# GUIDED PATHWAYS WORK PLAN

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions

| Elements of Self-Assessment | Current Scale of Adoption | Outline plan for each self-assessment element that will be addressed in this time period. | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? | Outcomes: Indicate what success will look like as a result of these efforts. | Anticipated Change in Scale of Adoption During Timeframe |
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| **WORK PLAN INSTRUCTIONS:** | Autofill information from submitted self-assessment for each cell in this column in each table:<br>● No change<br>● Pre-adoption<br>● Early Adoption<br>● Scaling in Progress<br>● Full Scale | Dropdown menu option for each cell in this column in each table.<br>● Will not address during this time period<br>Note, this selection should make the next three columns unfillable. | If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu. | | Dropdown menu for each cell in this column in each table:<br>● No change<br>● Pre-adoption<br>● Early Adoption<br>● Scaling in Progress<br>● Full Scale |

# Elements 1-3 - Inquiry

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions

| Elements of Self-Assessment (1-3) | Current Scale of Adoption | Outline plan for each self-assessment element that will be addressed in this time period. | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? | Outcomes: Indicate what success will look like as a result of these efforts. | Anticipated Change in Scale of Adoption During Timeframe |
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| **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. | **EARLY ADOPTION** | Grossmont will address the following:<br><br>1. Build an understanding of what the Guided Pathways framework entails and will mean for all college stakeholders.<br>2. Look at other institutions who have implemented Guided Pathways and look at their planning processes to get a better understanding of the structure to help guide our discussions.<br>3. Identify inquiry/workgroup structure and membership<br>4. Look at ways to include student voices as we examine the data, barriers and gaps in processes.<br><br>. | Existing efforts/initiatives include the following:<br><br>1. Discussion and Review in Student Success & Equity Taskforce (group responsible for creating Integrated SSSP/Student Equity/BSI Plan)<br>2. IEPI/ PRT-related goal: Shared Governance Reorganization<br>3. Communicated the 'Guided Pathways Vision' at Planning Planning Forum<br>4. Achieving the Dream Coaches' Visits and learning about Guided Pathways<br>5. District Student Equity and Success Council (SESC) conversations | Outcomes of what success will look like:<br>1. Campus stakeholders will have greater awareness of Guided Pathways and will be able to articulate how they will contribute to that work from their roles on campus<br>2. There will be a plan on how to regularly communicate information related to Guided Pathways-related metrics<br>3. Inquiry groups will be formed and their reporting structures will be clarified.<br>4. Inquiry groups will be trained on how | **SCALING IN PROGRESS** |

| | | | | to use existing data sources to promote their inquiry work. | |
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| **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. | **EARLY ADOPTION** | Grossmont will address the following: 1. Investigate best practice strategies to align metrics and share data. 2. Work with IT and RPIE (Research, Planning Institutional Effectiveness) to create reliable student data at all touch points. 3. Expand Key Performance Indicator (KPI) resources to include Guided Pathways-related metrics, based on internal and/or external data sources 4. Evaluation for all activities funded by SSSP, Basic Skills and Equity. Funding will be used for: 1. | Existing efforts/initiatives include the following: 1. Use existing Key Performance Indicator metrics and other existing data/research resources in Guided Pathways planning 2. Currently SSSP, Equity and Basic Skill each determine the evaluation process. | Outcomes of what success will look like: 1. The College will have developed a crosswalk of metrics used for various initiatives and/or tracking of goal progress, aligning metrics where appropriate, for various plans. 2. The crosswalk documentation will be widely communicated and shared out to college stakeholders | **SCALING IN PROGRESS** |
| **3. Integrated Planning -** College-wide discussions are happening with all stakeholders and support/commitmen | **EARLY ADOPTION** | Grossmont will address the following: 1. Design and implement streamlined Annual Unit Planning process, in support of budget and resource prioritization | Existing efforts/initiatives include the following: 1. Achieving the Dream Coaches' Visits. Strong emphasis on Strategic Plan which | Outcomes of what success will look like: 1. The College will have created an Annual Unit Plan that aligns with | **SCALING IN PROGRESS** |

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| t 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. | | 2. Guided Pathways information/training sessions to all committees.<br>3. Guided Pathways Communication plan and feedback mechanisms.<br>4. Mapping out new administrative and support services org charts and redesigning our shared governance structure - all with a student-centered approach driven by Guided Pathways. | includes Outreach, Engagement and Retention with Institutional Capacity.<br>2. Annual Planning Forums<br>3. Convocations with student voices to explain the barriers and gaps they experience. | resource allocation to promote progress on Guided Pathways and college goals and initiatives.<br>2. Design reporting and communication structure for Guided Pathways and committee work. | |

