

GROSSMONT COLLEGE GUIDED PATHWAYS SELF-ASSESSMENT TOOL

December 6th, 2017

Self-Assessment Outline

		Scale of Adoption			
Key Element		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry		X		
	2. Shared Metrics		X		
	3. Integrated Planning		X		
Design	4. Inclusive Decision-Making Structures	X			
	5. Intersegmental Alignment		X		
	6. Guided Major and Career Exploration Opportunities	X			
	7. Improved Basic Skills			X	
Implementation	8. Clear Program Requirements	X			
	9. Proactive and Integrated Academic and Student Supports		X		
	10. Integrated Technology Infrastructure	X			
	11. Strategic Professional Development		X		
	12. Aligned Learning Outcomes		X		
	13. Assessing and Documenting Learning		X		
	14. Applied Learning Opportunities		X		
Overall Self-Assessment		4	9	1	

Self-Assessment Items

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>X 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.				

Grossmont College chose Early-Adoption as we do have a philosophy of inquiry that engages faculty, staff, and administrators across a variety of programs, but we are still in the early phases of discussing Guided Pathways and what that will look like on our campus. We have data for faculty, staff and administrators to review but we tend to look at it in different venues and do not have a systematic way of presenting data. When there are opportunities available to look at the data the involvement is consistently low or the same individuals always attend. The college does value sending people to various workshops to gather information, but there is not a systematic way of how to bring that information back to share. There is plenty of inquiry and cross-functional discussion, but Guided Pathways isn't a part of everyone's conversations as it is still happening in silos.

2. Describe one or two accomplishments the college has achieved to date on this key element.
 - One of the college's major accomplishments was the creation of the Student Success and Equity Taskforce. It was created for the college's Integration Plan as before, Basic Skills, Equity and SSSP all had separate committees or taskforces. With the creation of the Student Success and Equity taskforce this also allowed for a venue to start the conversations about Guided Pathways as well as address our Strategic Plan goals.
 - Another accomplishment is using the Key Performance Standards and Equity Data as a common standards to guide our work within our Integration Plan as well as our work within Guided Pathways.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - We currently do not have an effective communication practice across and throughout the institution. There is still much to learn in terms of how each of our major areas, Instruction, Student Services, and Administrative Services can and should work together intentionally and meaningfully to understand, support, and facilitate the student centered pathways initiative. We are currently in the process of working with the IEPI group to look at our governance structure and methods of collaborating and communicating effectively to help alleviate this barrier.
 - We also do not have a shared understanding, vision or language in regards to Guided Pathways. Because of this, some faculty are focused on the fear that Guided Pathways will push students into an academic discipline without the freedom to explore other subject areas- We have substantial work to do in terms of helping our institutional body understand what the Pathways initiative intends.
 - The college disaggregates and reviews some student progress and success outcomes data and uses this information to identify areas for intervention but providing greater clarity for our research teams on what additional data is needed, how to make it more tangible and meaningful for our various constituents in support of Pathways will also serve our institution well. Also, given the data that we do currently have, some departments are using this information, but reviewing these longitudinal data has not become a systematic process for all departments around campus.

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

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>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>X 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.

The consensus is that Grossmont College is in the early adoption of shared metrics. Grossmont has data and is continually building additional reports. The main issue is that not everyone knows how to access the data or interpret the data. We have a variety of key benchmarks, such as the Student Success Scorecard, the Key Performance Indicators, SSSP and Equity Data but these are not aligned across initiatives. There could be improvement on how we meet and regularly examine the progress on our benchmarks. Integrated Planning, Multiple Measures, Acceleration, and our Strategic Plan are helping the college identify outcomes that are shared across the initiatives.

