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

Institution Name: **College of San Mateo**   **Date: April 29, 2019**

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

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

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

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A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

The SOAA was recently updated to include "Equity Considerations" in each practice area so that your pathways team can discuss and articulate connections between the college's pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as "assessments." Also, don't be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the "progress to date" and/or "next steps/timeline" column.

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

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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps". **Equity Considerations in Area 1:** • Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?			
1. MAPPING PATHWAYS TO STUDENT END GOALS a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". *(Note: This practice was added to the SOAA in February 2019)*	☒ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* CSM's Guided Pathway Steering Committee has established this as a goal as the team transitions from Inquiry into Design. Plans are developing to host workshops to map out programs in Fall 2019. After, the Steering Committee will move forward to examine met *Term, if at scale or scaling:* Scaling	*Next steps:* CSM's Guided Pathway Steering Committee is planning out workshops for Fall 2019 to engage faculty. Strategy and logistic focused discussions for planning will occur in Summer 2019, with mapping as the next step for the college in Fall 2019. *Timeline for implementing next steps:* Steering Committee will have planning sessions during the Leading from the Middle Session 2 (June) and host 2-3 full-day retreats in the summer to establish plans for all college mapping in Fall 2019.
b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress	*Progress to date:* Strong Workforce and the Workforce Hub are beginning to establish a presence on campus that connects students to employment, internships and career exploration. The practice is not currently	*Next steps:* Establish a physical presence on campus for the Workforce Hub. College-wide expansion will require the development of a comprehensive plan,

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	☐ At scale	imbedded across all divisions of the college and primarily focused in certain areas. Best practices are emerging. Term, if *at scale* or *scaling:* Scaling Faculty will continue to meet until they are able to align math courses with fields of study. They will work similarly with all programs making adjustments to support AB705.	in support of the meta-major development. *Timeline for implementing next steps:* Fall 2020
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	☒ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* In the upcoming year, there is an entire website redesign for the college in order to capture guided pathways, employment and education opportunities. Term, if *at scale* or *scaling:* scaling	*Next steps:* College-wide mapping to develop meta-majors required to develop the website content. *Timeline for implementing next steps:* Fall 2020
d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Students are required to develop Student Education Plans (SEP) with their counselors, especially students who are involved in certain Learning Communities, EOPS, Promise Scholars Program etc. Critical courses are identified in partnership with their counselor. Information however, is not easily available on the college website Term, if *at scale* or *scaling:*	*Next steps:* After the departments complete the mapping phase in Fall 2019, the college will begin to embed this GP essential practice within the maps and develop a plan to transparently provide the information online for students. *Timeline for implementing next steps:* Fall 2019-fall 2020

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		scaling	
e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* With AB 705, there have been major structural changes to math course sequencing. Math faculty meet regularly to address the needs of AB705 and scaling across the college. *Term, if at scale or scaling:* Click or tap here to enter text.	*Next steps:* Faculty will continue to meet until they are able to align math courses with fields of study. *Timeline for implementing next steps:* **Spring 2019 – Fall 2021**

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Equity Considerations in Area 2: - Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? - For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? - Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?			
2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* College of San Mateo in conjunction with its career and workforce hub provides career education students with career support. Students use the career and workforce hub to learn about careers, define strengths and academic preferences. The hub prepares them for Resume guidance, interview prep, soft skills coaching and opportunities to attend events. Students also have an opportunity to network and build their professional network. Lastly, the workforce hub is working toward assisting all students with job placement and internships, and job shadowing. The College of San Mateo's Promise Scholars Program (formerly year one Promise) also works with students to find their program pathway. Year one of PSP focuses on career exploration. As students move into year two the program will have a greater career focus including resume building workshops and choosing a focused major. In addition, a career counselor in the Career Center works with students to identify their	*Next steps:* As the career and workforce team grows, they will be able to assist a larger student population. In addition to the growth of this team, the promise program is also growing each academic year; these students will also get structured support. Lastly, the workforce hub will be moving into its own area on campus, providing students with a structured space where they can go to get assistance. *Timeline for implementing next steps:* In Fall 2019 the College plans to open the Workforce Hub to students in building 12. Additionally, the colleges promise scholars program will onboard 325 new students. In spring 2020 the college will offer an opportunity for students to earn one unit through cooperative education.

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		career options through administering career assessment tools such as the MBTI and the Strong Interest Inventory. Students can make an appointment to do the assessments or they can also stop by during career counseling drop in hours available every week. A full-time career counselor will be hired in the fall to further expand the services to our students. The Career Services office works closely with workforce hub to provide internship, job opportunities for students, along with setting up career events throughout the year. Some of the events that were available for students this semester include a career fair, employer tabling, etc. The Counseling Division offers Career Exploration classes (CRER 126, COUN 120) for students who are in the process of exploring their major/career paths/options. We also offer a course on job searching preparation for students. Topics include resume, networking, preparing for interviews, etc. Term, if *at scale* or *scaling:* NA	
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* College of San Mateo provides free tutoring to students in the learning center for such courses. Other supports include the math resource center, and the writing center. The college also as support programs for underrepresented	*Next steps:* These processes will be systemized. *Timeline for implementing next steps:* On-going

