Help Students Choose and Enter a Pathway; Ensure Students are Learning)* 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: ● 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.	○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.	○ 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.	○ College has scaled one or more instance of the evidence-based strategies listed under "key element," but others are still in the pilot stage.	○ 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.

Responses

- ## Proposed Scale(s)
  - (1) Early Adoption (3) In progress
  - Recommendation: Early Adoption

- ## Highlights
  - We began revising the Basic Skills pathway (English) in January, 2010. Since then, we've revised the English pathway (traditional pathway courses are diminishing and, at our sister college, have been all but eliminated), the ELAC pathway, and are working to revise the Math pathway.
  - We currently pilot a number of Mesa College and Tutoring Centers (MT2C) programs that support students success.
  - Our development of accelerated courses, curriculum redesign and professional learning also continues. The work and results are impressive, but more work is yet to be done.

CLEAR PROGRAM REQUIREMENTS

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
8. CLEAR PROGRAM REQUIREMENTS *(Clarify the Path)* 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. 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).	○ College is currently not providing or planning to provide clear program requirements for students.	○ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty. A few course offerings and schedules are designed to meet student demand. Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences. 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.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences. Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences. Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion. 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.

Responses

▸ ## Proposed Scale(s)

  ▸ (1) Early Adoption, (3) Scaling in Progress

  ▸ Recommendation: Early Adoption

▸ ## Highlights

  ▸ Examples of course sequencing:

    ▸ Many of the major paths are specific about program requirements

    ▸ Math has rack cards that indicate course sequences/clusters

    ▸ ASL Program works with counseling to project sequences of courses offered

  ▸ Math classes are frequently assessed

  ▸ Cross disciplinary cooperation is a challenge

  ▸ Impact of policy changes (MMAP, CSU position on integrated math) will take time

PROACTIVE AND INTEGRATED STUDENT SUPPORTS

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS *(Help Students Stay on the Path)* 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.	○ College is currently not implementing or planning to implement proactive and integrated student supports.	○ The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling. 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. 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.	○ Collaboration between the instructional and support services occurs in specific programs. 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. 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.	○ 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. Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study. 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.

Responses

▸ ## Proposed Scale(s)

  ▸ (1) Pre-Adoption, (2) Early Adoption, (1) Scaling in Progress

  ▸ Recommendation: Early Adoption

▸ ## Highlights

  ▸ Examples:

    ▸ Puente, Integrated Planning, BSSOT, Mesa Journeys (early stages), 6 Steps to Success & Next Steps documents, Allied Health Pathways

  ▸ Counseling faculty are often tasked tasked with the responsibility of looking at the student information system to look at course scheduling patterns to determine when classes will be offered in the future.

  ▸ Delays in schedule development makes it hard to plan

INTEGRATED TECHNOLOGY INFRASTRUCTURE

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
10. INTEGRATED TECHNOLOGY INFRASTRUCTURE *(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)* 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: • 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) • Others	○ College currently does not have or plan to build an integrated technology infrastructure.	○ 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.	○ 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.	○ 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. 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.

Responses

- ## Proposed Scale(s)
  - (2) Pre-Adoption, (3) Early Adoption, (1) Scaling in Progress
  - Recommendation: Early Adoption

- ## Highlights
  - Scheduling is not linked to student demand
  - Departments handle scheduling individually
  - Student cannot monitor and review their degree audit
  - Need a more comprehensive early alert system
  - Examples of tools: Mesa Website, Reg-E, ISIS, SARS, social media (e.g.Facebook, Twitter, Instagram), online counseling, email notifications and DSPS Ed Plan webcasts. Transition to People Soft, Canvas and Clockwork, NetTutorm Coioim web conferencing.
  - Challenge implementing GradesFirst Online Student Support System's Progress Reporting feature (no 3rd party access to ISIS/manual process)
  - We have data but people may not know how to access it

STRATEGIC PROFESSIONAL DEVELOPMENT

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
11. STRATEGIC PROFESSIONAL DEVELOPMENT *(Help Students Stay on the Path; Ensure Students are Learning)* 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.	○ 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.	○ 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.	○ Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process. Strategic professional development includes systematic, frequent and strategic attention to: • 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.	○ 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: • 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.

Responses

- ## Proposed Scale(s)
  - (1) Early Adoption, (1) Scaling in Progress
  - Recommendation: Scaling in Progress

- ## Highlights
  - The LOFT – dedicated space for professional learning (including the Professional Learning Committee)
  - In need of an assessment that measures professional learnings impact on student learning

ALIGNED LEARNING OUTCOMES

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
12. ALIGNED LEARNING OUTCOMES *(Ensure Students are Learning)* 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.	○ College is currently not aligning or planning to align learning outcomes.	○ Student 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. Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.	○ 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. Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.	○ 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. Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.

Responses

- ## Proposed Scale(s)
  - (1) Scaling in Progress
  - Recommendation: Scaling In Progress

- ## Highlights
  - Working on outcomes assessment for 10 years, in our 2nd cycle
  - Revised ILO's
  - Departmental Outcomes Coordinators
  - Workshops to develop and teach procedures and processes. Discussions through COA
  - Results of assessment are beginning to be used to improve
  - Institutionalized planning process for outcomes development and assessment (i.e. embedded assessment into program review and resource request)
  - IEPI Partnership & Grant

ASSESSING AND DOCUMENTING LEARNING

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
13. ASSESSING AND DOCUMENTING LEARNING *(Ensure Students are Learning)* The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. 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.	○ College is currently not assessing and documenting or planning to assess and document individual student's learning.	○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty. Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. Most programs examine and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. All programs examine and use learning outcomes results to improve the effectiveness of instruction.

Responses

- Proposed Scale(s)
  - (1) Scaling in Progress
  - Recommendation: Scaling in Progress
- Highlights
  - All programs track outcomes, and most programs examine and use learning outcomes results to improve the effectiveness of instruction.
  - All course outcomes are required on syllabi, thus providing outcomes to students within a course.
  - Program outcomes are available in the catalog and on the OA webpage.
  - Linking outcomes to program review has closed the loop.
  - Concerns: Student and adjunct awareness of process

APPLIED LEARNING OPPORTUNITIES

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
14. APPLIED LEARNING OPPORTUNITIES *(Ensure Students are Learning)* Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	○ College is currently not offering or planning to offer applied learning opportunities.	○ 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.	○ 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.	○ 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.

Responses

- ## Proposed Scale(s)

  - (4) Early Adoption, (1) Full Scale

  - Recommendation: Early Adoption

- ## Highlights

  - Examples: Puente, CTE Programs, (including work based learning|cannot scale), 2 sections fo English 101 are using Service Learning this fall.

  - Plan to rebrand work experience and develop work based learning

  - Established Work Based Learning Coordinator for Strong Workforce to assist the CTE programs.

Next Steps

▸ Presidents Cabinet Retreat Review and Discussion

    ▸ (4) Early Adoption, (1) Full Scale

    ▸ Recommendation: Early Adoption

▸ Presidents Cabinet Approval