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

- The Research, Planning, and Institutional Effectiveness (RPIE) Office has worked with Grossmont to develop robust Annual Key Performance Indicator (KPI) Reports including disaggregated metrics regarding access, progress, and completion. Additionally, these KPI data have been recently moved into Tableau dashboards to allow for additional disaggregation's/ease of use. In preparing for Guided Pathways, RPIE is working to further disaggregate these metrics to match the data required for CCRC/Guided Pathways Project participation.
- Data has been shared across the campus and the Institutional Researcher is willing to help all programs.
- The college has expressed a greater interest in the use of data to better understand the students at Grossmont and the challenges that they encounter.

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

- Even though we have the disaggregated data we could be breaking it down to a finer level.
- We have not figured out how to include our adjunct faculty into these conversations.
- Per our Student Trustee he feels that our Associated Student Government should be aware of the data.

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

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>X 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. 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. 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: Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>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</p>
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				<p>using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p>
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Grossmont College feels we are at the Early-Adoption stage. There is a commitment by leaders to engage in institution-wide dialogue to improve student success and align different planning processes. With the requirement from the State to submit one Integrated Plan combining Basic Skills, SSSP and Equity we have been able to get the buy-in and explain the importance of why we are integrating the plans. In past practices each plan that was due to the State would be written in silos so we were not leveraging all of our resources. Throughout the planning process we have included Guided Pathways as an overarching framework. Integrated planning processes are working well but could be better. Committee members could do a better job of bringing information back to their respective departments to engage in meaningful dialogue.

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

- The Student Success and Equity Taskforce used the data to inform our Integrated Plan and shared that widely with the campus. We were able to deep dive into our data and that helped drive our five goals which included streamlining our onboarding efforts to looking at the course success rates of our 12 gateway courses.
 - The Integration Plan has opened up the dialogue among the three initiatives to look at how we better provide services from when they enter the door to when they complete their goal. Integration has also been an opportunity to highlight the work done by the initiatives, both separately and together.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
- Not having a solid communication plan in place has created a barrier in which it is an ongoing task to incorporate faculty, staff and administrators into conversations, especially with the large number of adjunct faculty who teach at Grossmont.
 - We applied in spring 2017 to be part of the California Pathways Project. When Guided Pathways was initially brought up there was a sense of initiative overload and the fear of increasing workload demands on faculty and staff. It can be a challenge to inspire additional time and work commitments when people already feel overwhelmed.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

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>X 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>O Workgroups or teams have been created, but they are <i>not</i> 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>O 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>O 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.

In regards to Inclusive Decision Making Structures the college is at the Pre-Adoption level. We recognize that our current structures are not yet designed to support the Guided Pathways framework as they currently stand, so we are actively reviewing and addressing the following areas within our institution to address this need: shared governance structures, professional development for all members of the institution, decision-making processes, and reorganizing our planning structures to become fully integrated (i.e., linking planning to strategic priorities, budget, hiring, etc.). While pockets of our campus constituents have explored pathways design in previous years, our collective understanding of it is disjointed at best. We do have a Student Success and Equity Taskforce and within that taskforce there have been discussions in regards to Guided Pathways. However, as has already been shared, we are currently challenged to improve our effectiveness in communicating with and engaging our campus constituents. In addition, the college has not decided what the structure will look like in terms of creating a Guided Pathways committee and how we will gather and infuse college-wide input including the student voice into our decision-making policies and processes. Until that is decided the best course of action is to continue the Guided Pathways conversations throughout different meetings and councils.

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

- There has been inclusiveness work on the Student Success and Equity Taskforce as well as our ATD work, specifically on the creation of our strategic plan which has engaged all levels of campus faculty, administration and staff. We created our strategic plan to address areas of concern we saw in our data.
- Faculty Professional Development has worked intentionally to Support faculty engagement and inclusivity in the process of adopting a more student focused/student centered pedagogy as exemplified by the “We’re All In” Campaign.

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

- Again we keep saying that a challenge is communication and the limitations of the formal governance structures and the difficulty in engaging people who do not sit on governance structures.
- An ongoing challenge is existing initiative fatigue, which means the college must focus on the reason for the implementation of Guided Pathways which is to improve equitable student success by creating a framework where the college is ready for the

students instead of the student ready for college. Our work will require supporting our campus community in not just understanding the necessity for this initiative but also in creating shared language and integrated processes that minimize the confusion or overwhelm that many will grapple with as we attempt to move into a campus community philosophy that embraces being “student ready.” Ideally, success will result in our ability to cultivate “clear pathways” for our campus community to embrace the development, onboarding, and facilitation of the Pathways Initiative for our students.

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

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> College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<p><input type="radio"/> 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><input checked="" type="radio"/> 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><input type="radio"/> 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><input type="radio"/> 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.

We selected Early-Adoption for Intersegmental Alignment. The reasoning is that we are building a strong partnership to have a more coordinated effort between our college and our high school feeder district. We currently have the East County Education Alliance which is a partnership designed to provide East County high school students with a smoother path to college. The Grossmont-Cuyamaca Community College District and the Grossmont Union High School District is working well in regards to alignment in English, math and ESL as well as our Coordinated Outreach. In a few of the high schools we are offering dual enrollment courses but are still working on developing what that pathway will look like for the student as we

partner with our High Schools to better understand the students' needs related to academic and Career exploration and preparation. Another strong area is that we have articulation agreements with many colleges and universities especially with those in our service area. Our industry partnerships are less developed and do not know what the extent of where we are moving forward for the future. We are eager to learn how we might design new programs to better meet industry standards.

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

- One of our accomplishments that we are proud of is our High School feeder school partnership the East County Education Alliance. Through the East County Education Alliance we have aligned a Student Success Vision that includes cultivating a college going culture among high school student populations who might not otherwise consider attending college, and making the transition from high school to college more seamless.
- Our CTE programs have strong connections with the Grossmont Union High School District as well as our local 4-year institutions. Articulated courses are increasing as we implemented The Career and Technology Education Management Application (CATEMA) software system, which automates credit award for high school students who take articulated courses.

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

- A potential barrier is not having strong enough partnerships with our industry partners and creating that pipeline for our students.
- Due to a lack of communication and not knowing there is overlap in our outreach efforts, which sometimes results in the delivery of multiple messages to the community.
- Our college as well as our district is interested in working with our feeder high school district on dual enrollment, but we don't have a clear structure or resources to implement it at scale to build a cohesive and large program.

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

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>X College is currently not implementing or planning to implement structures to scale students’ early major and career exploration.</p>	<p><input type="radio"/> Discussions are happening about ways to cluster programs of study into broad interest areas.</p>	<p><input type="radio"/> 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><input type="radio"/> 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>

				Student input is systematically included into the process.
<p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> 1. Please briefly explain why you selected this rating. <p>We chose Pre-Adoption for Guided Majors and Career Exploration Opportunities. While our college has had discussions on clarifying a “path” or process for students to follow in regards to their onboarding into Grossmont, We don’t currently have a systematized and widely embraced process of providing career and discipline interest assessment practices that can better assist students and counselors in designing more meaningful educational plans early. This is a major concern for counseling as this is a big component of Guided Pathways. While our College has begun to adopt comprehensive career assessment tools, and ensure that our Counseling faculty are certified to assess our students using these tools, we need to create awareness among students and faculty that these supports exist and emphasize the importance of them early in the students’ academic journey. One area that we have not looked at is how we are going to sort our programs into meta-majors or interest programs for students. We do have Program Maps for every degree/certificate that have been drafted. MNSESW Division maps are piloting this semester and will be followed by other divisions. The Maps are one-page diagrams of the courses needed to complete degrees/certificates in the recommended order for best student success. Options are indicated but complete paths are not yet shown. Maps will be developed in collaboration with Instructional and Counseling Faculty. We are hoping this will be used to consider the movement towards meta-majors.</p> 2. Describe one or two accomplishments the college has achieved to date on this key element. <ul style="list-style-type: none"> • Counseling faculty continues to receive certification in both the MBTI and Strong Inventory Assessments. • Our career center is making great strides in providing more opportunities to engage students in discipline specific career exploration experiences and workshops, especially for those career fields that are in the highest demand within our region. • We have career and major exploration appointments with counselors for students that can result in a comprehensive education plan so students have a better understanding of how to complete their goal. 3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. 				

