

# California Community College Guided Pathways Self-Assessment Tool

**Mt San Antonio's Submission - Last Updated November 15, 2017, 9:33 pm**

## Inquiry 1-3: #1 Cross-Functional Inquiry - Scaling in Progress

**Please briefly explain why you selected this rating.**

Inquiry around student success and student outcomes data has been occurring across campus for special projects such as Pathways to Transfer, the Bridge Program, and others. Faculty in various areas are examining success research and data, but inquiry in purposeful, cross-functional teams, including faculty, staff, administrators, and students is just beginning to be scaled in progress. Research on student success and equity is not systematically included and focused on closing the equity gap(s). Our Guided Pathways conversations are not yet embedded in our campus-wide conversations, but we are currently working toward consistently engaging the campus community in broad, deep, and inclusive discussions about the approach, framework, and evidence supporting the adoption of Guided Pathways.

**Describe one or two accomplishments the college has achieved to date on this key element.**

Mt. SAC is planning for its implementation of Guided Pathways in 2018-19. There are numerous activities across the College that reflect the work needed to create cross-team collaboration and across campus changes in our conversations, actions, and perspectives as it relates to providing students with pathways. A campus-wide Guided Pathways Summit was held in October to share progress on Pathways work and engage the campus in a dialogue centered on the Pathways initiative. At this Summit, a student panel provided some context for the student experience navigating through program completion, and a faculty panel shared Pathways efforts to date. Currently, work groups are being created to seek out student input and include student voice.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

- Finding time for faculty, staff, administrators, and students to meet and engage in meaningful discussions to create consensus about core issues and devise broad solutions
- Establishing and meeting an implementation timeline that is inclusive
- Providing avenues for dialogue about the research and local data on student success in the context of Guided Pathways

## Inquiry 1-3: #2 Shared Metrics - Early Adoption

**Please briefly explain why you selected this rating.**

While governance committees (Institutional Effectiveness Committee (IEC) and the President's Advisory Council (PAC) are examining the data and monitoring how we are achieving the College goals, there is not college-wide engagement or regular examination of progress on benchmarks or strategies for improvement. Therefore, we are still in the early adoption stage. Through the local program review Planning for Institutional Effectiveness (PIE) process, faculty align all goals and activities to the college's goals. Benchmarks are being identified and aligned across initiatives.

**Describe one or two accomplishments the college has achieved to date on this key element.**

Governance committees are monitoring the data. The College-wide data are in PIE, and the new reports that are being developed will provide disaggregated metrics. Work groups to develop and provide college-wide training have been convened.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

- Training is needed for departments/units to understand their Program Review data as it relates to the College-wide metrics and goals (e.g., IEPI, ISS)
- Time is needed for campus stakeholders to meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revision of plans

### **Inquiry 1-3: #3 Integrated Planning - Early Adoption**

**Please briefly explain why you selected this rating.**

Initial discussions have taken place among stakeholder leadership groups, including faculty, staff, and administrators, but college-wide discussions with broad representation has yet to happen. There is a clear commitment to engage in institution-wide dialogue to align planning processes and integrate planning. College governance bodies are beginning to be engaged in integrated planning, but the College is still in the early adoption stage of implementation. Guided Pathways is not the overarching framework to inform ongoing planning.

**Describe one or two accomplishments the college has achieved to date on this key element.**

Mt. SAC created an integrated plan to begin leveraging existing initiatives, including the Student Success and Support Program (SSSP), the Basic Skills Initiative (BSI) and Basic Skills Student Outcomes and Transformation Program (BSSOT), Equity Planning (Student Equity/SE), and the Strong Workforce Program (SWF). Initial planning to include the goals, activities, and funding requests relating to these initiatives in the Program Planning PIE process is underway.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

- A process that allows for higher-level discussions among all stakeholders about integration (e.g., funding Tutoring centers systematically via the three pots of money) must be developed
- The culture of the College and its governance structures must be honored as the College embarks on Guided Pathways
- Time for college-wide conversations and planning is needed

### **Design 4-8: #4 Inclusive Decision-Making Structures - Scaling in Progress**

**Please briefly explain why you selected this rating.**

The Guided Pathways Work Group consists of a broad swath of faculty, managers, and staff. Research, instruction, counseling, noncredit and tutoring are represented. Students are missing in the Work Group, but efforts have and are being made to include and seek out the student voice and input. Several college-wide meetings have been held, but we need to increase and broaden attendance and increase college-wide input. Therefore, scaling is in progress.

**Describe one or two accomplishments the college has achieved to date on this key element.**

The Work Group meets every other week throughout the school year to steer the college-wide efforts in Guided Pathways. We have held five college-wide institutes to discuss Guided Pathways and provide opportunities for inclusive decision making. Students have been engaged in developing meta-majors or career clusters.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

- Getting broad participation from all stakeholders
- Building momentum among campus constituents

### **Design 4-8: #5 Intersegmental Alignment – Early Adoption**

**Please briefly explain why you selected this rating.**

Advisory Boards in CTE areas have been providing rich industry input, resulting in the creation of responsive programs, partnerships, and a pipeline to employment opportunities for students. The development of 20 Associate Degrees for Transfer (ADTs), provides students with access to programs that are aligned with 4-year institutions. However, the college is just starting conversations with K-12 districts. As we have not established systematic coordination in our partnerships with K-12 from the lens of Guided Pathways and as there is more work to be done to build stronger partnerships with across constituent entities, we are in the early adoption stage.

**Describe one or two accomplishments the college has achieved to date on this key element.**

We have strong articulation agreements and transfer degrees. We also have strong Advisory Boards and industry partnerships.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

- Time to meet with K-12, 4-year, and industry partners
- Development of clear, cohesive program requirements so that those can be shared with partners

**Design 4-8: #6 Guided Major and Career Exploration Opportunities - Scaling in Progress**

**Please briefly explain why you selected this rating.**

Eight meta-majors have been developed with faculty and student input. All programs of study have been placed into those meta-majors. Currently, the college is developing scalable mechanisms for major and career exploration. Therefore, we are scaling in progress.

**Describe one or two accomplishments the college has achieved to date on this key element.**

Students can access meta-majors on the college website at which are located at the following website: [http://www.mtsac.edu/instruction/guided\\_pathways\\_of\\_study.html](http://www.mtsac.edu/instruction/guided_pathways_of_study.html). Students can identify areas of interest and programs of study through these meta-majors. Additionally, data from ONet is provided so that students can explore career opportunities in each major or program of study.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

- Marketing Guided Pathways to students so that these major and career exploration opportunities are accessible
- Engaging discipline and counseling faculty in incorporating major and career exploration conversations into their interactions with students
- Designing scalable structures to encourage early adoption of majors

**Design 4-8: #7 Improved Basic Skills – Scaling in Progress**

**Please briefly explain why you selected this rating.**

The college has created accelerated coursework that shortens the English and Math sequences. An English co-requisite model is available to students and math co-requisite courses have been written and are currently under curriculum review. A new placement process has been developed that includes high school performance metrics such as high school GPA and course grades. This placement process will be implemented in Summer 2018. The college is in the scaling in progress stage because we are on the cusp of implementing placements based on high school metrics.

**Describe one or two accomplishments the college has achieved to date on this key element.**

Co-requisite and accelerated courses have been developed to shorten the developmental sequence. A college-wide group of faculty and administrators is working on the implementation of the new assessment and placement process. Three inclusive college-wide convenings have been held, work groups have formed, timelines and goals have been established, and progress toward full-scale implementation in Summer 2018 has been made.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

- Campus-wide coordination required for successful implementation of placement through high school performance
- Creating equitable assessment and placement options for students who do not have high school performance indicators

## Design 4-8: #8 Clear Program Requirements - Scaling in Progress

### **Please briefly explain why you selected this rating.**

Cross-disciplinary teams of faculty, including English, math, counseling, library, and discipline faculty are meeting to map course sequences. Maps include all transfer and major requirements. For mapped programs, students are able to see how close they are to completion. As faculty finalize maps, schedules are being aligned with the course-taking recommendations in the maps and student demand. However, not all programs have been mapped. Therefore, we are scaling in progress.

### **Describe one or two accomplishments the college has achieved to date on this key element.**

Half of our programs (156) have been mapped for full-time students. Liaison counselors have worked with assigned departments to create maps which has resulted in strengthened relationships and a better understanding of program goals and recommended student progression through areas of study.

### **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

- Completing full-time (2-year completion) maps for all programs
- Completing part-time (3-year completion) maps for all programs
- Keeping maps up-to-date

## Implementation 9-14: #9 Proactive and Integrated Student Supports - Scaling in Progress

### **Please briefly explain why you selected this rating.**

The college provides academic and non-academic support services in a proactive way. Some structures are in place that allow counseling and instructional faculty to meet, collaborate, and discuss ideas. Collaboration occurs between instructional and support services in many, but not all, projects. Processes to monitor student progress to provide timely support are under development. A task force has been convened to evaluate and adopt a tool to help ensure that students stay on track and complete their program of study. Therefore, we are scaling in progress.

### **Describe one or two accomplishments the college has achieved to date on this key element.**

Instruction and Student Services collaborate in a variety of ways. Task forces, committees, work groups, and special campus convenings allow discipline and counseling faculty to collaborate. The establishment of liaison counselors in departments is increasing collaboration. Cross-collaboration also occurs between Student Services and Instruction in special projects such as Bridge and Pathways to Transfer and in areas such as Tutorial Services, the STEM Center, the TERC lab, the Writing Center, and the Math Success Lab.

