**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT**

**CALIFORNIA COMMUNITY COLLEGES’ ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019, November 2019

**Institution Name: Mt. San Antonio College**  **Date: 3/1/21**

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). ***This document is for planning purposes only, as the official SOAA will be completed in the Chancellor’s Office NOVA system by your project leads.***

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 fall/winter 2020. In column two, 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, for all students in all programs of study |

In column three, 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 column four, 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.

**Equity Considerations**

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.

In fall 2018 the SOAA was 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 certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email [guidedpathwaysinfo@cccco.edu](mailto:guidedpathwaysinfo@cccco.edu).

For assistance in obtaining access to the NOVA system, please email [nova-support@productops.com](mailto:nova-support@productops.com).

| **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 2. 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)* | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 characters)*     * All programs have been sorted to create “career clusters”, which are aligned with Holland Codes for utilizing career assessments to assist students with college major options. * The online College catalog has a filter feature to sort programs by career cluster along with Holland Code for use with career assessments. * The Mt. SAC Guided Pathways to Success (GPS) website displays course sequences by career cluster or program search. The online College catalog links to this website. * Counselors and advisors (Credit and Noncredit) work with students to help them identify their field of study. All new students are introduced to the career clusters in the New Student Orientation, Mountie Academic Plan (MAP) workshop, Counseling courses, Undecided Major workshop, and in individual appointments. Career assessments are also used to help students identify their educational and career interests. * Career clusters are marketed to students through a card sort activity in Counseling courses, MAP workshops, on the College catalog search filter, and the Mt. SAC GPS website. * Career Coach and What Can I Do with This Major to give students tools to explore career options within a major. Career Coach bridges gaps between career education, credit, and non-credit programs. * EAB Navigate software provides more opportunities to connect with students based on their major and/or career cluster. * Faculty help students understand how the class/discipline fits into a broader field of study and aligns with various certificate, degree, transfer, and career options through specific courses (e.g. Careers in Nutrition and Intro to Engineering), general class instruction, assignments, career-based projects, individual mentorship and events (e.g. Psych Day, Game Fest, Young Professional Engineers Forum). * Noncredit faculty have created curriculum to include projects and studies associated with careers to earn credit for their adult diploma, high school equivalency, and re-entry courses. They also provide career conferences for students as a pathway to credit programs.   Term, if *at scale* or *scaling:* Spring 2021 | *Next steps: (1,000 characters)*   * Update marketing materials, website, and workshops (ongoing). * Update career clusters and cards for card sort activity with annual changes in the college catalog (new and deleted programs, ongoing). * Provide training and marketing to the campus on EAB Navigate. * Provide training and marketing to the campus on Career Coach.   *Timeline for implementing next steps:*  Spring 2022 |
| **1. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 characters)*  *n/a* | *Support Needed – Detail: (1,000 characters)*  *n/a* |
| 1. 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. | *Place an X next to one:*    Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 characters)*   * Career Education (CE) Programs have an advisory committee of faculty, workforce development, and industry professionals. Meeting topics include course content review, equipment needs, and trends in employment. * Associate Degrees for Transfer (ADTs) are aligned with State Transfer Module Curriculum (TMC). * Noncredit provides a pathway to credit programs, to enter employment, and/or post-secondary programs. * Student Services assists students with career and transfer activities. Counseling courses educate students on career, earnings, time management, job skills, and further education opportunities. * Students have opportunities to gain work experience while attending college. For example, Studio13 & Makerspace provide students an opportunity to gain work experience and/or build their portfolio. * Career Specialists work within departments across campus to help students build appropriate cover letters, resumes, practice interviews, explore internships, and gain part-time work experience. * Counselors work within programs to attend department/advisory committee meetings and provide various career development workshops. * Guided Pathways is funding mini-grants for faculty to implement career related projects such as handbooks, website redesign, and workshops related to their program. * Labs and special projects courses provide in-depth hands-on experiences with a faculty member (e.g. ASTR 99). * Programs have created tools and events to inform and prepare students to enter employment. For example, guest speakers, career nights, advertisements, program handbooks, guidelines on earning certificates and certifications, & industry site visits. * Programs, centers and lab spaces on campus encourage students to participate in courses, faculty office hours, club activities and workshops of other related disciplines. They also provide students with industry insights, the proper way to utilize professional equipment, and proper techniques for the variety of skills needed to perform various job functions. * Students are encouraged to earn permits, certificates, and certifications to help them qualify for entry level employment. * The College’s Completion Center identifies and informs students nearing completion and helps them finish educational milestones. * The College provides & markets specialized career activities and events that target underrepresented and/or underserved students.   Term, if *at scale* or *scaling:* Spring 2021 | *Next steps: (1,000 characters)*   * Continue evaluating the addition of new ADTs (ongoing). * Evaluate fields of importance in the college’s service area. Ensure the College provides opportunities for preparation to enter these fields or engagement in work experience for students at Mt. SAC (ongoing). * Evaluate regional labor market need for noncredit CTE training (ongoing). * Participation in CCLA19’s partnership with 18 regional colleges to create shared partnerships with local industries and address gaps in employment skills in course content. * Career Readiness Task Group is developing a Career Hub website that will encompass career development across campus, including tools, links, workshops, etc. * Continue to utilize GPS funding to encourage all departments/programs to develop a career handbook for students.   *Timeline for implementing next steps:*  Spring 2022 |
| **1. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 characters)*  n/a | *Support Needed – Detail: (1,000 characters)*  n/a |
| 1. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program. | *Place an X next to one:*    Not occurring  Not systematic  Planning to scale  **X**  Scaling in progress  At scale | *Progress to date: (2,500 characters)*   * The College’s Career Center website provides online information regarding work experience opportunities and links to Career Coach and Mountie Career Source. Career Coach displays specific labor market information (e.g. trends and job postings), utilizes an online resume builder, links to Indeed.com and ONet, and guides students to College programs, certificates and degrees related to employment options and opportunities. The Mountie Career Source allows students to explore both on and off-campus employment opportunities and allows employers to target Mt. SAC students for employment. * The College’s Career Center website also posts a monthly calendar with campus events and workshops (ex. resume workshops and career fairs). This information is also published to announcements in the portal and emailed through a listserv. * The GPS website provides information for students to transition from program information to course planning. * Each program website links to the college’s Career Center website. All CE programs and some credit programs embed Career Coach and provide other relevant career information on their program website (e.g. pathways to careers, career resources, faculty bios, and links to professional associations). For example, Earth Sciences and Astronomy highlight career options and special facilities such as the campus planetarium, that can provide work experience on-campus. * Portfolio courses are offered in Commercial & Entertainment Arts to help students prepare for the world of work. * The College prioritizes making webpages student-centered, accessible for all devices, and easy to navigate. Feedback is integrated from web designers, research-led focus groups, and students. * Student Services websites (e.g. Division, Counseling, Career, Transfer, etc.) are all interlinked to make it easy for students to find and navigate to special programs, appointments, contact information, and relevant links related to career development and services. * External websites that are regularly updated and are utilized include: Assist.org, www.eureka.org, ONet online, mynextmove.org, and “What Can I do With This Major?”.   Term, if *at scale* or *scaling:* Spring 2021 | *Next steps: (1,000 characters)*   * Review webpages to ensure accessibility and student-centered formatting and navigation (ongoing). * Evaluate program websites to ensure consistency and currency of career and employment information (ongoing). * Continue to analyze the College’s online presence, including usefulness and inclusivity for underrepresented and/or underserved students (ongoing). * Include employment and further education opportunities for all non-CE program webpages.   *Timeline for implementing next steps:*  Spring 2022 |
| **1. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 characters)* | *Support Needed – Detail: (1,000 characters)* |
| 1. 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. | *Place an X next to one:*    Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 characters)*   * All credit & noncredit program course sequences are mapped with GE, prereq, program courses, and milestones such as applying for transfer, meeting with a counselor, graduation petition info, when to apply for levels of certificates, info about CSU certifications, etc. * Mapping Coordinators (credit & noncredit) use an institutionalized process for revising and updating maps and ensure links to maps are working and accessible to students, faculty, and counselors. * The Mapping & Catalog Committee (M&CC) oversees the campus-wide use and user experience of the GPS maps, including a website where students can view, print, & email GPS maps. They are organized by career cluster and can be searched and filtered. Students use these maps for registration planning. Links to program maps have been added to the college catalog, and snippets have been created for department webpages to link and integrate relevant maps. * Many program pages embed the snippet for easy navigation to the suggested course sequences and identify program specific milestones (certificates, clubs, internships, etc.), critical courses, and key job preparation skills. * Faculty integrate information regarding key milestones and opportunities into curriculum and program handbooks. For example, work/volunteer opportunities, professional conferences, degree, certificate, and certification options. * Laison counselors partner with program faculty to deliver orientation, advisement, & class presentations/workshops on skill development, career pathways & planning, milestones, and other discipline specific info. * The Business Division created an interactive webpage where students can select the courses they have completed to view their progress along all certificates & degrees within the program. This encourages students to complete additional achievements, beyond which they have declared or knew existed. * In noncredit, each student is provided an individualized learning plan. Different benchmarks are set to meet with students to revise plans. * GPS course sequence maps are used to teach students about education planning in counseling courses, MAP workshops, one-on-one appointments, and high school outreach. * Emails are sent out to remind students to choose a major and when transfer dates are coming. * The Completion Center identifies and contacts students who have met certain milestones to aid them in achieving completion.   Term, if *at scale* or *scaling:* Spring 2021 | *Next steps: (1,000 characters)*   * Integrate noncredit courses that support credit programs in Guided Pathways course sequence maps to increase knowledge of support opportunities more equitably. * Add snippets to all program websites so that students can seamlessly navigate from department page to maps. * Continue to improve and develop partnerships with transfer institutions to guide students and increase transfer opportunities. * Continue implementing and improving marketing plan for GPS course sequence maps. Online College catalog upgrade will provide an easier to navigate transition between the catalog and the GPS suggested course sequence maps. * Mapping Coordinators continuing to work with individual departments to identify specific discipline milestones like clubs, internships, and research. * Further develop and capitalize on a associates and certificates degree "matcher" tool to help students identify what certificates they are doing along the way to an associates degree and see the overlap between multiple degree options.   *Timeline for implementing next steps:*  Spring 2022 |
| **1. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 characters)* | *Support Needed – Detail: (1,000 characters)* |
| 1. Required math courses are appropriately aligned with the student’s field of study (*Note: This essential practice was moved from Area 2*) | *Place an X next to one:*    Not occurring  Not systematic  Planning to scale  Scaling in progress  **X** At scale | *Progress to date: (2,500 characters)*   * Math recommendations have been made for all programs of study. Students view them once they complete the online Assessment Questionnaire (AQ). Students are asked to verify their major so that they are viewing the appropriate math course(s). * Math course sequences are aligned with STEM and non-STEM majors following the implementation of multiple measures for self-guided placement. * The Math Department created captioned videos related to Guided-Self Placement. The videos are shown just after the student sees their math recommendations. * The math department published additional information on their website for each math course so that the students can see the content they will learn in each course along with links to the previous and next courses in sequence. This helps other faculty and staff on campus help guide students as they are choosing courses. * Math and counseling faculty are available to help students make appropriate math selections based on their major.   Term, if *at scale* or *scaling:* Spring 2021 | *Next steps: (1,000 characters)*   * Continue to monitor the effects of AB705 implementation on student success, with special attention on identifying and closing equity gaps (on going).   *Timeline for implementing next steps: Spring 2022* |
| **1. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 characters)*  *n/a* | *Support Needed – Detail: (1,000 characters)*  *n/a* |

| **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** |
| --- | --- | --- | --- |
| **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? | | | |
| 1. HELPING STUDENTS Choose and ENTER A program PATHWAY 2. 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. | *Place an X next to one:*    Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 characters)*   * High School Outreach connects with feeder high schools to onboard students for dual enrollment and first-time in college high school students. * Connect 4 program assists new students with application, assessment, orientation, and registration into courses appropriate for their major. * Summer Transition Enrichment Program (STEP) is a 2-week career focused extended orientation taught by counseling faculty that serves new students. The program is collaborative with faculty from other disciplines and helps students engage in college life. * Summer Bridge is a learning community serving primarily first-generation students in their first year of college. Students begin in the summer by taking a 6-week counseling course along with transferable course. Support and advisement continue throughout their time at the College. * Summer Bridge and STEP are aligned with the College Promise Plus program to offer educational planning, free college, loaner laptops, supplies, book and food vouchers to support student success. * New college students attend a MAP workshop to explore majors through guided activities. Students start an educational plan using GPS course sequences. * Mountie Fast Track workshop helps incoming students find and register for appropriate courses based on their major and goals. * All workshops encourage students to make one-on-one counseling appointments for a comprehensive educational plan in their first semester. * Special programs have in-house counselors and advisors (e.g. EOPS, ARISE, REACH, etc.) who meet with all students to make and update comprehensive educational plans each term. * Signs and banners are placed throughout the campus in high traffic areas to remind students to obtain an educational plan. * Students on academic/progress probation are required to attend a workshop where educational planning is covered. All appeals for financial aid reinstatement and dismissal require comprehensive educational plan based on specific educational and career goals. * Undecided Workshops offer students the opportunity to complete a career inventory, explore potential careers and majors, and make a follow up counseling appointment. * Programs prioritize pathway & career exploration by advertising resources to students (e.g. handbooks, flyers, and hallway displays) and through in-class lecture. * Counselors (credit & noncredit) teach career counseling classes and meet with students to explore career/college options, choose a program of study, and develop a full-program plan.   Term, if *at scale* or *scaling:* Spring 2021 | *Next steps: (1,000 characters)*   * Continue to market to students the importance of developing a comprehensive educational plan by the end of the first semester (ongoing). * Implement EAB Navigate as new advising tool. * Continue to grow STEP so that all new students are participating. * Evaluate whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower-wage careers. Consider how underrepresented students can be helped to raise their educational and career expectations while at the same time meeting their more immediate economic needs. * Counseling is developing an online Undecided workshop. A recent study of the Undecided Workshop in person showed an increase in student completion who participated in the workshop and met with a counselor after the intervention (Launch Summer 2021)   *Timeline for implementing next steps:*  Spring 2022 |
| **2. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 characters)*  *n/a* | *Challenge or barrier: (1,000 characters)*  *n/a* |
| 1. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s **major program areas**. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **X**  Scaling in progress  At scale | *Progress to date: (2,500 characters)*   * RIE completed evaluations on support within the classroom and its impact on student retention and success. * GPS suggested course sequence maps, designed in collaboration with program faculty, ensure gateway courses are recommended to be taken with GE course work for a balanced schedule. * Summer programs guide students to select appropriate gateway courses and provide workshops that include program lectures and campus resources so that students are prepared for fall. * During educational planning appointments, counselors and advisors recommend students start taking major courses as soon as possible, along with GE courses. * Supplemental Instructors (i.e. embedded tutors) are hired to assist students in the classroom for major classes. For example, a theory/musicianship tutor assists music majors individually and in small study groups during their first year. * Strong coordination among academic support programs expanded online services for students. Strategic promotion to faculty and students (e.g., Student Success Virtual Fair, Mountie Student Hub, Canvas module on academic support) increased student awareness. * All academic support/tutoring centers now able to collect apportionment in addition to streamlining scheduling processes; also led to establishing common data elements for future research. * Provide credit Learning Assistance (LERN, STDY, & READ) courses for students who can benefit from basic skills and reading load preparation & comprehension. * Implementing EAB Navigate which includes early alert and time management tools. * Programs have an assigned counselor liaison to connect academic and student services, share information, build relationships, and support students. * Academic support services are promoted to students such as Library, TERC, Writing Center, Student Athlete Study Hall (WIN), STEM Center, online tutoring, and ASAC. * Noncredit offers Academic Intervention for Math and English (AIME) including a B-STEM class, Healthcare math, and HESI prep. Data is collected and is discussed by faculty for continuous improvement. * Faculty provide discipline specific workshops, classes, and co-curricular support to help students strengthen academic skills. For example, AIME and Science Basic Skills Class (Biology). * Cross-campus collaboration with specialized programs provide students targeted mentorship and guidance (e.g. ASPIRE, Minority Male Initiative (MMI) & Mountie Mentor). * Physics/Engineering utilized disaggregated data in several grant-based initiatives.   Term, if *at scale* or *scaling*: Spring 2021 | *Next steps: (1,000 characters)*   * Continue to enroll students in STEP and Summer Bridge, conduct research to evaluate the effectiveness and make & implement improvement recommendations (on going). * Increase communication efforts between credit and non-credit faculty, staff, administrators, and students to expand cross-campus collaboration (on going). * Build and further coordinate academic and student support services for increased student success in major program areas (on going). * Expand liaison relationships between academic and student services faculty to clarify joint roles and responsibilities. * Continue to work towards meeting common student success metrics (e.g., disproportionately impacted groups) across tutoring centers. * Within programs, leverage data coaches to disaggregate enrollment, pass rate, and subsequent success data by student characteristics, and implement equity-based success strategies.   *Timeline for implementing next steps: Spring* 2022 |
| **2. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 characters)*  *n/a* | *Challenge or barrier: (1,000 characters)*  *n/a* |
| 1. 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)* | *Place an X next to one:*    Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 character)*   * RIE evaluates the throughput impact of the multiple measures assessment for students and presents disaggregated findings to the College in order to improve student retention and persistence. * Completed math pathways for program areas/career clusters located within the Assessment Questionnaire (AQ) placement inventory so that students are entering into the right courses based on their major. * All GPS maps recommend a college-level math course within the first year. * Equity-funded tutoring centers target underserved populations by providing support services. For example, STEM Center, Math Activity Resource Centers (MARCs), extended library hours, online tutoring, and ASAC. These services are widely advertised across campus, in the portal, and in the LMS. * Co-requisite support courses (MATH 7, 11, 13, 14, 15, 16, and 18) are offered for college-level mathematics from Elementary Algebra through Calculus I to provide more time with instructors, individualized attention, in-class help, and peer interaction. * Pre-collegiate, basic skills math courses are offered to students, including LERN 48, LERN 49, MATH 50, and MATH 51. In addition, intermediate algebra can be taken as a two-course sequence (MATH 71A & MATH 71B). * In addition to statistics courses offered by the Math Department, statistics courses designed specifically for Business, Psychology, and Sociology majors are taught by discipline faculty as a contextualized learning option. * Counselors and advisors create ed plans that include math course sequences and a course load that provides opportunity to complete math requirements based on students' goals in a timely manner. * All Promise Plus students are required to take a college-level math course in their first year. * Noncredit short-term review courses in math (AIME & Math Boot Camp), Learning Assistance courses, ASAC academic skills workshops, and Library workshops are offered to help students gain skills for success in coursework. * Noncredit students meet math competency before transitioning to credit course work. * Students are encouraged to utilize the embedded tutoring that is provided in math courses.   Term, if *at scale* or *scaling:* Spring 2021 | *Next steps: (1,000 character)*   * RIE will continue to evaluate the throughput impact of the multiple measures assessment for students and present disaggregated findings to the College in order to improve student retention and persistence (ongoing). * Measure enrollment and effectiveness of co-requisite courses (ongoing). * Establish better ways to connect students to academic support opportunities in credit and noncredit in a timely manner. * Continue to collect and leverage data to improve success in gateway math courses.   *Timeline for implementing next steps: Spring* 2022 |
| **2. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 characters)*  *n/a* | *Challenge or barrier: (1,000 characters)*  *n/a* |
| 1. 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)* | *Place an X next to one:*    Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 characters)*   * RIE evaluates the throughput impact of the multiple measures assessment for students and presents disaggregated findings to the College in order to improve student retention and persistence. * All GPS maps recommend a college-level English course within the first year. * ENGL 80 is offered as a co-requisite to Freshman Composition (ENGL 1A), which provides more time with instructors, individualized attention, in-class help with reading and writing, peer interaction, revision strategies, and college success strategies. * At the request of faculty, the Writing Center provides Supplemental Instructors for ENGL 1A/80 co-requisites and AMLA 90 courses. * Equity-funded tutoring centers target underserved populations by providing support services. For example, Writing Center, extended library hours, online tutoring, and ASAC support. These services are widely advertised across campus, in the portal, and in the LMS. * Noncredit short-term review courses in English (AIME & English Boot Camp), Learning Assistance courses, ASAC academic skills workshops, and Library workshops are offered to help students gain skills for success in coursework. * Pre-collegiate, basic skills writing courses are offered to students, including LERN 81, ENGL 67, and ENGL 68. * American Language (AMLA) offers integrated reading and writing courses, including AMLA 70 and 80. Additionally, AMLA 90 is an accelerated developmental writing course for Credit ESL students. * Contextualized English 1A courses for AMLA and deaf and hard of hearing students are offered (ACCS 26 & ACCS 34). * Provide credit Learning Assistance (LERN, STDY, & READ) courses for students who can benefit from basic skills and reading load preparation & comprehension. * Noncredit students meet English competency before transitioning to credit course work.   Term, if *at scale* or *scaling*: Spring 2021 | *Next steps: (1,000 characters)*   * RIE will continue to evaluate the throughput impact of the multiple measures assessment for students and present disaggregated findings to the College in order to improve student retention and persistence (ongoing). * Measure enrollment and effectiveness of co-requisite courses (ongoing). * Establish better ways to connect students to academic support opportunities in credit and noncredit in a timely manner. * Continue to collect and leverage data to improve success in gateway English courses. For example, gather data on students that have been placed in English 1A but have enrolled in pre-college English classes, and on students that have not enrolled in English classes but have placed in English 1A. * Creation of an AMLA 1A for non-native speakers is in development and will meet the written communication requirement.   *Timeline for implementing next steps:* Spring 2022 |
| **2. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 characters)*  *n/a* | *Challenge or barrier: (1,000 characters)*  *n/a* |
| 1. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 characters)*   * Academic Support for Math & English (AIME) program provides intensive accelerated noncredit courses to prepare for college level math and English. Courses are free and are offered throughout the semester. * The ASAC offers services and workshops to help students succeed in college level courses. For example, calculator rentals, ask a question online, online learning platforms, textbooks/software, appointments & drop-in tutoring, videos, worksheets, and handouts. * The Library offers textbooks on reserve, scans and digitally sends books to students, 24/7 “Ask a Librarian” help, workshops, research guides and one-on-one sessions. * Counseling (COUN 2) and Learning Assistance (STDY 100) offer credit courses during all terms to help students improve study skills. * Summer Bridge Program, STEP, Adult Basic Education, the Writing Center, TERC, MARCs, and WIN as well as equity-related and other academic support centers, and non-academic support centers offer intensive support. * Math and English offer co-requisite support courses. * Math, English, Learning Assistance, and ABE offer basic skills courses. * Counseling & Library Liaisons established for a majority of the departments on campus to provide specialized support for programs. * Special programs provide tutoring and academic support within their centers including one-on-one, group, and walk-in support. For example, EOPS, Aspire, athletics, DREAM, Veterans, Pride, and REACH. Faculty advertise resources on their syllabi, LMS Student Hub connect students with the center, and counselors and support staff provide information to students who are struggling in their courses. * The college provides all new students with a student handbook/planner that highlights services available. * Mountie Fresh Basic Needs Resources serve students experiencing housing instability, food insecurity, and other emergency/crisis situations so that most at-risk students can succeed in college. * EAB Navigate software will provide College faculty and support staff the opportunity to create alerts and provide timely targeted intervention for at-risk students along with case management programming. * Within courses, faculty make efforts to get to know students (e.g. career goals, financial need, preparedness, etc.) in order to provide them with resources for success.   Term, if *at scale* or *scaling*:  Spring 2021 | *Next steps: (1,000 characters)*   * Need to define for ourselves what “intensive support” is and how to identify students who are “very poorly prepared.” * Need to design our “intensive support” to scale in response to data on the “very poorly prepared.” * Clarify and expand Counseling and Library liaison support in collaboration with discipline faculty. * Continue to conduct research to inform decision-making. * Programs can improve on identifying and addressing the needs of students outside of their major course work. * Newly formed Retention and Persistence Committee is prioritizing reviewing disaggregated success data and making recommendations to help the College adopt stronger intervention strategies.   *Timeline for implementing next steps: Spring* 2022 |
| **2. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 characters)*  n/a | *Challenge or barrier: (1,000 characters)*  *n/a* |
| 1. 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. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 character)*   * The College partners with feeder high schools that serve underrepresented and high needs students. * The College’s Dual Enrollment Program encourages students to enroll in college credit and/or CE courses at the high school and/or the College campus. A wide range of courses encourage a high opportunity approach to dual enrollment and empower high school students to start college early. * The College’s High School Outreach (HSO) Department partners with feeder high schools to provide students with college information, campus tours, onboarding opportunities (i.e. Summer Bridge, STEP, Promise Plus, & Connect 4), and financial aid assistance. * HSO hosts an annual High School Educators Conference to inform high school principals, counselors, and teachers of updates and opportunities at the college to ease the transition process. * The Mt. SAC Early College Academy (MECA) offers credit and noncredit courses as part of curriculum. * The College partners with local agencies (e.g. CA Adult Education Program consortium, parole offices) to provide a pathway for underrepresented students to transition from noncredit to transfer level course work and/or the workforce. * School of Continuing Education (SCE) counselors provide onsite advising at local K12 adult education schools to assist in transitioning adult education students into credit programs. For example, in their transition to campus students get an ID, attend an orientation, participate in noncredit counseling courses, and build relationships with faculty and staff. * The Career Pathways grant provides a connection between local high schools and Regional Occupational Programs (ROPs) through the college articulation process, which allows students enrolled in specific career and technical education (CE) courses to seek college credit for work completed in high school. * Vocational ESL programs which are contextualized to credit CE and general education classes have significantly increased in scale to onboard noncredit students. * Programs provide outreach services to identify prospective students and connect them with course offerings and on-boarding services. For example, participation in Arts and Design Career Days and collaboration with high school ensembles for festivals and clinics. * Programs host visiting high school students by giving tours of the campus, including classrooms, lab spaces, centers & facilities. * Research Department compiled data on AB 705 placement, enrollment, success, and perception (student, faculty).   Term, if *at scale* or *scaling*: Spring 2021 | *Next steps: (1,000 character)*   * RIE continuing research on guided self-placement (ongoing). * Continue to grow STEP so that all new students are participating.   *Timeline for implementing next steps: Spring 2022* |
| **2. f. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 characters)*  n/a | *Challenge or barrier: (1,000 characters)*  *n/a* |

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| 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** |
| **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? | | | |
| 1. KEEPING STUDENTS ON PATH 2. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. | *Place an X next to one:*    Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 characters)*   * Counselors and advisors utilize Degree Works software in one-on-one appointments to monitor which program the student is in and how far along the student is toward their program requirements. The Degree Works *What-If* option helps students see milestones and other program requirements for consideration. * Counseling Department provides daily appointments and drop in/quick question sessions (on campus & on online) to provide students with completion information so that they can receive quick, current, and accurate information to help them succeed. * Students update their major prior to registration each term for accurate advisement and planning. * Special programs (i.e. Athletics, EOP&S, Dream, ARISE, ACES etc.) require students to meet with a counselor or advisor each term to update their educational plans. * All Promise Plus (STEP & Bridge) students are required to meet with their counselor once a semester to make sure they are on track. * Completion Center generates reports on close to completion students, or those who have met certain milestones, and reaches out to them to make sure they are aware of completion and support services are provided as needed. * Noncredit ESL developed a software enhancements to track student enrollment and progression. * SCE faculty monitor noncredit students’ progress in completion of high school credits, equivalency exam, and course levels. * Counseling liaisons provide counseling services and progress checks for students in the program they serve. * Programs with several sequential courses monitor student progress to help students stay on track (i.e music, theater, photography, etc.).   Term, if *at scale* or *scaling:*  *Spring 2021* | *Next steps: (1,000 characters)*   * Leverage technology (EAB Navigate, PowerBi, & Degree Works) to increase effective communication and systematically monitor students from start through completion to actively reach out to students and provide support and guidance. * Implement success teams for special programs and consider how to scale for general student population. * Evaluate and make recommendations that help integrate academic progress for students who have completed course work at other institutions.   *Timeline for implementing next steps:*  *Spring* 2022 |
| **3. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 characters)*  n/a | *Challenge or barrier: (1,000 characters)*   * Even with 50+ counselors, the student to counselor ratio is too high to proactively monitor every student at scale. |
| 1. Students can easily see how far they have come and what they need to do to complete their program. | *Place an X next to one:*    Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 characters)*   * Degree Works educational planning software shows courses needed and percentage of completion for certificate, AA/AS degree, and Associates Degree for Transfer (ADT). Students access their degree audit through their student portal. The Degree Works *What-If* option helps students see milestones and other program requirements for consideration. * Students learn to use Degree Works software in workshops, counseling courses, and one-on-one appointments. * In the student portal, a new student checklist directs students to attend a MAP workshop (first-time college students) or meet with a counselor (returning students) to create an educational plan. * Once educational plans are created, they are stored in Degree Works so that they are always accessible to the student and counselors/advisors. Students update their major prior to registration each term so that their degree audit is accurate in Degree Works. Students can select the audit function within their educational plan in order to ensure that all needed courses are planned. * Counseling Department provides daily appointments and drop in/quick question sessions (on campus & on online) to provide students with completion information so that they can receive quick, current, and accurate information to help them succeed. * Special programs (i.e. Athletics, EOP&S, Dream, ARISE, ACES etc.) require students to meet with a counselor or advisor each term to update their educational plans.     Term, if *at scale* or *scaling:*  Spring 2021 | *Next steps: (1,000 characters)*   * Implement EAB Navigate software so that students receive targeted information based on major and completion. * EAB Navigate will provide campus-wide early alert intervention opportunities and To-Do lists for students to improve communication efforts. * Improve opportunities for student who are transferring without a degree to see how far they have come and what they need to do to complete their requirements. * Improve opportunities for students who have completed course work at other colleges to see how far they have come and what they need to do to complete their requirements.   *Timeline for implementing next steps: Spring* 2022 |
| **3. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance **X** Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 characters)*   * Better understand what other colleges are doing to address this challenge. | *Challenge or barrier: (1,000 characters)*   * Students who complete courses at other institutions (CCC, CSU, UC) are limited in their ability to see how far they have come and what they need to do to complete their program. |
| 1. 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. | *Place an X next to one:*    Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 characters)*   * Special programs use an intrusive counseling model with embedded tutors, progress checks, noncredit/credit options, student support centers, club/organization opportunities, and community events for support. Students attend interventions if grades are deficient. * Mountie Fresh Basic Needs Resources serve students experiencing housing instability, food insecurity, and other emergency/crisis situations by offering a variety of supports (food pantry, gas cards, showers) for the most at-risk students. Students do not need to demonstrate need to utilize services. * Counselors provide targeted intervention for students on probation. * SCE monitors progress for students who fall behind in their educational plans and coursework and provide a support course for nursing students needing additional math skills. * Counseling liaisons work with program faculty to provide needed support based on unique student and program needs. * After COVID-19 campus closure and transition to fully online instruction, EAB Navigate early alert was piloted with faculty in Spring 2020 to target at-risk students and connect them with resources. * The Behavior & Wellness Team (B&WT) is a multidisciplinary intervention care team that guides the College in effectively assessing and addressing students experiencing crisis to offer support and resources. * All-subject tutoring is available both online and in-person. In addition, some courses (e.g. Child Dev, STEM, English) utilize embedded tutoring. All students regardless of performance are encouraged to attend. * Counseling and Library and Learning Resources courses teach study skills and good academic habits. * Program faculty monitor student course performance to connect struggling students with support services at the College. * The College’s LMS has tools to allow faculty to easily contact students who miss an assignment or have low performance. * The College prioritizes equity-based professional development opportunities that incorporate engaging, proactive, and culturally relevant teaching & advising practices to better support underrepresented students’ success in their programs (e.g. Training from the Back of the Room, Creating Dynamic Lectures, ACUE, CORA, Faculty Focus Retreat, FLEX day, and Equity Planning Summit). * MMI and Mountie Mentor provide opportunities for faculty, staff and administrators to provide proactive mentorship to underrepresented students and learn new modalities of offering support and engaging students.   Term, if *at scale* or *scaling*:  Spring 2021 | *Next steps: (1,000 characters)*   * Evaluate and address academic and non-academic student needs (ongoing). * Scale EAB Navigate and promote an early alert culture that provides a timely campus-wide early alert intervention and closes the loop (between the student & the intervention team) when alerts are generated.   *Timeline for implementing next steps: Spring 2022* |
| **3. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 characters)*  n/a | *Challenge or barrier: (1,000 characters)*  *n/a* |
| 1. 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. | *Place an X next to one:*    Not occurring  Not systematic  Planning to scale  **X**  Scaling in progress  At scale | *Progress to date: (2,500 characters)*   * Counselors provide personal, academic, and career counseling to students who are unlikely to be accepted into limited-access programs and work with the student to select an alternate opportunity available on-campus. * Counseling liaisons provide students with information in major and field of study and share pertinent information across counseling discipline so that counselors and advisors are providing strong, accurate, and timely program and career information. * In nursing, workshops are provided to help students understand competitive program entrance requirements so that students can better prepare before they take prerequisite courses and apply. * Adult Basic Education and SCE short-term vocational programs articulate with credit programs to prepare students for transition to additional opportunities. * In partnership with credit faculty, SCE faculty created mirrored noncredit courses for CE and AMLA. * Limited-access programs on campus have application procedures so that they are able to provide services, feedback and communication to prospective students. * Psychology department, health sciences, and other programs provide annual conferences and fairs on campus so that students can learn about various career options and opportunities in the field of study. * Career Coach and What Can I Do with This Major to give students tools to explore career options within a major. Career Coach bridges gaps between career education, credit, and non-credit programs. * The GPS website and the College catalog organizes and filters majors by career cluster so that students can explore various options within their area of interest. * The Transfer Center provides workshops and guidance to students planning transfer into competitive and/or limited access programs.   *Term, if at scale or scaling:*  Spring 2021 | *Next steps: (1,000 characters)*   * Evaluate programs with limited access to better understand student and institutional needs. * Create a systematic process for identifying and referring students who are unlikely to be accepted into limited-access programs. * Develop clear CE pathways from high schools, adult schools, noncredit programs, and ROPs to Mt. SAC to 4-year colleges. Ensure these pathways are accessible to students. * Develop dual enrollment pathways so that students maximize entry into limited-access programs or receive information to redirect them to related programs. * Career brochures in limited access program (e.g. nursing) are being developed to include various career pathways and educational options both on campus and off campus (transfer to 4-year college partnerships).   *Timeline for implementing next steps: Spring 20*22 |
| **3. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 characters)*  n/a | *Challenge or barrier: (1,000 characters)*  *n/a* |
| 1. 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. | *Place an X next to one:*    Not occurring  Not systematic  Planning to scale  Scaling in progress  **X** At scale | *Progress to date: (2,500 characters)*   * There are numerous course offerings and options across disciplines (many days and times offered) but, a night and day schedule is not available for every program. * The college nimbly responds to student demand for courses they need and continues to expand asynchronous and synchronous online course offerings. * The course schedule and link to online search for classes can be accessed through the College Catalog. * All courses have a waitlist option. As space becomes available, students are emailed and can add the course prior to start of term. * Department chairs and deans monitor course section fill rates to anticipate student need and add sections to meet demand. * Orientation, MAP Workshop, and Mountie Fast Track assist students with assessment, class search, registration, waitlists, and college success skills. * Pathways courses are scheduled in blocks to allow students to complete needed sequences in one semester. For example, 8-weeks Freshman Composition followed by 8-weeks Critical Thinking. * Health Career courses (e.g. EMT, CNA, home health aide, etc.) are offered at night and on weekends to ensure that students can complete the programs and enter employment or credit programs quickly. * Program handbooks, websites, and GPS course sequence maps provide students with information on when limited courses (i.e. offered once a year) will be offered so that students can plan. * Surveys are conducted to determine student scheduling preferences. * Unique identifiers were created for specialized courses, courses that use free textbooks, and for programs that can be completed fully online.   *Term, if at scale or scaling:*  Spring 2021 | *Next steps: (1,000 characters)*   * Evaluate impacted courses (ongoing). * Work on options to leverage student educational plan data to inform class schedules. * Create strategic evening and weekend pathways.   *Timeline for implementing next steps:*  Spring 2022 |
| **3. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |

| **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** | |
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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? | | | | |
| 1. ENSURING THAT STUDENTS ARE LEARNING 2. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  Scaling in progress  **X** At scale | *Progress to date: (2,500 character)*   * Course specific Measurable Objectives (MOs) are mapped to course Student Learning Outcomes (SLOs), which are mapped to Program Level Outcomes (PLOs). * SLOs are mapped to Institutional Level Outcomes (per accreditation). * Programs review course MOs and SLOs on a 5-year program review cycle. * Advisory meetings are conducted on an annual or biannual basis for all CE programs to ensure alignment with employer needs to stay current within industries. * Programs utilize a Planning for Institutional Effectiveness (PIE) process for documenting program outcomes and requesting learning resources. PIE reports are considered as part of the campus strategic plan and budget. * Strong Workforce supports curriculum development based on employment demands. * The College offers 25 Associates Degrees for Transfer (ADTs). * Certificates are under development for IGETC/CSU general education completion. * Term, if *at scale* or *scaling*: * Spring 2021 | *Next steps: (1,000 character)*   * Evaluation of MOs, SLOs, and PLOs is ongoing. * Continue to review/revise Associates degrees to align with student educational goals and employment needs. * Continue to develop and review/revise ADTs to align with student transfer needs. * Participation in CCLA19’s partnership with 18 regional colleges to create shared partnerships with local industries and address gaps in employment skills in course content. * *Timeline for implementing next steps:* Spring 2022 | |
| **4. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 characters)*  n/a | *Challenge or barrier: (1,000 characters)*  n/a | |
| 1. 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)* | *Place an X next to one:*    Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 characters)*   * Course SLOs prioritize active and applied learning, critical thinking, problem solving, and effective communication skills. * Trainings and invited speakers provide professional development for faculty emphasize equity-centered practices and encourage faculty to develop more engaging and interactive teaching practices. For example, Teaching from the Back of the Room, @One, ACUE, CORA, etc. The College supports faculty to attend and make curriculum changes by providing stipends and/or credit towards salary advancement. * Created Reimagining the Student Experience (RISE) for faculty seeking funding from Guided Pathways to fund student-centered projects for their discipline. * The Community of Practice (COP) in English, American Language (AmLa), and math provide professional development to prepare faculty to address engagement, critical thinking, growth mindset, etc. * Many courses, clubs, and programs teach students how to conduct research and present at local, regional, and national professional conferences. For example, students in the honors program present annually at HTCC, Psychology students present research conducted in courses at WPA and APA, and Sociology organizes a Research Showcase for students to display their work on campus. * Vocational ESL students create visual career presentations that are posted to YouTube. * Noncredit, short-term vocational students engage in mock interviews with employers. * Facilities on campus provide opportunities for students to engage in the discipline and apply their learning. For example, Makerspace, Café 91, Child Development Center, the Farm, Health Careers Resource Center, etc. * Clinical heath care courses require students to practice assessment, critical thinking, active problem-solving skills in real time, and give students hands-on experience with patients. * Performance courses in music and theater have applied components, specifically performances. Outcomes for these courses directly address components of performance, including communication with fellow classmates and audience. * Counseling courses utilize a shared course shell in the LMS that includes sample resumes, ppts, lesson plans, activities, and materials that are based on brain-based teaching and universal design. Faculty may use and adapt these resources based on their needs. * Term, if *at scale* or *scaling*: * Spring 2021 | *Next steps: (1,000 characters)*   * Continue to prioritize equity-centered professional development for faculty that incorporates active and applied learning, critical thinking, problem solving, culturally relevant teaching practices, and effective communication skills into curriculum.   *Timeline for implementing next steps:* Spring 2022 |
| **4. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 characters)*  n/a | *Challenge or barrier: (1,000 characters)*    *n/a* |
| 1. 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 activities that program faculty intentionally embed into coursework. | *Place an X next to one:*    Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 characters)*   * Mt. SAC offers numerous learning opportunities, including project-based learning, allied health clinical placement, work experience courses, study abroad, Hotel and Restaurant Management courses offered in the student-run restaurant and bakery (Café 91), Studio 13 for graphic design, student government and student leadership experiences, and many more. * Facilities on campus provide opportunities for students to engage in the discipline and apply their learning. For example, Makerspace, Café 91, Child Development Center, the Farm, Health Careers Resource Center, etc. * Career specialists are located within programs to help students gain work experience in their field of interest on and off campus. * SSEED program, financial aid work experience, and hourly student work offer students the opportunity to work across campus in career interest areas. * Students have opportunities to attend and present at local, regional, and national professional research conferences where they can deepen their knowledge and network with professionals in the field. * Students have opportunities to engage in discipline specific academic and career development at events such as: Psych Day, Health Careers fair, Game Day, Social Science Research Showcase, Social Justice Conference, Counselor Day, Career Fair, and Transfer Fair, etc. * Programs offer special projects courses to give students opportunities to work one-on-one with faculty members and deepen knowledge and skills. * Mt. SAC was recognized for the number of students receiving Gilman Scholarships to participate in our Study Abroad program. * SCE embeds career development into short-term vocational programs. * The College’s prioritizes upgrading facilities to ensure students have access to high quality experiential learning opportunities (e.g. Math/Science Complex & Exploratorium, Kinesiology & Athletics Complex, Agricultural Sciences Complex, Design Technology Center, Astronomy Dome, Child Development Complex, Student Success Center, Business & Computer Technology Complex, Equity Center) * Term, if *at scale* or *scaling*: * Spring 2021 | *Next steps: (1,000 characters)*   * Expand coordination among Career Specialists, program faculty, and counselors to ensure that these opportunities are embedded into coursework and student advising. * Collaborating with LA19 to further develop and understand changes in the workforce and align curriculum and practice accordingly. * Include work experience, internship, clinical placements, and active learning opportunities into websites and maps.   *Timeline for implementing next steps:*  Spring 2022 | |
| **4. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 characters)*  n/a | *Challenge or barrier: (1,000 characters)*  *n/a* | |
| 1. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs. | *Place an X next to one:*    Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 characters)*   * Faculty assess SLOs for their courses and discuss results within programs. On a five-year cycle, all courses are reviewed and SLOs are revised as needed. * New Faculty Seminar includes training on the development and effective measurement for SLOs. * POD offers ongoing training related to outcome assessment. * GPS funded the College’s Outcomes Coordinator to provide Transparency in Learning and Teaching (TILT) training to faculty. This training helps faculty improve alignment of course assignments and exams with SLOs. * CE curriculum and course assignments are revised as needed to align with current trends in the field. * Faculty can use the LMS and other software to conduct item analyses on assessment questions to better understand student mastery and assess question difficulty to make revisions as needed. * Funding opportunities are available (Mini-grants & RISE) to support faculty who are working to develop better strategies for mastery of learning outcomes. * Term, if *at scale* or *scaling: Spring 2021* | *Next steps: (1,000 characters)*   * Examine SLOs strategically across courses within programs to ensure that students are building skills and mastery (ongoing). * Leverage data coaches to work with program faculty to disaggregate program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps.   *Timeline for implementing next steps: Spring 2022* | |
| **4. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 characters)*  n/a | *Challenge or barrier: (1,000 characters)*  *n/a* | |
| 1. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. | *Place an X next to one:*    Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 characters)*   * The Planning for Institutional Effectiveness (PIE) process allows for the linkage of SLO goals and resources. * Course SLOs are assessed on a regular basis and are in alignment with the curriculum review process. * Course specific Measurable Objectives (MOs) are mapped to course SLOs, which are mapped to Program Level Outcomes (PLOs). Faculty evaluate student learning and skills building across programs, including those in the arts, sciences, CTE, and noncredit areas. * GPS funded the College’s Outcomes Coordinator to provide Transparency in Learning and Teaching (TILT) training to faculty. This training helps faculty improve alignment of course assignments and exams with SLOs. * The College supports faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students with through a variety of professional development activities which emphasize equity and inclusive teaching. For example, New Faculty Seminar, FLEX Day sessions (e.g. “Employing Culturally-Affirming Teaching and Learning Practices to Advance Institutional Equity”), CORA training, Universal Design for Learning training, the Skyline Equity Institute, A2Mend, and a Faculty Retreat. * Campus-wide Outcomes Summit held to promote, educate, and align related work. * English, Mathematics, and AmLa faculty utilize Community of Practice to review outcome related data and inform best practices. * The College supports curriculum and course development that emphasizes culturally relevant pedagogy. For example, the student-initiated development of an AAT in Social Justice, music courses in hip hop, and courses on women, LGBTQ, and ethnic studies. * Other intentional campus efforts include learning communities, such as Bridge, Pathways, linked courses, and math and English support classes. * Term, if *at scale* or *scaling*: * Spring 2021 | *Next steps: (1,000 characters)*   * Develop/revise and assess SLOs & PLOs to improve teaching and learning (ongoing). * Expand the Community of Practice model to other disciplines. * Expand TILT training.   *Timeline for implementing next steps:*  Spring 2022 | |
| **4. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 characters)*  *n/a* | *Challenge or barrier: (1,000 characters)*  *n/a* | |
| 1. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts. | *Place an X next to one:*    Not occurring  Not systematic  **X** Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 characters)*   * Counselors and Career Specialists help students create resumes. * The Transfer Center has expanded efforts to connect students with faculty to develop strong personal statements for transfer applications. * The Arts Division offers courses that assist students with creating and building their portfolio. Specifically, ARTC 290 is entirely dedicated to portfolio development. * The College utilizes Portfolium software, an electronic portable portfolio, to help students document their work in a portfolio. * In some programs, students complete portfolios and capstone projects to demonstrate competency and document learning. * Students earn engagement certificates for participating in student leadership (LEAD) workshops or for volunteering. * Term, if *at scale* or *scaling:* * Spring 2021 | *Next steps: (1,000 characters)*   * Explore opportunities to earn industry-related badges to demonstrate mastery. * Provide professional development in using other means than transcripts to allow students to demonstrate their learning. * Support faculty in developing opportunities for students to document learning outside of transcripts.   *Timeline for implementing next steps:* Spring 2022 | |
| **4. f. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 characters)* | *Challenge or barrier: (1,000 characters)* | |
| 1. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development. | *Place an X next to one:*    Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 characters)*   * RIE administers the CCSSE survey to students and faculty. Results are compiled, compared, and widely distributed to the campus. * RIE finds creative ways to disseminate the data and engage stakeholders in the findings. For example, gamification. * RIE and Instruction completed a business process analysis of “What has to happen for students to earn a degree or certificate?” This provided the College with a SWOT analysis of its processes. Many improvements were made. * Student Voices Project: Students articulated their experiences using a visualization model. Results were shared in various campus professional development sessions and trainings. * The College prioritizes data driven professional development based around current research and practice. The current emphasis is on using disaggregated data to close equity gaps. * Term, if *at scale* or *scaling:* * Spring 2021 | *Next steps: (1,000 characters)*   * Review changes over time and determine next steps for Guided Pathways support. (Ongoing) * Determine methods to engage the college further with college-wide student data. (Ongoing) * Use data to create targeted professional development. (Ongoing) * Re-review business processes and students’ experiences and make recommendations on changes. * Leverage data coaches to disaggregate outcomes data. * Continue and expand Student Voices project.   *Timeline for implementing next steps:* Spring 2022 | |
| **4. g. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 characters)* | *Challenge or barrier: (1,000 characters)* | |

**Additional REQUIRED questions:**

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| **Student Engagement and Support** | |
| **STUDENT ENGAGEMENT** | *Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor’s Office a system-wide qualitative measure of this effort.* |
| In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required) | *Place an X next to one or more:*  **X** Student survey(s)  **X** Students serve on campus GP advisory committee(s)  **X** Student focus groups  Other: |
| *Engagement Efforts - Details: (1,000 characters)*  Last year, our GPS research team collected student voices by attending credit and non-credit courses and asking them to draw their academic journey at Mt. SAC. Students articulated their pathways and identified barriers they had encountered during their time at Mt. SAC. The researchers then collaborated with our student led graphic design work experience program (Studio13) to create an infographic using the posters. Results of this project have been shared at multiple workshops with faculty across Campus and continues to help us better understand the complex experiences of our students and the support they need to be successful. Plans to expand this work are in progress. This year we also welcomed a student appointed member to the Guided Pathways Cross-Council Committee, to ensure our planning and implementation continues to be student-centered and informed. |
|  | |
| **COURSE ALIGNMENT** | *How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)* |
| *Course Alignment - Details: (1,000 characters)*  All programs have recommended course sequence maps which are reviewed and updated by the GPS Mapping Coordinator in collaboration with program faculty as needed to accurately reflect course availability. This process ensures that faculty can align scheduling of courses with their program map.  The College focuses on building a student-centered class schedule by:  1- Analyzing historical enrollments by looking at class patterns and enrollment, analyzed by time of day, fill rates, waitlists, GPS maps, classroom utilization, and AB 705 impact in math and English course offerings.  2- Developing a flexible class schedule to allow for adding classes, late start classes, online offerings, and by communicating with students via multiple modalities to inform them of added sections.  3- By utilizing scheduling tool to monitor enrollment on an hourly basis so programs can be responsive in adding classes to meet student needs. |

**Additional OPTIONAL questions:**

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| **Success Story** | |
| **SUCCESS STORY** | ***Optional:*** *Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor’s Office will not share the information with outside parties without first obtaining your college’s consent. Note: All fields are required should you choose to include a success story.* |
| *Title:* Inspiring Innovation using GPS Mini-Grants and RISE | |
| *Follow-up Contact Person(s):* Shiloh Blacksher ([sblacksher@mtsac.edu](mailto:sblacksher@mtsac.edu)) and Sara Mestas ([smestas@mtsac.edu](mailto:smestas@mtsac.edu)) | |
| *Challenge: (1,000 character):*  With the COVID-19 campus closure and transition to remote education and services, several GPS planned activities were disrupted. For example, the second annual Faculty Focus Retreat, The Power of Our Data Conference, and the ability of our campus to take on additional work of Mini-Grants and RISE projects. | |
| *Success Story: (10,000 character):*  To be more inclusive of all faculty doing meaningful work on campus and to empower faculty to continue doing this work, Mt. SAC Guided Pathways to Success (GPS) created two funding opportunities to inspire and support faculty innovation and exploration of tools and strategies to engage students: Mini-Grants and Re-Imagining the Student Experience (RISE).  Mini-Grants are intended to support cross-disciplinary and campus-wide projects in both instructional and student service areas. Project proposals are competitively evaluated using a rubric to ensure they are student-centered, equity-minded, and align with the GPS framework and goals. The following are a list of funded projects.  Completed projects:   * + A [Mountie View Book](https://www.mtsac.edu/marketing/pdf/Overview-Publication-6x9-ver5.pdf) and signpost banners developed by Marketing. The Mountie View Book highlights information about the College (i.e. history, mission, vision), programs and degrees, support centers and resources, images of campus life, and financial aid information.   + An interactive career exploration guided developed by Biology faculty. This guide was posted along the walls of the department and featured numerous careers organized by earning potential and degree requirement. Students interacted with the display by scanning a QR code to reveal the career and detailed information about that field of employment. Over 1100 scans were recorded over the course of the project.   + Support for the Music Department to onboard new students. The department successfully hosted a full day of auditions and music course placement for incoming and potential music majors. Workshops clarified the different sets of courses (theory, musicianship, keyboard, performance) needed for successful program completion and/or transfer, and faculty worked with students to create customized pathways.   + Sending a Counselor to a Train the Trainer workshop called Teaching from the Back of the Room (TBR). This workshop was then brought to the campus as a professional development workshop. The two-day workshop provided training (including books and materials) to the counselors on how to deliver the Summer Transition Enrichment Program (STEP) classroom curriculum in an interactive, validating, and highly effective way. This is now an institutionalized method for teaching Introduction to College in STEP. The training was so popular and well received it was expanded to be an ongoing professional development offering that accommodate all discipline faculty, staff, and administrators.   + A collaboration between Physics and Engineering faculty at Mt. SAC and Cal Poly Pomona to better advise students on course sequences and improve alignment of transfer degrees. In collaboration, Physics and Engineering faculty at Mt. SAC and Cal Poly Pomona applied for an NSF grant to continue the institutionalization of this work and further address career readiness and student success in this major pathway.   + Library Research Workshops on Demand Pilot. Librarians partnered with discipline faculty to identify unique research and information literacy needs within that program. Then they created contextualized and scaffolded workshops that leveraged librarian expertise and were taught by Library faculty either during or in parallel with discipline courses to meet the needs of faculty and students.   + Reading Faculty partnered with eight programs on campus (Horticulture, Respiratory Tech, Welding, Administration of Justice, Anatomy-Physiology, English, Political Science, and Astronomy), to create contextualized “close reading” videos for their courses. They also created and facilitated content for an Academic Literacy for Equity POD workshop, created content for STEP READ breakouts, and create a repository in the LMS for Academic Literacy.   Projects in progress:   * + The facilitation of Transparency in Learning and Teaching (TILT) training to faculty. This is an online professional development workshop provided by the Outcomes Committee on aligning assignments and exams with SLOs. Pre- and post-workshop surveys will measure faculty’s view on SLOs and current practices regarding SLOs. After the workshop, participants will explicitly share SLOs with students and implement the aligned assignments and exams. Participants will report exam grades (without names) for data analysis. Faculty and students from their classes will complete an online survey about their experiences. Faculty and students will participate in focus groups online about their experiences.   + Revising the Sign Language Guided Pathway sequence and alignment, website updates, and outreach to prospective students at local high schools.   + Cultivating A Transfer Sending Culture at Mt. SAC by creating a campus-wide protocol in advertising and educating Mt. SAC students, faculty, staff, and administrators in how they understand the topic of transfer and completion. By developing Transfer Agents and Transfer Champions, the project aims to reduce informational and cultural barriers for student transfer success and bring Mt. SAC to the level of ‘at scale’ through advocacy for transfer to become integrated and prioritized on a structural level at the campus. The activities are aimed at reducing the misinformation about transfer/completion requirements, increasing the number of students who apply to transfer and receive degrees, and ultimately increasing overall transfer and completion rates. To date faculty across campus were recruited and trained to review students’ responses to UC application Personal Insight Questions. Faculty met with students one-on-one during transfer season. Shirts and buttons were also distributed to faculty across campus to create visual awareness in and out of the classroom and promote a transfer culture.   + Contextualized Cross-Disciplinary College Reading Pilot. This project will provide student Canvas resources designed to support the demands of college reading. Reading faculty will expand Canvas reading modules to scaffold students into cross-disciplinary strategic reading. Reading faculty will continue to facilitate the “Academic Literacy for Equity” professional development workshops each term. These workshops provide a collaborative, cross-disciplinary environment to explore effective reading assignments, increase access to understanding academic texts, and evaluate current reading pedagogy.   To expand support for faculty innovation, RISE projects were developed in Fall 2019. For RISE projects, GPS is providing funding to every department for a faculty member or a team of faculty to propose and implement a small project to improve their program. RISE projects differ from Mini-Grants in that they are intended to be smaller scale and one semester projects that are not competitively awarded. Rather, funds are equitably distributed across all departments to support large-scale participation. The goals of RISE are to increase number and disciplines of faculty involved in the work of GPS, improve communication and collaboration between faculty and staff across disciplines (e.g. instruction faculty, counseling faculty, library faculty, and other student service programs), utilize GPS funding to create long-term program improvement based on best practices outlined in the Scale of Adoption Self-Assessment (SOAA), and the autonomy and unique needs of our College program areas. Thus far faculty have used RISE to create program brochures, revise program websites, work with liaison counselors, improve articulation, and create shared curriculum for transition to online instruction. Most notably, Philosophy overhauled their website using the GPS theoretical framework, created a flyer to promote their program and major, and [created a video](https://www.youtube.com/watch?v=e5-Bj3gjvoo&feature=youtu.be) to showcase what is philosophy, the value of it, career opportunities, how to major in it, and Guided Pathways. | |
| *Outcomes: (1,000 character)* | |
| *Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:*  **X** 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.  **X** Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.  **X** Decrease the average number of units accumulated by California Community College students earning associate degrees.  **X** Increase the percent of exiting CTE students who report being employed in their field of study.  **X** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.  **X** 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. | |