- Assisting the entire campus body with understanding and “buying into” the notion that it will take a “village approach” in guiding and supporting our students moving forward and moving away from the notion that career exploration or preparation will fall solely to or be the primary responsibility of Career Services or any other single entity on campus will be our challenge.
 - Another barrier is the fear that students will not have the opportunity to explore and will be pushed into a major prematurely, leaving other, smaller programs at risk of dissolution. Put differently, our work ahead will be in helping all to see for themselves the great opportunities that this initiative brings with it.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

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>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 	<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>X 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>

sequence <ul style="list-style-type: none"> Curricular innovations including creation of math pathways to align with students' field of study. 				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Out of all the elements we feel that our college respective to Improved Basic Skills, is Scaling In Progress. After working with the RP Group in spring 2017 and ahead of AB 705, we have adopted multiple measures as one practice of moving our students directly into college level math and English courses upon entry to Grossmont College. Our new Multiple Measures practice that includes use of self-reported high school GPA, will be adopted in Spring 2018 where we will begin to implement the process to benefit students beginning Fall 2018. In addition, for those students who will still place in Math and English basic skills courses, we will continue to offer sections of Accelerated math and English courses that we began piloting in 2016 after participating in the California Acceleration Project (CAP). Preliminary data are promising; completion success rates from these sections range from 72-81% of students. We have now doubled that number and have plans for growth to scale. In Fall 2018 we will be piloting a co-requisite course in English with our transfer level English course. ESL is looking at a mini-acceleration course offering as well.

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

- Moving forward with multiple measures has been a big win for the college as it now serves as an example for our campus to reflect back on as evidence that we can and have worked collaboratively and effectively together to adopt and implement sound student centered practices that we know will positively impact our student success. We look forward to looking at the performance data from these initial piloted courses to glean how significantly these offerings have improved the outcomes of our disproportionately impacted student groups who enrolled in these specific courses.
- The math department created an Articulation Agreement with our local high schools to place students in the appropriate corresponding math courses without having to take the placement test. The agreement looks at the grades of the students' last

high school math course to determine placement. In addition, this agreement has been revised to include overall un-weighted high school GPA of incoming students.

- We also started piloting two sections of an accelerated course for our non-STEM majors that combines a 2-course sequence; beginning and intermediate algebra courses (8 units) into a single five-unit course.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - The need for effective and consistent communication practices to students will be key as we need to make sure they understand the potential impact that taking these accelerated courses might have if they do not perform well, especially as it relates to those students who receive financial aid.
 - While the Math Department is going to CAP trainings and piloting acceleration courses and implementing multiple measures, we still have faculty who remain skeptical and worry that the students will not be getting enough of the Algebra curriculum.
 4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

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>8. CLEAR PROGRAM REQUIREMENTS <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> <p>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</p>	<p>X College is currently not providing or planning to provide clear program requirements for students.</p>	<p>O 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>O 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>O 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>

completion and enhanced access to relevant transfer and career outcomes).				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Some of our college Departments like CTE and Allied Health have worked to clarify program pathways and course sequencing for programs such as Accounting, Nursing, and other cohort-based Allied Health programs to the benefit of their students, as reflected in timely completion and high student success rates for students enrolled within these particular programs, but unfortunately these pathways designs are unique to just a few of our campus programs. While we have some program mapping being done within a few of our departments, they are department specific maps that do not include general education or other requirements necessary to complete an actual pathway. Also, while we have markedly increased the number of Comprehensive Education Plans that are developed between Counselors and students, improving our software systems and engagement of key faculty should afford us the ability to glean with greater certainty where students will be on their academic journey to gage how well they may or may not be doing. Additionally, while we have worked very hard during this time of declining enrollment to adjust our course offerings to be more efficient as a college, we have no succinct way of knowing what/how many courses to offer for any particular area because without a technological infrastructure in place to aptly capture students' needs/demands, we will continue to operate on best educated guesses alone when crafting course offerings.

