Preview

Status: Draft

Details

College

College of Marin

Assurances

Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).
Yes

Student Success Metrics

I am familiar with the [Student Success Metrics](#).
Yes

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Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice 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).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

- Department chairs, counselors, and students provided input on the development of 7 interest clusters or "meta majors."
- New discipline pages were created and feedback from department chairs, counselors, and students was integrated.
- The interest clusters and new discipline pages were launched on the COM website in February 2021.

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Launch roadmaps within the discipline pages on College website
- Work with EMSI to provide current labor market information through Widget Builder and integrate Career Coach onto COM website.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice 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.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

We created and redesigned CTE pathways to better align with the College's service area, so students can gain employment with relevant skills. Programs include hospitality, business, graphic design/multimedia, and fire services.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Work with curriculum committee, counseling, and academic departments on program design
- Connect academic departments with transfer and career centers

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

- CTE programs have employment and transfer information for programs.
- New discipline pages were created and launched that include some employment information.
- Career Exploration page was created and the career services website was updated.

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Work with EMSI to provide current labor market information through Widget Builder and integrate Career Coach onto COM website.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice 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.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

- Counselors have created roadmaps.
- Counselor liaisons have started to meet with academic departments to review roadmaps.

Timeline for Progress to Date

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Academic departments and counselor liaisons will review and revise roadmaps.
- IT and Design Services will put roadmaps onto COM website discipline pages.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

A math self-placement tool was created to help students connect their math pathway to their academic major/area of interest.

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Math and Counseling departments are working together to help students connect their math pathway with their area of interest
- Conduct Intentional outreach to high schools to better support students to connect math pathway with their area of interest
- Revise Summer Bridge Math curriculum to focus on and support students to connect math pathway with their area of interest

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

- New students are encouraged to take HUM 101 and COUN 130, which help students explore career/college options and choose a program of study.
- A New Welcome Center and online career exploration tools were developed to better support students through the

on-boarding process and career exploration.

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Implement Career Coach through EMSI, so students can explore careers on the COM website
- Build out second and third year activities for MAPS to include identifying a major, internships, and transfer goal setting
- Develop strategies to encourage all students to have a complete SEP

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

- Several classes have embedded peer tutors to support students.
- Many classes have peer tutors assigned to them for small group tutoring in the Tutoring & Learning Center.
- Co-requisite companion courses have been developed and implemented for all gateway math and English courses

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Target specific courses to ensure supports are in place like peer tutors and/or embedded peer tutors
- Develop additional companion courses for content science courses
- Assess English and math skills needed in content courses and develop just-in-time remediation supports

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice 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 Februrary 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

- Co-requisite companion courses were developed and implemented for all gateway math courses.
- Some math companion courses have an embedded peer tutor.
- A STEM Learning Community has been developed.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Provide math instructors with professional development opportunities on best practices for supporting students and learning
- Research additional strategies to help students succeed in math gateway courses, such as workshops, and fall, summer, & spring Math Jams
- Continue to evaluate effectiveness of pilot companion courses

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Not all students are succeeding in the companion supported classes.

Support Needed - Detail *

It would be helpful to have professional learning opportunities for instructors where they could learn effective classroom strategies and practices to best support the students who are struggling in their classes.

Type(s) of Support

- Regional training

Practice 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).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

- Co-requisite companion course were developed and implemented for English 150 (English 1A).
- English instructors were provided with professional development opportunities on best practices for supporting students with disabilities.
- Research about the needs of students around reading, writing, and grammar within content courses was completed, culminating in a report shared with the College community.
- A partnership between the Reading and Writing Lab and the SAS and EOPS offices were established to better support students with disabilities and first generation students.

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Provide English instructors with professional development opportunities on best practices for supporting students and learning
- Pilot potential support offerings in reading, writing, and grammar to support students in content courses
- Continue to evaluate effectiveness of pilot companion courses

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

✓ Check this box if support is needed to advance this work

Challenge or barrier you are running into. *

Not all students are succeeding in the companion supported classes.

Support Needed - Detail *

It would be helpful to have professional learning opportunities for instructors where they could learn effective

classroom strategies and practices to best support the students who are struggling in their classes.

Type(s) of Support

- Regional training

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

- Co-requisite companion courses were developed for English 1A and Statistics.
- Several classes have embedded peer tutors to support students.
- Many classes have peer tutors assigned to them for small group tutoring in the Tutoring & Learning Center.
- The College offers a three-week intensive Summer Bridge program that provides English and math review, student success skills, and counseling.
- The College offers a six-week intensive ESL Summer Bridge program.
- The College offers College Success counseling classes for ESL and SAS (DSPS) students
- Research about the needs of students around reading, writing, and grammar within content courses was completed, culminating in a report shared with the College community.

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Develop and pilot strategies to increase the number of students who have met with a counselor in their first semester
- Develop and pilot strategies to Increase the number of students with a comprehensive educational plan
- Create and offer co-requisite companion classes for science courses in Fall 2021 and offer in Spring 2022
- Research and develop support strategies and just-in-time remediation for math skills in introductory content courses
- Pilot support strategies and just-in-time remediation for English skills in introductory content courses

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

- COMPASS program is now in three local high schools.
- COM satellite classes are offered at several local high schools.
- COM's outreach efforts to high schools include, work with counselors, outreach staff, student ambassadors, placement staff, learning communities' coordinators, and administrators.

Timeline for Progress to Date

Term and Year

Fall - 2017

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continue current work

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

- Transfer Center regularly reaches out to students who are planning to transfer to offer support services.
- Transfer center staff focuses on first generation, low income students to encourage them to join the Transfer Club and utilize transfer resources.
- Counselors and transfer center staff reach out to students who are close to transfer based on number of units to offer support services.
- Enrollment Services reaches out to students who are close to degree and certificate completion to encourage them to apply for graduation.