# Elements 4-8 - Design

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

| Elements of Self-Assessment (4-8) | Current Scale of Adoption | Outline plan for each self-assessment element that will be addressed in this time period. | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? | Outcomes: Indicate what success will look like as a result of these efforts. | Anticipated Change in Scale of Adoption During Timeframe |
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| **4. INCLUSIVE DECISION-MAKING STRUCTURES**<br><br>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.<br><br>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.<br><br>In addition, this plan | **PRE-ADOPTION** | Grossmont will address the following:<br><br>1. Develop a Guided Pathways Team composed of each constituent group and include students students in the progress of Guided Pathways.<br>2. Look at best practices from other institutions related to how they are educating and engaging constituents in the adoption of Pathways<br>3. Research ways to design effective communication plans related to explaining Guided Pathways-related changes and findings from inquiry | Existing efforts/initiatives include the following:<br><br>1. District Student Equity and Success Council (SESC); district-level coordination and alignment of Guided Pathways efforts<br>2. IEPI-related governance reorganization and PD trainings for committee members. | Outcomes of what success will look like:<br><br>1. Implement cross-functional work teams for Guided Pathways and committee work.<br>2. Implement reporting and communication structures.<br>3. Provide a regular collegewide bulletin (twice a month) updating campus community of progress of design and implementation of GP. | **SCALING IN PROGRESS** |

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| strategically engages college governance bodies college-wide. | | groups. | | | |
| **5. INTERSEGMENTAL ALIGNMENT** (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements. | **EARLY ADOPTION** (Not including in plan this year) | Grossmont will address the following:<br><br>1. Planning year to include identifying key partners and types of activities with high schools and other sectors. | Existing efforts/initiatives include the following:<br><br>1. East County Education Alliance. | Outcomes of what success will look like:<br><br>1. Continued efforts with the East County Education Alliance. | **EARLY ADOPTION** |

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| **6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES**<br><br>(Help Students Choose and Enter a Pathway)<br><br>College has structures in place to scale major and career exploration early on in a student's college experience. | **PRE-ADOPTION**<br><br><span style="color:red">(Not including in plan this year)</span> | Grossmont will address the following:<br><br>1. Identify undecided students and support students with workshops for career exploration.<br>2. Meta-major/Career Cluster mapping based on student input from students on campus as well as in high school. | Existing efforts/initiatives include the following:<br><br>1. Strong Workforce Program and CTE programs and career pathways.<br>2. AA/AS Degrees and Transfer (AD-T)<br>3. Expanding Career Services | Outcomes of what success will look like:<br><br>1. Adding back in Undecided on the application and doing more targeted support for undecided students. | **EARLY ADOPTION** |
| **7. IMPROVED BASIC SKILLS**<br><br>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)<br><br>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math | **SCALING IN PROGRESS**<br><br><span style="color:red">(Not including in plan this year)</span> | Grossmont will address the following:<br><br>1. English and Math department chairs will continue partnerships with Counseling to include maintaining current information on college website and in print form for all stakeholders who work with students on placement. | Existing efforts/initiatives include the following:<br><br>1. Multiple Measures (based on GPA and grades of last HS class) Placement in English & Math<br>2. English acceleration efforts: Eng 99;<br>3. Eng 120 + coreq<br>4. Math acceleration | Outcomes of what success will look like:<br><br>1. Review outcomes of recent multiple measures implementation in English and math<br>2. Plan for AB705 full scale implementation. | **SCALING IN PROGRESS** |

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| and English, including, but not limited to:<br>● The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement<br>● Co-requisite remediation or shortening of developmental sequence<br>● Curricular innovations including creation of math pathways to align with students' field of study. | | 2. Support the requirements of AB705 to Guided Pathways.<br>3. Explore I-BEST model of integrated basic skills and job training, including partnering with adult ed (see WA State community college model)<br>4. Explore flexible semester structure used at Guttman CC | efforts: Math 298, non-STEM and STEM versions<br>5. Initial data has been collected, analyzed, and shared with stakeholders | | |
| **8. CLEAR PROGRAM REQUIREMENTS**<br><br>(Clarify the Path)<br><br>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 | **PRE-ADOPTION** | Grossmont will address the following:<br><br>1. Implement backward design by first establishing industry partnerships or by tapping into existing partnerships needed to support development of pathways, curriculum, and innovative delivery | Existing efforts/initiatives include the following:<br><br>1. Some programs have program maps to show the course sequence of the major courses. | Outcomes of what success will look like:<br><br>1. Advisory boards are established and communication channels are functioning between advisory board and college stakeholders<br>2. Course, program, and | **EARLY-ADOPTION** |