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

- The areas that have some of the program mapping is CTE and Math, Natural Science and Exercise Wellness.
- Through Strong Workforce Development funding we are slated to begin building a pathways template using CTE programs as our pilot area with the expectation of creating a process/procedure for building pathways campus wide.

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

- One challenge will require that we shift our approach to determining course offerings away from one that yields more often to departmental preferences into one that is driven more consistently by student demand. Addressing the lack of technology/software systems to support this shift is critical.

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

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>X 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</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>

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

We chose Early-Adoption as the college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling. Currently we do not have a college wide process where we can monitor students' progress or have an early alert system in place. Some instructors monitor their students' progress and will reach out if they feel they are falling behind. This practice needs to be adopted universally. We are taking the steps to begin improving retention efforts as this is one of our strategic plan goals. Within that goal we recently hired two retention specialists to work with faculty on cultivating and adopting early intervention strategies within their classrooms. Getting faculty to collectively embrace that they should be employing academic support strategies early, often, and intrusively within their classrooms for their students rather than assuming that this responsibility should rest solely elsewhere will continue to be a challenge. Our biggest challenge continues to be our lack of technological infrastructure to support early alert and other cross campus efforts that might better serve the holistic needs of students if we had better ways of sharing and communicating vital information in a timely and structured manner. Additionally, while there are multiple support programs across Student Services and Instruction, creating better alignment would enhance the experience for students and increase overall retention outcomes.

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

- Since the summer of 2017 within the Outreach department there is now a "Welcome Desk" that is at the front entrance of the Student Services building, and facilitated by student ambassadors, that welcomes students to and directs them where they need to go. Our student ambassadors are also there to help assist new and continuing students with applications or registering for classes. In addition, our ambassadors educate students on the various supports offered to students and act as guides and escorts for their peers to ensure that students in need of additional supports are given the assistance that they seek.

- As part of our ATD and strategic plan priorities on student engagement and student retention, we have dedicated substantial resources to providing increased direct support services to students in the form of bus passes, food vouchers, gas cards, textbook vouchers. These are targeted towards our disproportionately impacted student groups.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - A possible barrier is the time it will take to get an early alert system in place given the depth and breadth of our technological challenges to date.
 - While we have a number of wonderful programs designed to serve smaller very specific populations of students comprehensively there needs to be a more concerted effort to draw on the best practices employed in these small programs with emphasis and efforts designed to scale these practices up for the sake of having positive impacts on greater numbers of students.
 4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

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 	<p>X 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>

(e.g., Starfish, early alert system, etc.) <ul style="list-style-type: none"> • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others 				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Our technology is antiquated; we are not currently able to offer any of the technological supports to students, faculty, or staff as outlined in the definition above. What systems we do have lack integration. While we have some technology to support learning analytics, our college does not utilize them to their fullest capacity, nor do we currently have the infrastructure to support cross training to potential begin addressing better utilization of what we do have. As noted earlier we also do not have the ability to track students through a defined pathway because of our antiquated and/or nonexistent technological supports to do so. Students do not have access to degree audit information nor the ability to look at their education plan as it is currently only available via paper that they get from a counselor.

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

- Districtwide technology upgrade of computer system, student information system and registration software has been announced in recent weeks. This will enable the college to improve the student experience, track education plans, and better projected course offerings included to support completion.

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

- Until we have our systems integrated and our technology upgraded we will not be as efficient as we need to be.
- Career and employment data exists, but it is not integrated either into degree, majors or student achievements so it is hard to connect all the pieces of the pathway.

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

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>X 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 	<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.</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

			<p>staff to refer students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"> • 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. 	<p>support/improve teaching and learning</p> <ul style="list-style-type: none"> • 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
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				academic programs and student services.
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The Professional Development office has been more strategic in their offerings to cultivate experiences designed to develop awareness of and “buy in” to our College’s Strategic Plan, with a focus of improving our outcomes related to improving our Outreach, Engagement, and Retention efforts throughout the campus. An example, one of our Professional Development efforts mentioned earlier was designed to enhance in class strategies for improving engagement and retention, entitled the We’re All in Campaign. Faculty were presented with five simple and effective student centered classroom engagement strategies and were invited to sign a pledge card promising to implement three or more of these strategies in an effort to engage their students more meaningfully. Faculty participants were also encouraged to allow their students to be surveyed as part of the campaign to determine from the students’ perspectives, if employing some or all of these simple engagement tools had any meaningful effect on the students’ classroom experience. In Fall 2016, 273 faculty members pledged their commitment to participate in the campaign. Additionally, 99 faculty were able to conduct the We’re All In Survey in one of their courses during the fall semester. A total of 2,389 students participated in the survey. Initial results from the survey were promising--many students reported that their instructors had used many of the engagement strategies in their courses. Though the campaign started with instructional faculty, there are plans underway to broaden participation and trainings to all areas and divisions of campus--including employees from student and administrative services--to ensure that Grossmont College shows that We’re All In on behalf of our students.

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

- ADSOC just recently approved a committee structure for college-wide professional development as an operational unit to continue efforts for faculty, staff and districtwide plans and to streamline integration with the strategic plan.
 - Professional Development is consistent with their offerings for instructional, classified and administration. There are offerings throughout the academic year and not just during Professional Development Week. There is a good variety which showcases opportunities for Student Services and Instruction.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
- Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. In order for this to happen we need to make sure everyone understands how to access and analyze data. There are so many things that need to be in put in place before we can even begin to look at this.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

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>X 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.</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.

Throughout the institution there are pockets of good work taking place, but again there are pockets of work rather than a collective institutional effort to redesign, implement, and measure SLO's and SSO's that are student centered, equity driven, and in alignment with what we want students to take with them whether they are engaging with student services or instruction. The College does not have a regularly structured cycle for updating and defining SLOs. Updating practices varying depending on the level or point at which the outcomes were crafted, from course level to Institutional level. We believe that Pathways will provide our College with the opportunity to look at the process and purpose of SLO and SSO's redesign in ways that will serve students and our institution constituents more effectively in support of our efforts towards continuous improvement.

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

- We have a designated SLO Faculty Coordinator who reviews all newly proposed or revised SLOs as part of our curriculum process to ensure that they are appropriate for the course.
- We are making great strides to improve upon our SLO/SSO development and measuring both in Instruction and Student Services in an effort to take steps towards more intentional aligning in practices as an institution in service to students.

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

- A challenge is that the college is not consistent across departments, programs or service areas.
- The college needs to focus on creating professional development towards assessing and improving learning outcomes and in assisting all college constituents in understanding both the value and importance of developing and measuring meaningful outcomes in support of the work that each is tasked with facilitating.

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

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</p>	<p>○ College is currently not assessing and documenting or planning to assess and document individual student's learning.</p>	<p>X 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>

<p>skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.</p>				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

Attainment of learning outcomes are not consistently tracked or made available to students and faculty. We have real opportunities for growth in this area that will require both philosophical and pedagogical shifts in our collective thinking around why assessing our effectiveness in preparing students for careers, using our course offerings and service provisions as the conduits through which to drive these learning opportunities will require collective shifting.
2. Describe one or two accomplishments the college has achieved to date on this key element.
 - Course outcomes are required on the course syllabi.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - Only a few programs consistently examine and use learning outcomes results to improve the effectiveness of instruction.
 - College-wide professional development is needed to ensure programs are given the support they need to address and improve student learning outcomes.

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

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><input type="radio"/> College is currently not offering or planning to offer applied learning opportunities.</p>	<p><input checked="" type="radio"/> 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><input type="radio"/> 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><input type="radio"/> 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>

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

1. Please briefly explain why you selected this rating.

A few of our programs within CTE and Allied Health among others provide opportunities that are contextualized in nature. Few courses and programs, however, systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education, clinical placements, service learning, and study abroad as a part of their curriculum. We do have a wonderful Community Service Learning Program as well as our One Theme Campaigns that involve the entire campus in the critical examination of topics through co-curricular engagement activities affording students and faculty occasions to examine a shared topic through the various academic subjects and lenses resulting in meaningful institutional learning opportunities.

2. Describe one or two accomplishments the college has achieved to date on this key element.
 - Through our Allied Health program there are internships and service learning opportunities available that afford students the opportunity experience their disciplines in and apply their learning in real settings.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - Travel costs as well as cost of textbooks.
 - Lack of funding and staff support
 - Who will manage and coordinate all these opportunities?
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?

- Pre-Adoption
- X Early Adoption**
- Scaling in Progress
- Full Scale

Please briefly explain why you selected this rating:

- We have rated ourselves Early Adoption in nine categories and Pre-Adoption in four categories and we only felt we had one area that was actually Scaling in Progress, so we consider ourselves at the Early Adoption stage. We chose this rating as the college currently has promising practices but overall it is not cohesive. In regards to Guided Pathways there is not a shared language or vision of what Guided Pathways is. We have made some progress with beginning to implement the Improving Basic Skills components of GP but have a long way to go to scale up all aspects of the model.

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

- What would be most helpful is building a systematic Guided Pathways framework as well as an agreed upon college-wide governance structure and communication system. Communication between different constituents is sometimes lacking which results in frustration with moving change forward. It is especially important to have the executive leadership provide that support and to be the loudest cheerleader as we move this work forward. It cannot be the same few people leading the way. By going out to other colleges and spending a day with them to learn about how they started the process would be helpful. A college that is similar in size and that also uses the same technology structure.
- From a State perspective it would be nice to have further professional development opportunities on Guided Pathways on each pillar and continue sharing best practices from across the State.

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.

- One of the most successful practices is Small Learning Communities. Grossmont's learning communities program (Project Success), along with careful review of institutional data as part of our participation in a 3-year FIPSE grant (Jigsaw: Putting the Pieces Together) to work with Kingsborough College in scaling a learning community model, led to two separate, but coordinated interventions at the college. First, to address the basic skills completion gap and the stop-out rates - particularly with our Hispanic and Low Income students - we designed an LC based learning communities program. This intensive, cohort model involved multi-course integration, engagement opportunities and college-prep work. Although highly successful, this program was not suited to all student and/or faculty needs. In order to bring these core element to other students - we also transitioned our One Book project into an integrative assignment-based One Theme Project. This allowed for rich cohort-based, student driven experiences in standalone courses. The three programs coordinated to offer shared professional development around pedagogy and High Impact Practices - as well as in designing for broad student access and minimal overlap. Collectively, the most recent data demonstrates that the programs served nearly 3,000 students annually.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

Grossmont College

Name of college

Self-Assessment Signatories

_____ Signature, President of the Governing Board	_____ Printed Name	_____ Date signed
_____ Signature, Chief Executive Officer/President	_____ Printed Name	_____ Date signed
_____ Signature, Academic Senate President	_____ Printed Name	_____ Date signed
_____ Signature, Chief Instructional Officer	_____ Printed Name	_____ Date signed
_____ Signature, Chief Student Services Officer	_____ Printed Name	_____ Date signed

Please print, complete and mail this page to:
California Community Colleges Chancellor's Office
Attention: Mia Keeley
1102 Q Street
Sacramento, CA 95811

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccco.edu