

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT

CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS

Revised February 2019

Institution Name: | Mt. San Antonio College |

Date: | April 18, 2019 |

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

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

A new addition to the SOAA in fall 2018: 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. The SOAA was recently updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

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

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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If <i>Scaling in Progress</i> or <i>At Scale</i> , please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
<p><i>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”.</i></p> <p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> 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? 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> The College has mapped all credit programs and created a Guided Pathways webpage so that they can be searched and selected. The college catalog has a filter feature to sort by career cluster (meta-major). <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Add links from the college catalog to Guided Pathways webpage for each program. Continue updating maps as needed. Develop noncredit crosswalk to credit program career clusters or meta-majors. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2019-2020
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Career Technical Education (CTE) Programs have advisory committees. Associate Degrees for Transfer (ADTs) are well aligned with State Transfer Module Curriculum (TMCs). Additional ADTs and AS Degrees were added in 2018-2019. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Pursuing CSU IGETC certificate of achievement. Working with CSUs to ensure students can transfer. Continue evaluating the addition of new ADTs. Evaluate fields of importance in the college’s service area. Ensure the

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		<ul style="list-style-type: none"> Noncredit CTE Health Careers programs have expanded and provide clear pathways with students well-prepared to enter immediate employment or post-secondary allied health programs. <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2019</p>	<p>College provides opportunities for preparation to enter these fields or engagement in work experience for students at Mt. SAC.</p> <ul style="list-style-type: none"> Continue to evaluate regional labor market need for noncredit CTE training. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2019-2021
<p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> The Research and Institutional Effectiveness (RIE) department completed the evaluation of the Guided Pathways website taking special effort to include students' voices. As the student spoke, changes were being made. Employment and further education opportunities for non-CTE programs are starting to be included. Labor market information for all CTE programs is provided on the CTE websites. The Guided Pathways website is ADA compliant. College is hiring a CTE Librarian and two Career Specialists in the career center. <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Incorporate feedback from focus groups to improve the Guided Pathways website. Expand employment and education opportunities information for non-CTE programs and provide earning potential. Increase job services, add more assistance to additional programs. Develop Continuing Education website to better provide students with noncredit pathway opportunities. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2019

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<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> All credit programs are mapped. Key progress milestones are being identified. Institutionalized process has been implemented for updating and correcting program maps. <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Integrate noncredit courses that support credit program mapping where needed. Continue to develop and add milestones (certificate completion, capstone course completion). Continue to add comments on applying for transfer on ADT's. Launch marketing plan for Guided Pathways for Success (inclusive of underserved populations). <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2019-2020
<p>e. Required math courses are appropriately aligned with the student's field of study (<i>Note: This essential practice was moved from Area 2</i>)</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Math recommendations have been made for all programs of study. Math course sequences are aligned with STEM and non-STEM majors following the implementation of multiple measures for self-guided placement. <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Display recommendations for students to see. Include recommendations in Assessment Questionnaire (AQ) placement inventory. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> 2019-2020

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Equity Considerations in Area 2: <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> Research Department evaluated the Mountie Academic Plan (MAP) Workshop with recommendations for improvement. MAP Workshop redesigned and launched with recommendations to help students explore majors through guided activity. Students create first-semester educational plan. Redesigned online orientation to include new placement process. Students complete a comprehensive educational plan by the end of the first semester. Summer success program developed to serve 1,000 students. Onboarding new high school students through Connect 4 that serves approximately 2,000 students. Launching a summer pilot program to include Promise Grant. Continue to expand the summer bridge program. Term, if <i>at scale</i> or <i>scaling</i> : Spring 2019	<i>Next steps:</i> <ul style="list-style-type: none"> Publicize MAP workshop and scale it so that it is part of the onboarding process for all students. Implement new advising tool. Defining a pathway for undecided/undeclared students. Develop online advisement tool. Create a marketing plan to develop a comprehensive Ed plan by the end of the first semester. Include information about Promise Grant. GPS team will launch a summer success program to serve 1,000 new college students. Additional workshops on English, Math, Financial Aid, etc. will be offered to assist students in selecting appropriate courses for Fall based on their college and career interests. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> 2019-2020