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| 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.<br><br>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). | | of educational strategies (see WA state model: Centers for Excellence)<br>2. Create advisory boards with industry, community, and college (i.e., CTE/WD).<br>3. Convene interdisciplinary faculty workgroups to craft integrated program and course level outcomes aligned with industry/employer expectations.<br>4. Foster a partnership between professional development office and Outcomes Assessment Task Force needed to firmly establish a culture of assessment, with an emphasis on formative and equity-minded assessment practices. | | institutional level SLOs are mapped to workforce/industry needs and readily accessible to all stakeholders<br>3. Faculty leaders trained in integrative, interdisciplinary curriculum design are recruited to lead PD workshops (e.g., Learning communities' trained interdisciplinary teaching teams.) | |

# Elements 9-14 - Implementation

**Implementation:** Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale

| Elements of Self-Assessment (9-14) | Current Scale of Adoption | Outline plan for each self-assessment element that will be addressed in this time period. | What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? | Outcomes: Indicate what success will look like as a result of these efforts. | Anticipated Change in Scale of Adoption During Timeframe |
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| **9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS**<br><br>(Help Students Stay on the Path)<br><br>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. | **EARLY ADOPTION** | Grossmont will address the following:<br><br>1. Convene a workgroup consisting of counseling faculty, instructional faculty, and student support professionals/paraprofessionals (including instructional tech support) to address need for readily accessible and functional holistic early alert procedures needed to support optimal attainment of learning outcomes.<br>2. Evaluate onboarding process including registration and educational planning. | Existing efforts/initiatives include the following:<br><br>1. Hired two student success liaisons through the Strategic Plan as the focus is on Retention. Efforts are underway to align with other initiatives on campus. | Outcomes of what success will look like:<br><br>1. Planning year to investigate best options for an organizational structure for integrated student support and to investigate technology options for proactive student supports (e.g., early alert). | **EARLY ADOPTION** |

| 10. INTEGRATED TECHNOLOGY INFRASTRUCTURE<br><br>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)<br><br>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:<br>• Link student demand to scheduling<br>• Ability for students to monitor schedule and progress (e.g., Degree Audit)<br>• System for counselors and faculty to monitor students' progress (e.g., Starfish, early alert system, etc.)<br>• Data on career and employment opportunities | EARLY ADOPTION<br><br>(Not including in plan this year) | Grossmont will address the following:<br><br>1. A recent upgrade of our current Colleague Student Information System that incorporates the latest development and technology for registration, student ed planning and other components that will help reach the student from first contact to enrollment to completion. | Existing efforts/initiatives include the following:<br><br>1. Districtwide technology upgrade of computer system, student information system and registration software has been purchased. This will enable the college to improve the student experience, track education plans, and better projected course offerings included to support completion. | Outcomes of what success will look like:<br><br>1. The major functionality as it pertains to enrollment management will be better and more intuitive search functionality (including keyword search which would access information in the course descriptors—students could search directly for sections using OER)<br>2. Seamless Integration with the students' education plans so that students can register directly from courses pre-populated in their plans<br>3. Inclusion of a weekly schedule view so that students can see how their courses fit | EARLY ADOPTION |
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| including salary and requirements (e.g., SalarySurfer, other)<br>• Others | | | | together.<br>4. Access to data from the education plans to inform future scheduling. | |
| **11. STRATEGIC PROFESSIONAL DEVELOPMENT**<br><br>(Help Students Stay on the Path; Ensure Students are Learning)<br><br>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. | **EARLY ADOPTION**<br><br><span style="color:red">(Not including in plan this year)</span> | Grossmont will address the following:<br><br>1. Support communication across the college<br>2. Guided Pathways-focused retreats<br>3. Professional development sessions to reach out to specific constituencies<br>4. Professional Development related to building functional inquiry teams<br>5. Data trainings for college stakeholders | Existing efforts/initiatives include the following:<br><br>1. CCCCO/IEPI Workshops<br>2. Flex week workshops<br>3. Informational PD sessions (What's Hap?, S3, We're All In, [re]Fresh Fridays, Plugged In, Campus Connect, etc.)<br>4. ADSOC recently approved a committee structure for college-wide professional development as an operational unit to continue the efforts for faculty, staff and districtwide plans to streamline integration with the strategic plan. | Outcomes of what success will look like:<br><br>1. Integrated Plan goals-related professional development will be leveraged to move Guided Pathways reforms forward.<br>2. Increased participation in professional development opportunities arounded Guided Pathways. | **EARLY ADOPTION** |

| 12. ALIGNED LEARNING OUTCOMES<br><br>(Ensure Students are Learning)<br><br>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. | EARLY ADOPTION<br><br><span style="color:red">(Not including in plan this year)</span> | Grossmont will address the following:<br><br>1. Increase capacity for assisting faculty and program staff with learning outcomes creation, mapped back to the institutions' ILOs or larger strategic goals (identifying liaisons; hiring of IE support professional)<br>2. Create advisory boards with industry, community, and college (i.e., CTE/WD) needed to provide guidance on state and local workforce needs<br>3. Establish messaging across college community redefining student success as job placement not just graduation rates<br>4. Implement backward design by first establishing industry partnerships or by tapping into existing partnerships needed | Existing efforts/initiatives include the following:<br><br>1. ISLO Taskforce/ISLO Coordinator<br>2. Grossmont Outcomes Assessment Taskforce (GOAT)<br>3. GOAT Assessment action plan<br>4. ISLO Mapping PD workshops<br>5. IEPI PRT-related goal: Integrate SLOs into planning/resource allocation<br>6. Integrated Plan goal to reach 12 courses; these 12 courses will also be a focal point for coordinated SLO efforts<br>7. CTE/WD programs | Outcomes of what success will look like:<br><br>1. Advisory boards are established and communication channels are functioning between advisory board and college stakeholders<br>2. Course, program, and institutional level SLOs are mapped to workforce/industry needs and readily accessible to all stakeholders<br>3. Faculty leaders trained in integrative, interdisciplinary curriculum design are recruited to lead PD workshops (e.g., Learning communities' trained interdisciplinary teaching teams) | EARLY ADOPTION |
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| | | to support development of pathways, curriculum, and innovative delivery of educational strategies (see WA state model: Centers for Excellence)<br>5. Provide professional development focused on integrative and intentional curricular design & assessment<br>6. Convene interdisciplinary faculty workgroups to craft integrated program and course level outcomes aligned with industry/employer expectations<br>7. Align educational programs and classroom teaching to meet employment goals<br>8. Convene interdisciplinary workgroups to create integrative assignments | | | |

| 13. ASSESSING AND DOCUMENTING LEARNING<br><br>(Ensure Students are Learning)<br><br>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.<br><br>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. | **EARLY ADOPTION**<br><br>(Not including in plan this year) | Grossmont will address the following:<br><br>1. Maintain an accessible, highly functional, and relevant website needed to share outcomes with college stakeholders, community, and industry<br>2. Foster a partnership between professional development office and Outcomes Assessment Task Force needed to firmly establish a culture of assessment, with an emphasis on formative and equity-minded assessment practices<br>3. Convene a workgroup consisting of counseling faculty, instructional faculty, and student support professionals/parapr ofessionals (including instructional tech support) to address | Existing efforts/initiatives include the following:<br><br>1. IEPI-related goal: integrated planning<br>2. SLO Coordinator<br>3. SLO Handbook<br>4. Flex PD programs, including training on purpose of assessment and how to document assessment<br>5. District collaboration on assessment theory & practice | Outcomes of what success will look like:<br><br>1. Website is more than simply functional<br>2. Professional development opportunities are coordinated between PD office and Outcomes Assessment Task Force<br>3. An action plan is created outlining a holistic early alert protocol<br>4. Outcomes assessment is included in annual, integrated planning processes<br>5. Just-in-time student support services (e.g., tutoring) are in place<br>6. Consultation with CUE is complete. | **EARLY ADOPTION** |

| | | need for readily accessible and functional holistic early alert procedures needed to support optimal attainment of learning outcomes.<br>4. Explore/Expand just-in-time student support services to respond to holistic early alert plan<br>5. Validate existing outcomes assessment practices by celebrating best practices college wide and being mindful of need to include in integrative planning and operations of college.<br>6. Create a culture of inclusive excellence to include faculty/staff development, support, and accountability focused on student success data by using the CUE equity lab model. | | | |

| 14. APPLIED LEARNING OPPORTUNITIES<br><br>*(Ensure Students are Learning)*<br><br>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs. | **EARLY ADOPTION**<br><br>(Not including in plan this year) | Grossmont will address the following:<br><br>1. Create advisory boards with industry, community, and college (i.e., CTE/WD)<br>2. Establishing industry partnerships or tap into existing partnerships needed to support development of pathways, curriculum, and innovative delivery of educational strategies (see WA state model: Centers for Excellence)<br>3. Explore partnering with adult ed to adopt I-BEST integrated basic skills/job skills training model (or components thereof) used in WA State CC system. | Existing efforts/initiatives include the following:<br><br>1. CTE/WD<br>2. One Theme/One Campus Integrative Learning Opportunities<br>3. Community Service Learning | Outcomes of what success will look like:<br><br>1. Advisory boards are established<br>2. Industry partnerships include opportunities to advise on curriculum development<br>3. Appropriate stakeholders convene to discuss potential in adopting I-BEST | **EARLY ADOPTION** |