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		students, such as METaS and MESA. METaS, goal is to improve the success, retention and completion of Latinx and low-income STEM students at CSM. METaS has a variety of support systems and programs to students succeed in their academic goals here at CSM. Some examples include peer tutors and Supplemental Instructional Leaders, field trips to universities and STEM industries, textbook assistance, transfer support, and counseling. Mathematics, Engineering, Science Achievement (MESA) serves underrepresented, economically and educationally disadvantaged or first-generation students. MESA is changing the face of science, technology, engineering and math (STEM) by creating and developing a new generation of STEM leaders. Our programs fuel diversity by propelling historically underrepresented groups toward STEM degrees and professional careers. MESA provides similar student supports as METaS. The college lacks special supports for underprepared students in gateway courses in our major program areas. MathJam is one of the main efforts supporting all students and is expected to be offered throughout the semester to ensure it becomes systemic. Term, if *at scale* or *scaling:* Click or tap here to enter text.	

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c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" **math** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Per AB705 requirements the College is placing students directly into transferable level math. Math 120 (intermediate algebra) can be taken with Math 820, which provides students with just-in-time remediation of pre-requisite materials, competencies and concepts for intermediate algebra. Students can also enroll in Math 200 (statistics) and take the corequisites math 800, just in time support for statistics. Math has also expanded their Math Jam offerings into the semester to provide just in time remediation for students. Term, if *at scale* or *scaling:* Fall 2017	*Next steps:* Faculty continue to meet to review best practices. *Timeline for implementing next steps:* Fall 2019
d. Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Similar to Math, English per AB 705 requirements is also only offering transferable English classes. The ESL Department is also working to ensure they are following the AB705 guidelines for ESL students. For those students who need the supplemental support, the English department offers English 105. This course has an additional two units compared to the colleges transferable English 100 class. Students spend additional time working with faculty and receiving the additional support needed to be successful in the course. Embedded tutors also being included in some English 105 courses. Students interested	*Next steps:* Faculty continue to meet to review best practices. Faculty are also engaging in faculty inquiry groups or community practice groups in curriculum and pedagogy *Timeline for implementing next steps:* Fall 2019

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		in additional college prep support are guided to take IDST College 1 with the English professor. Term, if *at scale* or *scaling:* Spring 2019- New supports Since before 2000 the college has had corequisites model	
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* CSM provides varying support services and programs to ensure student success. Promise scholars program (formerly Year one Promise) provides extensive wrap around support to ensure that their cohort of students are successful in school. Semester one includes 8 contacts including counseling appointments, online activities and workshops. The college has also been scaling up their SI tutor program. Promise Scholars Program does an exemplary job at providing student support to ensure success. This process should be occurring college wide to ensure equitable opportunities for all students. Term, if *at scale* or *scaling:* NA	*Next steps:* To be able to provide this type of support to students the college will need more faculty and staff. The college and entire district need to assess their needs so that they can make appropriate budget decisions. This is an essential practice, which needs to be implemented districtwide. *Timeline for implementing next steps:* 2020-2021
f. The college works with high schools and other feeders to motivate and prepare students to enter college-level	☐ Not occurring ☒ Not systematic	*Progress to date:* College of San Mateo recently hired a Director of Dual Enrollment and Promise	*Next steps:* Continue to grow dual-enrollment programs to ensure students are

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coursework in a program of study when they enroll in college.	☐ Planning to scale ☐ Scaling in progress ☐ At scale	Scholars program. With this new position, the college has tackled dual enrollment. The college's dual Enrollment program is growing within the career education field, and the director is continuously making partnerships. The College now offers dual enrollment courses at varying local high schools in the areas of accounting, administration of justice, business, and ESL. In addition to the new director the college has had a college recruiter and student ambassador team. This team does outreach at local high schools consistently and provides matriculation support to students as they transition. The recruiter has created positive relationships with the college counselors with our partner high schools. Term, if *at scale* or *scaling:* Scaling	motivated and prepared to enter college coursework in an area of interest. The college intends to establish CCAP agreements with our partner high schools to ensure access for underrepresented students. *Timeline for implementing next steps:* Fall 2020

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Equity Considerations in Area 3: • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Some programs like Year One Promise and the Learning Communities provide intrusive academic and counseling support. The Equity Committee is collaborating with the Guided Pathways Team to provide this systematic support and promote these processes campus-wide. These supports include Jams, Supplemental Instruction, and a variety of services offered in the Centers. Term, if *at scale* or *scaling:* Scaling	*Next steps:* Promising practices from these areas will be replicated and systematically applied across campus. In addition, College of San Mateo has been disaggregating data and using it for more robust conversations around equity college-wide. Specifically, in Fall 2018, Academic Senate has begun reviewing Program Reviews themselves, in an attempt to address inequities. *Timeline for implementing next steps:* 2019-2020, the Guided Pathways Steering Committee and Team in collaboration with the Counseling Department and programs like Year One Promise plan to create processes for systemic support for all students in a timely manner. In addition, the college is working with other colleges in the district to identify an on-line tool to provide intrusive advising to all students at