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<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Research Department completed evaluations on support within the classroom and its impact (Title V). • Developed summer programs for math and English, new STEP program with program lectures in a workshop setting. • There are Supplemental Instructors in the classrooms for some STEM major classes. • Academic Intervention for Math and English (AIME) noncredit course for math and English, Academic Support and Achievement Center (ASAC) academic skills workshops, and Library workshops provided support for academically underprepared students. • Increased coordination of academic support which resulted in publicity campaigns (Student Success Fair, new brochure and website) on services for major program areas (e.g., math, writing, sciences, STEM, languages, etc.). • Continued to provide credit Learning Assistance (LERN, STDY, and READ) courses for academically underprepared students. In the wake of AB 705, it was decided to maintain credit basic skills course offerings. • Integrated academic support with the two-week STEP summer orientation to 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Enroll students in STEP and Summer Bridge, conduct research to evaluate the effectiveness and make improvement recommendations. • Expand discussions with noncredit faculty to identify their role in the counselor/liaison partnership. • Build and further coordinate academic and student services support for underprepared students. • Expand liaison relationships between academic and student services faculty to clarify joint roles and responsibilities. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2020-2021

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		<p>college program; continuing academic support with the Bridge Program.</p> <ul style="list-style-type: none"> • Purchased EAB registration system that includes early alert and time management tool. • All programs have an assigned counselor liaison to connect academic and student services, share information, build relationships, and support students. • Math success lab assisted student enrollment into math gateway courses. • Continuously promote the college academic support services to students such as TERC, Writing Center, WIN, STEM, ASAC and others. • Exploring opportunities to collect apportionment at tutoring centers to provide additional service and ease the reliance on categorical funds. <p>Term, if <i>at scale</i> or <i>scaling</i>: Summer 2019</p>	
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>		<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Research Department completed evaluations on support within the classroom and its impact (Title V, BSSOT). • Research Department completed evaluation of impact of new multiple measures placement of students and presented work to Multiple Measures Task Force (with faculty). Data is 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Research Department to conduct next phase research on multiple measures placement. • Measure enrollment and effectiveness of co-requisite courses. • Offer new co-req math support courses, including MATH 11, 14, 15, and 16.

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		<p>already being used to improve students' pathways.</p> <ul style="list-style-type: none"> Completed math pathways for program areas/career clusters. These will be placed on the Assessment Questionnaire (AQ) placement inventory. Advise student to explore READ on AQ. Equity-funded tutoring centers targeting underserved populations provided services (STEM Center, extended library hours, and ASAC among others). Co-req support courses, including MATH 5, 13, 7, and 18 offered. Four new co-req math support courses developed. The college continued to offer pre-collegiate, basic skills math courses to students, including LERN 48, LERN 49, MATH 50, MATH 51, and MATH 71/71S. CTE website has employment information. Career Specialists are located in many departments to help students find jobs, career services helps students from all majors. Math Success Lab assisted student enrollment into math gateway courses. Noncredit math boot camp and late start Learning Assistance courses were offered as supports. Advise READ 100 and READ 90 which are designed to prepare students for 	<ul style="list-style-type: none"> Establish ways to connect students to academic support opportunities in credit and noncredit in a timely manner. Include math texts examples on the READ AQ. Gather data on students that have been placed in MATH 110 but have selected to enroll in non-transferable college math classes. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2019

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		<p>the reading load in math, statistics, and calculus. </p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019 </p>	
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p>✓ At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Research Department completed evaluations on support within the classroom and its impact (Title V, BSSOT). • Research Department completed evaluation of impact of the new multiple measures placement of students and presented work to Multiple Measures Task Force (with faculty). Data is already being used to improve students’ pathways. • Tutors in the classroom are being used in all classes that have English 80 as the support co-requisite to English 1A. • Equity-funded tutoring centers targeting underserved populations provided services (Writing Center, extended library hours, and ASAC support.) • ENGL 80, co-requisite to English 1A support course offered. • The college continued to offer sections of pre-collegiate, basic skills writing courses, including LERN 81, ENGL 68, and ENGL 90. • Noncredit support courses on demand are offered. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Research Department to conduct next phase research on multiple measures placement. • Evaluate enrollment and effectiveness of co-requisite courses. • Based on student success data in transfer level English courses with co-requisites, support models will be reviewed and improved upon. • Examine other ways of targeting academic support including noncredit courses for students in “gateway” English courses. • Gather data on students that have been placed in English 1A but have enrolled in pre-college English transfer classes. • Gather data on students that have not enrolled in English classes but have placed in English 1A. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2020-2021

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		<ul style="list-style-type: none"> • AMLA 90, an accelerated course for Credit ESL students, was offered. • AMLA 70 and 80, integrated reading and writing courses were developed. • Creation of an AMLA 1A is under discussion. • Contextualized English 1A courses for AMLA and deaf and hard of hearing students were offered. • Individual tutoring publicized broadly to faculty and students. • Advise READ 90 in prep for the reading load of courses in English and courses that students can now take because of the new placements. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Research Department completed evaluations on support within the classroom and its impact (e.g., grants, Student Equity, Basic Skills). • AIME program provides intensive accelerated noncredit courses to prepare for college level math and English. The ASAC offers workshops in college success. COUN 2 and STDY classes help student improve on study skills. • Summer Bridge Program, STEP, Adult Basic Education, the Writing Center, TERC, MARC, WIN and T-MARC as 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Research Department to conduct cohort tracking of noncredit to credit students' pathway. • Implement new early alert system. • 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 liaison support in collaboration with faculty.

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		<p>well as equity-related and other academic support centers, and non-academic support centers offer intensive support.</p> <ul style="list-style-type: none"> • Math and English offer co-requisite support courses. • Math, English, Learning Assistance, and ABE offer basic skills courses. • Learning Assistance offers Reading and study techniques courses. • Counseling Liaisons established for a majority of the departments on campus. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<ul style="list-style-type: none"> • Data collection to help discover what is working. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2019-2020
<p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Mt. SAC partners with district high schools to help students prepare for college and co-enroll in college. • School of Continuing Education counselor provides onsite advising at local K12 adult education schools to assist in transitioning adult ed students into credit programs. • Career Pathways Articulation provides opportunities for high school students to earn college credit for high school courses. • Research Department compiled data on AB 705 placement, enrollment, success, and perception (student, faculty). 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Research Department to conduct next phase research on multiple measures placement. • SCE counselors are developing a noncredit counseling course, 2019-2020. • High School Math and English Educators Conference in development for Fall 2019. • In April 2019, SCE counselors are hosting 80 adult education students for a college orientation day. • Explore opportunities for collaboration among high school articulation, dual enrollment, and special admit programs to enable

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		<ul style="list-style-type: none"> • The Mt. SAC Early College Academy is completing its first year offering noncredit courses and has planned credit and noncredit curriculum for its second year. • The College has a comprehensive High School outreach program at our feeder schools. • Mt SAC will host the CA Career Development Associate Southern Regional Conference. Counselors from middle- 4-year colleges will participate in career-related workshops. • Dual Enrollment enabled high school students to start college early. • High School Outreach informed students, principals, and counselors about expectations in college-level courses. • Expansion of noncredit course offerings at high schools and include expansion in offering CTE courses. • Vocational ESL programs which are contextualized to credit CTE and general education classes have significantly increased in scale to onboard noncredit students. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	<p>students to enter college-level coursework when they enroll at Mt. SAC.</p> <ul style="list-style-type: none"> • Design a research plan to find out what is working. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2019-2020

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Equity Considerations in Area 3: <ul style="list-style-type: none"> How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? 			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> Monitoring happens in some programs, but not campus-wide. Counseling liaisons advise and monitor progress. As of February 2019, the College started a Completion Center to better monitor and serve students who have completed a high number of units. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> Implement EAB. Adopt early-alert culture, close loop when alerts are generated. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> 2020-2021
b. Students can easily see how far they have come and what they need to do to complete their program.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> Educational planning software shows courses needed for current and future semesters, % of completion. Students are able to access educational plans (SEP) through student portal. SCE faculty monitor noncredit students' progress in completion of high school credits, equivalency exam, and course levels. Term, if <i>at scale</i> or <i>scaling</i> : 2019	<i>Next steps:</i> <ul style="list-style-type: none"> Implement EAB software. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> 2020-2021

<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Some special programs use progress checks reviewed by support programs and counseling. Students are required to attend intervention if grades are deficient. • GPS counselor summit occurred in Fall of 2018 and the second summit will happen in Spring of 2019 to create an action plan to address this area. • SCE has begun to send text messages to students who drop out of transfer level math and English to enroll in noncredit courses developed for successful re-enrollment into transfer level math and English. • Basic Needs Committee coordinates student services resources ex: food pantry. • Probation Level: Level 1: Require students to complete a workshop. Level 2: In person workshop. Level 3: Appeal process via committee. • SCE has a progress policy in place for students who fall behind in their educational plans and coursework. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Scale early alert programs across campus. • College will continue to evaluate and address counseling services to address student needs. • College will continue to evaluate and address academic and non-academic student needs. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • 2019-2020
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect</p>	<p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Alternate programs are available. Need to evaluate limited access programs to understand limitations and access issues. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Evaluate programs with limited progress to better understand institutional needs.

<p>them to another more viable path to credentials and a career</p>	<input type="checkbox"/> At scale	<ul style="list-style-type: none"> • The School of Continuing Education has developed noncredit short-term vocational programs to prepare students for credit CTE programs. • Some students are referred by faculty to counseling or go to counseling on their own. • Adult schools and SCE short-term vocational programs have created articulation to credit programs. • SCE has been offering a noncredit support course for nursing student needing additional math, and computations skills support to pass nursing credit course assessments. • In partnership with credit faculty, SCE faculty created mirrored noncredit courses for CTE and AMLA. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<ul style="list-style-type: none"> • Develop clear CTE 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. • Develop noncredit, short term vocational program in high schools. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> •
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • There are 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 online courses. • The course schedule and link to online search for classes can be accessed through the College Catalog. • Waitlists are monitored to enable the addition of courses to provide access to students. • Closed classes are monitored to enable the addition of courses to provide access to students. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Evaluate impacted courses. • Work on options to leverage student educational plan data to inform class schedules. • Create waitlists for co-requisite classes. • Create strategic evening and weekend pathways • Evaluate opportunities to expand online courses, certificates, and degrees. • Provide structured pathways for high school students to facilitate their transition to programs at Mt. SAC. • Implement EAB.

		<ul style="list-style-type: none"> • Course-taking demand is being monitored to provide classes when students need them. • Created Mountie Fast Track, orientation, and MAP Workshops to assist students with waitlists, registration, class searches, how-to-drop classes, AQ, how-to-be a successful student, help for parents. • Some noncredit CTE Health Careers courses such as EMT and CNA are offered at night and weekends through a compressed schedule to ensure that students can complete their programs and enter employment or credit programs quickly. <p>Term, if <i>at scale</i> or <i>scaling</i>. </p>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Ongoing
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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If <i>Scaling in Progress</i> or <i>At Scale</i> , 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 4: <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Research Department completed its review of the Student Success Metrics dashboard to evaluate students' journeys and take action accordingly. Showcased it at Student Preparation and Success Council for Student Equity Plan. Group attended Chancellor's Workshop on it. • Program learning outcomes are mapped to course learning outcomes in our program review. • CTE programs are at scale. • Student Learning Outcomes are mapped to Institutional Level Outcomes [per accreditation, this should be for all courses]. • Advisory meetings are conducted on an annual or biannual basis for all CTE programs to ensure alignment with employer needs. • AAT/AST: We have 18 ADTs. Others are under consideration and development. <p>Term, if <i>at scale</i> or <i>scaling</i>: 2019-2020</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Showcase Metrics at Pathways Workgroup in late Spring 2019. • Ongoing evaluation. • Consider certificates for: IGETC/CSU and AMLA. • Continue to review/revise AA degrees to align with student transfer goals. • Continue to develop ADTs (currently have 18 degrees). • Continue to offer below transfer math, English, and Learning Assistance courses to support students who may want to strengthen foundational skills. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring 2020

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<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> The Community of Practice (COP) in English is providing professional development to prepare faculty to address engagement, critical thinking, growth mindset, etc. coinciding with the implementation of multiple measures and guided self-placement. Math has begun their Community of Practice coinciding with the implementation of multiple measures and guided self-placement. AMLA has developed a Community of Practice to address engagement, critical thinking, growth mindset, etc. coinciding with the implementation of multiple measures and guided self-placement. Noncredit faculty participated in action research in classrooms. The results of this research are shared. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Faculty teaching general education courses need the Community of Practice training modeled after the English COP. Scale COP to other departments and divisions. COPs can be discipline- or career cluster- related. Faculty teaching science courses need the Community of Practice training modeled after the Math COP. Faculty are seeking funding from GPS to scale up training for other disciplines. Widen the effective use of "Community of Practice" to include or develop Communities of Practice" in disciplines other than English, Math and AmLa Promote READ 90 classes which use active learning methods and application of learning to students' own authentic texts Create a Research Plan to find out what is working. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2019-Spring 2020
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops,</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic </p>	<p><i>Progress to date:</i></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Expand coordination among Career Services Specialists, program faculty,

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clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	<input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<ul style="list-style-type: none"> Career developers located within programs helped students work in their field of interest on campus. Mt SAC offered learning opportunities, including project-based learning, clinicals, work experience courses, and study abroad opportunities. Mt. SAC offers learning opportunities, including project-based learning, clinicals, work experience courses, and study abroad opportunities. These opportunities include Career and Transfer Center internships; allied health programs clinicals; Hotel and Restaurant Management courses offered in the student-run restaurant and bakery; student government and student leadership experiences, and many more. 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. <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2019</p>	<p>and counselors to ensure that these opportunities are embedded into coursework and student advising.</p> <ul style="list-style-type: none"> Include work experience, internship, clinical placements, and active learning opportunities into websites and maps. Explore the possibility of building early internship or special projects experiences for undecided students to engage in meta-majors. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring 2020
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Faculty review SLOs for all courses. Every course is evaluated at least once every four years. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Examine SLOs strategically across courses within programs to ensure that students are building skills and mastery.

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	<input type="checkbox"/> At scale	<ul style="list-style-type: none"> • New Faculty Seminars included Learning Outcomes presentations. • Student Equity research data revealed that underrepresented students are not succeeding at the same rate as the highest achieving groups. In an effort to ensure that students are mastering learning outcomes and building skills, professional development is offered throughout the year in regards to equitable pedagogy, Universal Design, Teaching from the Back of the Room, guest speakers such as Sonia Nazario and Coleson Whitehead, and other topics. • A conscious decision to promote equity-minded hiring and professional development was made. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<ul style="list-style-type: none"> • Discuss equity in curriculum committee meetings to ensure courses and programs address equity in mastery of learning outcomes and skills building. • Promote equity-minded hiring and professional development. • Advise READ 90 for concurrent enrollment in arts, science, and CTE classes for students who feel underprepared or as a prerequisite for students who have a low GPA. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Ongoing
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • The Planning for Institutional Effectiveness (PIE) process allows for the linkage of SLO goals and resources. • Course SLO are assessed on a regular basis. • To ensure that the needs of underrepresented students are addressed, an equity strand is included in the New Faculty Seminar. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continue to develop and assess robust PLOs to improve teaching and learning. • Expand the Community of Practice model to other disciplines, particularly general education courses impacted by student self-placement. • G.E Community of Practice. <p><i>Timeline for implementing next steps:</i></p>

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		<ul style="list-style-type: none"> • All programs have Program Learning Outcomes. Student Learning Outcomes are mapped to Program Learning Outcomes. Faculty evaluate student learning and skills building across programs, including those in the arts, science, CTE, and noncredit areas. • Outcomes Committee held a Summit to inform their work – including Guided Pathways. • English faculty, Mathematics faculty, and AMLA faculty are participating in ongoing professional development through their Community of Practice meetings. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<ul style="list-style-type: none"> • Ongoing
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • The Career Center and counselors and career specialist help students create resumes. The Transfer Center helps student write personal statements for transfer to UCs. Some CTE programs like art have classes that assist with creating a portfolio. • Career and Transfer Center pilot on Portfolio, an electronic portable portfolio • In some programs students complete portfolios and capstone projects to 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • 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.

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		demonstrate competency and document learning <ul style="list-style-type: none"> Students earn engagement certificates for participating in student leadership (LEAD) workshops or for volunteering. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> Ongoing
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> CCSSE: Research Department and Faculty complete the student and faculty survey every few years and compares the results. It is currently being administered in spring 2019. Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> Review survey findings in fall 2019. Determine changes over time and next steps for GPS. Determine a method to engage the college further with college-wide student data. Use data to create targeted professional development that is offered to full-time and adjunct faculty members. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> 2019-2020
h. Extras		<i>Progress to date:</i> <ul style="list-style-type: none"> Research Department 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. 	<i>Next steps:</i> <ul style="list-style-type: none"> Student Voices: Convene students to understand their experiences in spring 2019. Pilot in spring 2019 and complete in fall 2019. Re-review business processes and students’ experiences and make recommendations on changes summer and fall 2019.

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		<ul style="list-style-type: none"> Research Department and Instruction will work to explore Data Coaching across the College. How can Data Coaches help others understand what data/metrics are available, how to conceptualize questions to be asked, and how to condense information for decision making? <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020 </p>	<ul style="list-style-type: none"> Leading from the Middle (LFM) team and Research Department to convene group to discuss, understand, and conceptualize Data Coaching. How it works at other colleges. How it could work here. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring 2019 & Fall 2019