



Short-Term Action Plan Institute on Scaling Guided Pathways District–Wide

Institution Name: Grossmont College

Part I-a: A Guiding Vision for Guided Pathways

TO BE INITIATED AS ADVANCE WORK BY DISTRICT/COLLEGE TEAMS AND COMPLETED BY DESIGNATED TEAM REPS

Instructions: (1) With your district or college team, develop a draft “guiding vision for guiding pathways.” Use the accompanying form entitled “Guiding Vision for Guided Pathways” to develop and submit the draft statement. **Maximum length: 750 words. Submit the draft statement to Sarah Cale at scale@aacc.nche.edu BY NOVEMBER 16, 2018.**

(2) Then, designated team members from each college and the district will work together to draft a consensus version of the vision statement and distribute it to the district and college teams for review. **Submit the district-wide vision statement (please paste below) to Sarah Cale at scale@aacc.nche.edu with the completed Short-Term Action Plan BY JANUARY 11, 2019.**

GUIDING VISION FOR GUIDED PATHWAYS

PASTE DISTRICT-WIDE VISION STATEMENT BELOW WHEN SUBMITTING FINAL SHORT-TERM ACTION PLAN



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Part I-b: Data Discussions

TO BE COMPLETED AS ADVANCE WORK BY COLLEGE/DISTRICT TEAMS

Instructions: For this advance work assignment, use two accompanying documents. The document entitled “CAGP Enrollment and Graduates by Program” provides instructions about data to pull regarding your college’s most heavily enrolled programs. Referring to the data generated for your institution and the second document, “Swirling Students by District,” discuss the following questions as a team and enter your team responses.

Submit the completed Excel file (adding your institution’s name to the filename), along with this document (including your responses to the guiding questions) to Sarah Cale at scale@aacc.nche.edu BY NOVEMBER 16, 2018.

Guiding Questions	College/District Responses to Guiding Questions
<p>1. What proportion of your students are enrolling in other colleges in your district? Why might they enroll at multiple colleges? Do your colleges coordinate in a way that makes it easy for students to attend multiple campuses, with clarity about their guided pathways?</p>	<p>The swirling students report shows, 46% of Cuyamaca students are enrolled at Grossmont and 25% of Grossmont students are enrolled at Cuyamaca. The method the report used was based on unduplicated headcount have shown as having a grade in any course during the 2017-2018 year. The reason students might enroll at multiple colleges could be due to needing specific classes that one college may offer that the other doesn't. Other reasons could include scheduling of classes, commute, wanting to take certain professors that their friends recommend. Overall there is not a</p>



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	<p>consistent practice that the colleges have in place to make it easier for the students to attend multiple campuses. Currently, it is dependent on departments to coordinate course offerings.</p>
<p>2. What types of programs appear to be most popular when looking at course enrollments? How do these programs fit into your meta-majors? If you are familiar with offerings at other colleges in the district: do they have similar programs?</p>	<p>The most enrolled programs based off our CCCApply data is University Studies, Nursing, Business Administration, Business General, Biology, CSIS as well as Undecided-2 year. Currently, Grossmont does not have meta-majors. In regards to similar programs between the two campuses, there are similar programs like general studies, university studies, early childhood, business, biology, math, English and sociology.</p>
<p>3. What types of awards are most students at your college earning? How do they relate to your most popular course offerings? If you are familiar with outcomes for other colleges in the district: do they have similar trends for programs with higher graduation numbers?</p>	<p>Grossmont awards a large number of University Studies in the following: General, Social & Behavioral Sciences, Business Economics, Math, Natural Sciences & Computer Sciences. The courses needed for these courses correlate with the program of studies.</p>
<p>4. Are students earning associate degrees with a reasonable number of units at your college? Is there substantial variation across programs? What role could advising and program maps play in reducing the number of units?</p>	<p>At Grossmont most students are completing 70 units but on average attempting 90 units. The data showed that one of our most enrolled programs is business. On average to complete an award is 82 units in business. Most of the transfer awards averaged about 80 units. The higher unit awards were in Art but quite a few</p>



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	students like to take the art classes more than once to work on their craft. A few other programs had high units but the thinking was that basic skills courses might have played a role in unit accumulation.
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Part I-c: District-Wide Design Principles for Guided Pathways

TO BE INITIATED AS ADVANCE WORK AND COMPLETED IN DISTRICT/COLLEGE TEAM STRATEGY SESSION #1

Instructions: (1) For this advance work assignment, use as a guide the accompanying document, “Guided Pathways Design Principles: Considerations For Multi-College Districts.” As a college or district team, develop a draft list of design principles for consideration by your colleagues at the institute. **Submit the draft Design Principles with your other advance work assignments to Sarah Cale at scale@aacc.nche.edu by NOVEMBER 16, 2018.**

(2) During District/College Team Strategy Session #1 at the Institute, review the college/district teams’ completed drafts of desired design principles, seeking to identify areas of convergence and divergence. Referring to those draft statements, respond to the following questions, moving toward a consensus statement of district-wide design principles. **Submit the District-Wide Design Principles (please paste below) with the completed Short-Term Action Plan to Sarah Cale at scale@aacc.nche.edu by January 11, 2019.**

Guiding Questions	District-Wide Responses to Guiding Questions
1. What are the essential common features of the guided pathways experience for every credential-seeking student in the college district?	



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2. What are key principles to guide the ways the colleges and district will work together to design and implement guided pathways at scale?	
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DISTRICT-WIDE DESIGN PRINCIPLES FOR GUIDED PATHWAYS
<i>PASTE DISTRICT-WIDE DESIGN PRINCIPLES BELOW WHEN SUBMITTING FINAL SHORT-TERM ACTION PLAN</i>