			College of San Mateo. 2020-2021, the college will begin implementing the program.
b. Students can easily see how far they have come and what they need to do to complete their program.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* The College had completed the inquiry process and is beginning to take an inventory on current processes to create program maps that will help clarify the path for students. In addition, The college uses DegreeWorks as a student education plan tool to help students track and monitor their progress towards their goal, especially those working towards an AA/AS/ADT degree. Not all students are aware of the tool and how to use it, however. *Term, if at scale or scaling:* Scaling	*Next steps:* Once the inquiry and inventory process is complete, the teams will work on creating pathways. *Timeline for implementing next steps:* 2019-2020 Academic Programs will begin creating program maps to clarify the pathway for students. 2020-2021 The college will begin
c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Cohorts of students in Year One Promise and Learning Communities are alerted by faculty and advisors when they are at risk of falling of their program plans. These measures will be replicated for all students to ensure they remain on the path. *Term, if at scale or scaling:* Scaling	*Next steps:* This process will be refined and scaled in collaboration with the Counseling Department, Student Support Services, and the Academic Divisions. *Timeline for implementing next steps:* 2020
d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Support for students who are unlikely to be accepted into limited-access programs is addressed on an individual basis. More research needs to be done to understand the need and the opportunity to address student needs.	*Next steps:* As the GP team works on the inventory process, the data gathered will help identify how to address this need. *Timeline for implementing next steps:*

		On-going	
		Term, if *at scale* or *scaling:* scaling	
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* For the student cohorts in Year One Promise and Learning Communities as well as in Career Education, scheduling is done with the students' goals in mind. As part of the inquiry process, the college has been studying various scheduling models. A team of faculty, staff, and administrators will be attending training on Strategic Enrollment Management in 2019. The process of scheduling of classes will be adjusted based on the team's recommendations. Term, if *at scale* or *scaling:* Scaling	*Next steps:* The process that have proved to be successful will be used to inform changes that need to be made on the college level. *Timeline for implementing next steps:* 2019-2020 The Strategic Enrollment Team, the Guided Pathways Steering Committee, and the Year One Promise Team will create a college-wide process to support all students. 2020-2021 This plan will be implemented and assessed.

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Equity Considerations in Area 4: • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* Program learning outcomes were reviewed as part of Program Review in Fall 2018. Industry advisory boards and ADT requirements help ensure curriuclum are aligned with the skills students need for further education and employment. *Term, if at scale or scaling:* For many years, since we've had agreements with our transfer institutions: CSUs and UCs.	*Next steps:* Continue to analyze course and program offerings and review them after metamajors are developed. Grow advisory boards to be more representative of the employment opportunities for students. *Timeline for implementing next steps:* Fall 2020
b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* Institutional Learning Outcomes ensure a set of shared learning outcomes are met across the college. Program Review has been modified to incorporate an analysis of these skills in various programs. *Term, if at scale or scaling:* Spring 2016	*Next steps:* Continue to assess ILOs on a regular basis and use this information to help inform college planning processes. *Timeline for implementing next steps:* 2019-2020
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* Some programs such as Career Education and Business classes incorporate these opportunities. *Term, if at scale or scaling:* Scaling	*Next steps:* As the college proceeds with the inventory process in fall 2019, the GP team will determine the opportunities integrating these opportunities in the GP planning procees. The opening of the Workforce Hub will also create more opportunities to scale up.

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activities that program faculty intentionally embed into coursework.			*Timeline for implementing next steps:* Fall 2021
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* Faculty have been working on finding a meaningful way to assess outcomes to inform programs through piloting new assessment measures. Term, if *at scale* or *scaling:* 2017	*Next steps:* **Findings from this assessment technique will guide future work.** *Timeline for implementing next steps:* ongoing
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☒ Scaling in progress ☐ At scale	*Progress to date:* Program Review and Assessments are used to inform Professional Development activities, such as the Enacting Educational Equity Series for faculty and staff. Three of our committees just consolidated, Professional Development, Assessment, and Library to ensure a more deliberate connection between assessment outcomes and learning. Term, if *at scale* or *scaling:* 2016	*Next steps:* Continue to assess current efforts and look for ways to utilize outcome assessments to improve learning for students. *Timeline for implementing next steps:* ongoing
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	☐ Not occurring ☒ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* This is occurring in pockets around campus, such as DGME and Art classes. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Next steps:* We will investigate this opportunity campus-wide with the development of the Workforce Hub and Guided Pathways. *Timeline for implementing next steps:* Fall 2021
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to	☐ Not occurring ☒ Not systematic ☐ Planning to scale	*Progress to date:* Our Research Office regularly surveys students to learn about their experience at CSM. This information is used in some areas locally, such as in	*Next steps:* The GP Team will consider this opportunity during the Inventory Project.

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create targeted professional development.	☐ Scaling in progress ☐ At scale	support centers, to help guide instruction and support services. Term, if *at scale* or *scaling:* Click or tap here to enter text.	*Timeline for implementing next steps:* 2019-20