### **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

- Lack of development and implementation of systems for early alert
- Lack of central coordination of academic support services
- Scaling interventions
- Tracking progress of each student to ensure that the stated educational goals are current and accurate

## Implementation 9-14: #10 Integrated Technology Infrastructure - Early Adoption

### **Please briefly explain why you selected this rating.**

The College has technology such as Early Alert and Degree Works that support Academic Planning and Counseling but these tools are not consistently providing timely planning, support, and tracking capabilities. Additional tools to help counselors and faculty monitor students' progress are under evaluation. We are in the early adoption stage of developing the technology infrastructure to provide tools for students and faculty.

**Describe one or two accomplishments the college has achieved to date on this key element.**

CTE programs provide data on career and employment information on department websites.

Pathways program maps are being loaded into Degree Works so counseling faculty and students can use those maps as templates for education plans (Ed Plans). Over 19,000 Ed Plans were created in 2016-17.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

- Early Alert System that doesn't close the loop and is not strong
- Getting all students a comprehensive education plan.

## **Implementation 9-14: #11 Strategic Professional Development - Scaling in Progress**

**Please briefly explain why you selected this rating.**

Professional Development (PD) opportunities support the college's goals and program review process. PD opportunities are provided throughout the year to enable faculty and staff to provide or direct students to academic and non-academic support services. Mt. SAC engages in systematic, frequent, and strategic attention to the use of learning outcomes assessment results to support and improve teaching and learning. Scaling is in progress to expand strategic professional development activities.

**Describe one or two accomplishments the college has achieved to date on this key element.**

Accomplishments include workshops that are provided at mandatory Flex days bi-annually as well periodically throughout the year to provide guidance and assistance. Updated information is offered to faculty and staff regarding academic and non-academic support services. This is accomplished via email blasts, posters, counseling, and directly from the faculty via online course management systems.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

- Increasing faculty engagement in PD
- Improvements in college processes that directly serve students are continuously explored. Analysis of student data both quantitatively and qualitatively is also incorporated into the process. Evidence is captured and recording in each unit's Planning for Institutional Effectiveness document (PIE).

## **Implementation 9-14: #12 Aligned Learning Outcomes - Scaling in Progress**

**Please briefly explain why you selected this rating.**

Mt. SAC consistently reviews and revises Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs) to ensure alignment, academic rigor, integrity, relevance, and currency. Individual courses are reviewed every four years by faculty, and the Outcomes assessment review process is tied to course review, linking outcomes assessment to course or program modifications. Curriculum and Outcomes review are both included in the program review process. Scaling is in progress to ensure that all SLOs, PLOs, and ILOs are reviewed.

**Describe one or two accomplishments the college has achieved to date on this key element.**

A major accomplishment includes high praise from the ACCJC regarding our use of data.

**Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

- Faculty engagement in Outcomes assessment
- Expanding professional development opportunities

## Implementation 9-14: #13 Assessing and Documenting Learning - Scaling in Progress

### **Please briefly explain why you selected this rating.**

The college tracks attainment of learning outcomes and makes this progress available to the public. Most programs examine and use learning outcomes data to improve the effectiveness of instruction. Therefore, scaling is in progress.

### **Describe one or two accomplishments the college has achieved to date on this key element.**

TracDat is the College's database for learning outcomes. The outcome and its results are on the web for the public to see.

### **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

- Providing the assessment of learning outcomes in a way that is easy for students to understand
- Providing student learning outcomes on syllabi

## Implementation 9-14: #14 Applied Learning Opportunities - Scaling in Progress

### **Please briefly explain why you selected this rating.**

There exists well-established protocols for successful internships and volunteer experiences for students. Strategic and systematic coordination is in place to provide applied learning opportunities in some programs. Some courses and programs offer contextualized learning opportunities. Therefore, scaling is in progress.

### **Describe one or two accomplishments the college has achieved to date on this key element.**

Heating and Air Conditioning and Welding program internships lead to gainful employment. The college continues to explore and provide students with access to applied learning opportunities such as the robust clinical placements for students in health-related programs.

### **Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.**

- Coordination between Instruction and Student Services efforts in developing and managing applied learning, including internships, coops, clinical placements, service learning projects, and study abroad

### **Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions**

There is a need to create a tracking system to discover how our applied learning opportunities lead to gainful employment and/or further education.

## Reflections: Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall? – Scaling in Progress

The college is Scaling in Progress for a majority of these key elements. As work progresses in the 17-18 school year, the college will continue to move toward full scale implementation of Guided Pathways.

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