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Enrollment Services and Counseling will monitor students by degree or certificate to assess their progress towards completion and offer support services
- Research software with asynchronous services to collect data on students' participation in student services/interventions, monitor student progress, and prompt automatic communication and alerts, so staff and faculty can intervene.

Term and Year

Summer - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

- Counselors visit classes to train students in DegreeWorks
- Calls are made to students with undecided majors to schedule appointments with counselors

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Develop system to verify that students have declared the correct major

- Simply the process for students to change their major in DegreeWorks
- Expand efforts to train students to effectively use DegreeWorks to track their progress through classroom visits and workshops
- Improve the process to evaluate incoming college transcripts and reflect in system of record
- Develop plan to implement software system that tracks students' progress, activates necessary interventions, and allows students to see their progress.

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice 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.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

- Enrollment Services is monitoring students nearing and on academic probation.
- Counselors reach out to students on probation and dismissal to alert them of their status and offer support.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Develop plan to implement software system to collect data on students' participation in student services/interventions, monitor student progress, and prompt automatic communication and alerts, so staff and faculty can intervene.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice 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.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Slated for future review

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Slated for future review

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice 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.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

- College completed analysis of student completion and success for each section.
- The creation of a master schedule is included in the College's new 2022-2025 Strategic Plan to prioritize this work.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Convene a master schedule group
- Engage stakeholders through Master schedule group
- Research and purchase tools to visually display the master schedule

- Implement a student-centered master schedule as part of our strategic plan

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice *

Slated for future review

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Slated for future review

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice 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 SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

The College has 5 institutional SLO's including:

1. Communication,
2. Scientific and Quantitative Reasoning,
3. Critical thinking,
4. Problem Solving,
5. Information Literacy that are regularly assessed.

Timeline for Progress to Date

Term and Year

Summer - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continue current work

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, interships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

- Career and Internship Coordinator visits counselor classes and provides workshops for College Community Hour and MAPS Learning Community.
- Career and Internship Coordinator works with CTE advisory boards, the workforce committee, and industry partners.
- To expand and revise work experience program, the College hired a full-time Work Experience faculty member to connect and bridge internship program and career education programs.

Timeline for Progress to Date

Term and Year

Fall - 2022

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- The Career and Internship Coordinator will continue to collaborate with faculty and local employers to develop a robust internship program.
- Work with faculty to expand the service-learning program
- Incorporate an internship component into our Guided Pathways MAPS learning community

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice 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.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

- The College implemented eLumen to input, track, and assess SLO's.
- Faculty were informed and supported on how to use eLumen through biweekly Friday review sessions.
- The College revised the program review template and the process.
- The College implemented the new program review process, providing Faculty Program Review Facilitators to assist departments through the process using an equity-minded lens.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continue to assess student learning outcomes across programs and departments

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice *

- The College developed and implemented a new program review template and process.
- Faculty Program Review Facilitators were designated and guided departments through the program review process with an emphasis on equity and to connect learning outcomes to improve teaching.
- Professional learning is aligned with COM's Educational Master Plan and Strategic Plan to improve teaching and learning.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Continue to use the new program review process

- Professional learning will align with results from program review process

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Not occurring

Progress to Date

Progress to Date Implementing Practice *

- The College began to research online tools, so students can document their student learning experiences outside the classroom.
- K-12 school partners were consulted to find online tools that we can use together and in collaboration.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- Continue to research online tools, so students can document their student learning experiences outside the classroom
- Determine if we should activate eLumen tool, so students can receive SLO transcripts that reflect the skills they have acquired in their courses

- Implement Career Coach as a tool to support students with career research and resume building

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

- The College uses feedback for professional learning workshops focused on teaching during FLEX weeks.
- Students complete feedback forms for every instructor every semester to inform teaching effectiveness.
- The College conducts student surveys about the effectiveness of different learning modalities.

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

- College will continue to conduct surveys and research, so results can inform professional learning opportunities for FLEX and COMmunity College Hour.

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups

Engagement Efforts - Details *

We have had student focus groups provide feedback on interest clusters. We have also embedded guided pathways into our strategic plan and the work of our participatory governance committees that include student representatives. Lastly, we have been surveying students on various topics, such as their online learning experience.

Course Alignment

To align course offerings with student education plans, counselors have created program road maps and counselor liaisons have been assigned to each academic department. Counselors have now begun to work with departments on their offerings to ensure they align with the courses that students need. In addition, new students are strongly encouraged to take HUM 101 and COUN 130, which help students explore career/college options and choose a program of study. Each of these classes has a counselor assigned to it, so all students leave the course with a student education plan. Lastly, we have included the creation of a master schedule in our new 2022-2025 Strategic Plan to ensure that students are offered the courses they need when they need them.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
📄 Guided Pathways College of Marin - (2020-21); Final.pdf	Self-Assessment	2/27/2022, 1:25:31 PM	N/A
📄 CCRC_SOAA_CCC_February2019 College of Marin.pdf	Self-Assessment	2/12/2020, 6:14:25 AM	N/A

Success Story (Optional)

Story: Title

Title

Not Entered

Follow-up Contact Persons(s)

No contacts assigned

Challenge

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Vision for Success Goals

✕ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

✕ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

✕ Decrease the average number of units accumulated by California Community College students earning associate degrees

✕ Increase the percent of exiting CTE students who report being employed in their field of study

✕ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

✕ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults