Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions

Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
1. Cross Functional Inquiry College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.	**Scaling in Progress**	Faculty, staff, administrators, and students will meet to evaluate local research and data and engage in meaningful discussions to create consensus about core issues and devise broad solutions devise broad solutions Build data	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, including noncredit and CTE, 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. Across Areas 1-14, subgroups will form to include relevant stakeholders, evaluate current data, make recommendations for improvement, and share results with the campus.	Data is available and agendized at Pathways Workgroup meetings as well as at other committee and council meetings (e.g., PAC, IEC, Instruction Managers, Student Services Managers, SP&S). Research capacity is increased to meet demands for GP. Stakeholders across campus use research and data to improve student success. Meaningful discussions about Guided Pathways occur across campus.	**Scaling in Progress**

2. Shared Metrics College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.	Scaling in Progress	Benchmarks will be clearly identified and defined. Data will be shared with relevant stakeholders and used to track progress across all key initiatives and for academic and employment outcomes.	Benchmarks for initiatives have been identified, goals set, [CM1]and student data is being used to track progress across initiatives and for academic and employment outcomes. College-wide goals have been identified in our Strategic Plan. CTE employment information is posted on CTE program website	Benchmarks are clearly identified and data is used consistently to track progress on key indicators. Strong communication between employees who are hiring students Use GP KPIs Meet or exceed College Goals/metrics (e.g., IEPI, ISS, Scorecard, GP, CTEOS)	Scaling in Progress
3. Integrated Planning College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways Four Pillars framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.	Scaling in Progress	Stakeholders will be convened to determine how to establish the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives to support all students and programs.	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. Seven local Pathways Institutes have been held. Posting of Guided Pathways Committee Minutes	Current initiatives and processes are mapped to the Guided Pathways framework. Transparency and useful readily available information Held several Student Services and Instruction Planning Summits focused on Guided Pathways Spring 2018 Summit on Guided Pathways and Multiple Measures	Scaling in Progress
Key Elements of Self-Assessment (4-8)	Current Scale of Adoption	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged,	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe

			please select "Not applicable" from the dropdown menu.		
4. Inclusive Decision-Making Structures College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.	**Scaling in Progress**	The Guided Pathways Workgroup members will expand involvement of ~~relevant~~ stakeholders to meet goals pertaining to the Guided Pathways Work Plan.	The Guided Pathways Workgroup meets every other week throughout the school year to steer the college-wide efforts in Guided Pathways. The Guided Pathways Workgroup includes the Vice President of Instruction, managers across college divisions, including research, ~~and~~ tutoring, a staff member from the Instruction Office, the Academic Senate president and curriculum chair, six faculty members appointed by the Academic Senate, including two counseling faculty members and faculty from English, Math, Learning Assistance, and noncredit. ~~Students are missing~~ <u>Student voice is needed in the Work Group, and continuous efforts to seek student input but</u>~~efforts have and~~ <u>are being made</u> ~~to include and seek out the student voice and input~~. <u>Five college-wide institutes have been held to discuss Guided Pathways and provide opportunities for</u>	Stakeholders across campus steer college-wide decision-making. Expand stakeholders as needed <u>Stakeholders also participate through planning and program review processes</u>.[CM2] Held over 5 Guided Pathways Institutes Will be having faculty lead Faculty Focus Groups Will be creating Student Focus groups for *new* and *graduating* students asking them about guided pathway maps and their effectiveness in completing their educational goals. Will be informing and educating Classified Staff and Managers about Guided Pathways at the: 1- Classified Professional Day Management Retreat	**Scaling in Progress**

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			inclusive decision-making. <u>Student representatives participated actively in AACC Pathways Institutes, which meaningfully informed the work.</u>		
5. Intersegmental Alignment (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	**Early Adoption to Scaling in Progress**	Continue to coordinate regularly with 4-year, and industry partners. Expand coordination with K-12 partners. Do research and hold XX with high school students as needed to be held	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. CTE programs work with industry partners in regards to identifying program requirements. Strong noncredit partnership with high schools <u>has been established</u>. An annual high school educators' conference is held on campus. High school administrators, counselors, and English and math instructors meet with Mt. SAC counseling and discipline faculty. The topic of the last conference centered ~~around~~ <u>on</u> Multiple Measures	<u>Broad, ongoing and timely information sharing with all constituent groups will continue to ensure everyone is well informed about paths students can take.</u> <u>These groups include board members, principals, counselors, content area teachers, professors, students, and all college units involved with ensuring clear communication about the variety of pathways available to students.</u>[CM3] Encouraging faculty to meet with four-year universities to develop more transferable degrees Identify and increase pathways with K-12, UCs, and CSUs. Offer Guided Pathways Summits with High Schools and Universities Create additional Articulation Agreements with High Schools	**Scaling in Progress**

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| | | | placement using high school GPA.
The college is expanding dual enrollment offerings. As additional AB 288 agreements are created, the college is offering additional pathways of study to high school students.
~~However~~, the college is ~~just starting~~ continuing conversations with K-12 districts in regards to Guided Pathways. 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. | | |
| **6. Guided Major and Career Exploration**
(Help Students Choose and Enter a Pathway)

College has structures in place to scale major and career exploration early on in a student's college experience. | | Integrate Pathways maps for all programs into DegreeWorks for use to create student education plans.
Orientation is being revisited to include information about Guided Pathways, career clusters/meta majors, and pathways curriculum maps. With IT support, Guided Pathways curriculum maps are being developed for the | As Pathways maps are created by faculty in conjunction with counselors, the maps are being entered into DegreeWorks. These maps can be used to create educational plans for students.
19,000 Ed Plans were created in 16/17. Of these 12,000 were abbreviated and 7,000 were comprehensive. Ed | Maps should be ready for students to use and are published online and in catalog Counseling continues to provide daily "Undecided Workshops" English and Math need to develop clear and more student-friendly course sequences Continue to Pilot *"Mountie Academic Plan with Guided Pathways Workshop"* where students can enroll in one or | **Scaling in Progress** |

			college and department websites.	Plans were required for priority registration. Possibly including faculty to participate within their courses to explore careers	more of the following workshops: 1- Exploring Workshop 2- Transfer Degree Workshop 3- Certificate Workshop	
7. Improved Basic Skills (Help Students Choose and Enter a Pathway; Ensure Students are Learning) College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.	**Scaling in Progress**		Multiple Measures placement using high school metrics will be implemented. Equitable assessment and placement options will be developed for students who do not have high school performance indicators. Co-requisite and accelerated courses will be offered to students to increase access to transfer-level math. Support services and library resources will support student success in these courses.	English and Math faculty have approved a new placement system that incorporates high school metrics for placement. 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. Stakeholders across campus have convened to address various aspects of implementation. Data collection would is needed Responsive curriculum, including co-requisite and accelerated courses, has been developed to shorten the developmental sequence.	Need to work with *undecided students* to help them declare a major. Need to be more purposeful in advisement. Counseling continues to provide Daily "Undecided Workshops" Continue to Pilot *"Mountie Academic Plan with Guided Pathways Workshop"* where students can enroll in one or more of the following workshops: 1- Exploring Workshop 2- Transfer Degree Workshop 3- Certificate Workshop Assessment criteria has been shared with IT and Counseling for Placement purposes April 2 is our College Deadline to start implementing multiple measures Corequisites are being considered in the Learning Assistance Center	**Scaling in Progress**

			A co-requisite model for English has been piloted in the 17-18 year. An accelerated ENGL 90, which serves to provide students with a semester-long alternative to the two-semester sequence of ENGL 67 and 68 courses allows students to reach ENGL 1A in one semester. Co-requisite courses are being developed for three math classes. AMLA 90 is being developed to allow non-native speakers the opportunity to be English 1A-ready in one semester.	Continue to be responsible to student needs as we move forward	
8. Clear Program Requirements (Clarify the Path) College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student	**Scaling in Progress**	**PLAN** Faculty will finish creating course sequence maps for all programs. With impending placement and curricular changes in math and English courses, there may be significant changes to the maps. Ed plans Build Map Review into the curriculum submission process. Course sequence maps will be used to inform scheduling. Guided Pathways will be marketed to students so that these major and career exploration opportunities are	**EXISTING OUTCOME** 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. Students who use Pathways maps in DegreeWorks to create Ed Plans can track their progress towards completion.	Hold focus groups with students regarding scheduling for future semesters that follow guided pathway maps created by programs	**Scaling in Progress**

outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).		accessibleDiscipline and counseling faculty will incorporate major and career exploration conversations into their interactions with studentsScalable structures will be designed to encourage early adoption of majors	Is mandated to students through counseling. How do we do that across campus?		
Key Elements of Self-Assessment (9-14)	**Current Scale of Adoption**	Outline plan for each self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
9. Proactive and Integrated Student Supports (Help Students Stay on the Path) College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.	**Scaling in Progress**	An effective early alert system continues to be under development to ensure that students receive the support they need to succeed in their classes/program and stay on their Pathways sequence. Academic support services are being aligned with instruction and will be centrally coordinated to provide proactive assistance to students. A task force comprised of instruction, student services, research and IT representatives are exploring implementation of an electronic system to monitor student progress and to	The college provides academic and non-academic support services in a proactive and interactive way through learning communities cohorts and tutoring/learning support services such as the STEM Center, Writing Center and Math Success Center. Specialized, collaborative efforts between Student Services and Instruction are focused on first time students, including summer, freshman year, early college and dual enrollment. Counselor liaisons have been established for all instructional departments.	Increased numbers of students will be referred to and will participate in academic and other support services that integrate academic/learning support with counseling/guidance to enable students to increase their successful completion of requirements to reach their goals. Students will be provided with current and comprehensive updates and directions to stay on track, follow their educational plans and reach their educational goals.	**Scaling in Progress**

		establish in-depth communication with students regarding their progress to date and their next steps.	Counselors have integrated major maps into the electronic educational planning process (DegreeWorks).		
10. Integrated Technology Infrastructure (Help Students Choose and Enter a Pathway; Help Students Stay on the Path) College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.	**Early Adoption**	Adopt processes and tools that will help counselors, faculty and staff provide students with guidance information to assist students in reaching their goals. Work closely with IT and Research to implement communication and follow up with students to keep them informed of their progress and needed requirements. Develop strategies to integrate research processes between Student Success, Student Equity, Basic Skills and Strong Workforce to measure students' progress toward successful goal attainment and to address equity gaps.	The majority of students have completed both an abbreviated and comprehensive electronic educational plans that are monitored by the Counseling department. Additional tools to help counselors and faculty monitor students' progress, push out messages to students and connect students to support structures to strengthen goal completion, are being further developed. 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.	A technology infrastructure will be further developed that allows all faculty, staff and managers to provide enhanced communication and guidance to students, to refer students to critical services, course enrollment and suggest success strategies. The clear majority of students will have clarified their goals and have in place comprehensive educational plans by which they will stay informed of their progress through constant communication and an online dashboard to track their progress. Course scheduling will be informed by students' academic needs and required courses to be completed per their electronic educational plans. Increased persistence and goal completion including graduation and transfer rates, transferable math and English course completion, first term and first year momentum measurements.	**Scaling in Progress**
11. Strategic Professional Development (Help Students Stay on the Path; Ensure Students are Learning)	**Scaling in Progress**	Continue to develop PD to support staff, faculty, and managers. Specifically, develop PD that supports the college's strategic goals,	Professional Development (PD) opportunities support the college's goals and program review process. PD opportunities are	Developed and approved a *Comprehensive Professional Development Plan for Guided Pathways*.	**Scaling in Progress**

Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.		needs and priorities identified in integrated plans, program review, and initiatives.	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.		
12. Aligned Learning Outcomes (Ensure Students are Learning) Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.	**Scaling in Progress**	Continue to review SLOs regularly on a 4-year cycle. Ensure PLOs and ILOs are evaluated on a 4-year cycle as well.	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.	Students will be successful in course and program completion due to our pathway mapping and counseling efforts. Furthermore, students will be more appropriately placed and prepared to move forward due to use of GPA/Multiple measures placement. Our pathways will continue to be sound in rigor and integrity as we move forward revising when needed as indicated by 4-year review process and grade/ completion data collection. We anticipate a rise in student success in courses and programs with established pathways. We will be able to measure student participation from term to term, completion of transfer-level mathematics and English	

				in one year, and show student momentum in courses successfully completed to the point of program completion. Outcomes review by advisory teams will show successful alignment of course and program outcomes with employer identified outcome needs. We will continue to collect data to document success rates. Results of SLOs, PLOs and ILOs will be used to inform ongoing revisions. We anticipate continued alignment with state and professional competencies in the CTE area thus ensuring student success in subsequent educational, employment, and career goals. We will be able to measure this by tracking work experience, capstone assessments, and employment surveys.	
13. Assessing and Documenting Learning **(Ensure Students are Learning)** The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking	~~Scaling in Progress~~ **Beginning**	Continue to make outcomes data available to the campus community.	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. Similar to No. 12	Similar to #12 Effectiveness of instruction in programs will be measured through student momentum from term to term and year to year, particularly within programs. We anticipate through put will increase as student momentum is increased.	

				We anticipate the adoption of Pathways and the use of GPA/Multiple Measures for student placement will increase the number of students completing transferrable math and English within their first year thus helping students to be effective in completing the courses in their programs in a more timely fashion. Student completion of Transferrable Math and English courses, student participation, and student momentum from one year to the next will be well documented through our 4-year review process. Data will be available to the campus through our scorecard, reports, minutes, and College website. Effectiveness of instruction in CTE areas will also be measured through tracking work experience, capstone assessments and employment surveys. Employment placement following program completion should be available to students, faculty, staff, and community members.	
place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.					
14. Applied Learning Outcomes (Ensure Students are Learning) Students have ample opportunity for	**Scaling in Progress**	Explore and develop opportunities for applied or contextualized learning across career clusters.	Mt. SAC offers a rich diversity of learning opportunities, including project-based learning, clinicals, work experience	As we move forward in the Pathways more courses will offer hands-on project based learning. Special projects, capstone assessments will show	

| applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs. | | To progress in more wide spread adoption we will need a systematic coordination that can be measured, documented, reported out and adopted across career clusters | courses, special projects courses, and study abroad opportunities.

There are 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. | students application of what they learned. More internships and volunteer experiences will be offered across more career clusters.
The Makerspace offers cross-disciplinary opportunities for students to gain 21st Century skills. This facility provides opportunities for contextualized learning within and/or amongst programs. Other areas that are discipline specific, such as Agriculture, Nursing, Chemistry and Applied Arts, utilize hands-on laboratory instruction may help inform other instructional areas of campus in order to coordinate what works best in contextualized learning and application of outcomes. | |