

GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

Key Element		Scale of Adoption			
		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry		X		
	2. Shared Metrics	X			
	3. Integrated Planning	X			
Design	4. Inclusive Decision-Making Structures	X			
	5. Intersegmental Alignment		X		
	6. Guided Major and Career Exploration Opportunities	X			
	7. Improved Basic Skills			X	
	8. Clear Program Requirements		X		
Implementation	9. Proactive and Integrated Academic and Student Supports	X			
	10. Integrated Technology Infrastructure		X		
	11. Strategic Professional Development		X		
	12. Aligned Learning Outcomes		X		
	13. Assessing and Documenting Learning		X		
	14. Applied Learning Opportunities	X			
Overall Self-Assessment		X			

Self-Assessment Items

INQUIRY (1-3)				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>1. CROSS-FUNCTIONAL INQUIRY</p> <p>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.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p>	<p>X Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.</p> <p>Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</p>	<p>○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided pathways are consistently a topic of discussion.</p>	<p>○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
 - a) While Mesa has a thriving culture of inquiry that engages faculty, staff, and administrators across a variety of topics, programs, and structures we are still in the early phases in our attempt to reach critical mass with regard to engagement. Mesa has improved many of our annual processes to include systematic review and discussion of data but the percent of employees involved in these processes is consistently low with the vast majority of Mesa employees having the opportunity to opt out. We have begun to "democratize" our data by posting dashboards and making more data available in a self-service format but this is still in its early phases. Additionally, we are only beginning to have these discussions explicitly around the concepts of Guided Pathways.
 - b) There is lots of inquiry and cross-functional discussion, but GP isn't a part of it to a huge extent yet
 - c) Meetings, retreats
 - d) I've been involved in this for several years

2. Describe one or two accomplishments the college has achieved to date on this key element.
 - a) Integration of Equity and success data into Program review
Development of our data warehouse and release of data dashboards
Utilizing a common KPI framework for our student success plan and Guided Pathways work
 - b) Work with CUE, change agents, equity focus in program review, expanded research staff pushing out research to the people who need the data
 - c) At PIE we discuss all of this and it is very inclusive.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - a) Research capacity: While the research office has a vision of developing a coalition of action researcher throughout campus to help address capacity, this will inevitably lead to more action research and more innovation and the need for more research.
Shifting culture from one of inquiry and curiosity alone to one where inquiry and curiosity drive hypotheses and experimentation and evaluation and action and improvement.
 - b) Faculty/instructional dean resistance to bringing GP into the mix
 - c) Frequently timelines are short

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>2. SHARED METRICS</p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p>	<p><input checked="" type="checkbox"/> College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</p>	<p><input type="checkbox"/> Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p>	<p><input type="checkbox"/> College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p>	<p><input type="checkbox"/> College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
 - a) While the college has shared metrics at the institutional level, I don't think we have aligned metrics across initiatives, particularly because we have not yet aligned all the initiatives.
 - b) We love data; lots of metrics given to programs in program review with guidance on how to use the data. Disaggregation is not universal. Some parts of the college do a great job in discussing strategies for improvement.
 - c) Meetings, retreats, program review
 - d) Frequently timelines are short

2. Describe one or two accomplishments the college has achieved to date on this key element.
 - a) The discussion, establishment and updating of the campus wide metrics has been consistently performed. 2) Mesa does a good job of disaggregating the data that it does review.
 - b) Spring PCab retreats where we review the data and set goals, program review use of data, dashboards to make data accessible
 - c) Data has been shared across the campus and discussed regularly. at PIE and PCAB retreats it is done in great detail

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - a) The biggest challenge is our systems and inability to update the systems that we have or need in which the data resides.
 - b) Programs need to ask questions important to them and use disaggregation as a tool. We have seen some problems in program review in using data and asking the right questions.
 - c) Again, more full time staff and faculty and time to analyze

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>3. INTEGRATED PLANNING</p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college’s main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to):</p> <ul style="list-style-type: none"> • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation Program 	<p>X College is currently not integrating or planning to integrate planning in the next few months.</p>	<p><input type="radio"/> Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.</p> <p>There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.</p>	<p><input type="radio"/> Some conversations have taken place, with all of the key constituency groups at the table.</p> <p>Consensus is building on main issues.</p> <p>Exploration of broad solutions to align different planning processes is still in progress.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are beginning to routinely</p>	<p><input type="radio"/> College-wide conversations have taken place with all key constituency groups including:</p> <p>Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.</p> <p>Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key overarching strategies across</p>

<p>(BSI/BSSOT)</p> <ul style="list-style-type: none"> • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF) 			<p>inform and engage their constituents around integrated planning.</p>	<p>the main college initiatives.</p> <p>Integrated plans and over-arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p>
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

- a) Faculty in Student Services are aware of integrated planning and have been working as a group to support integration of Student Success and Support Program, Student Equity, and Basic Skills. The college has implemented a lot of activities and efforts to support integration. We are currently on the fourth year of SSSP implementation and there is more awareness on campus about the value of an ed plan and registration priority. Over the years, I have seen a shift in how faculty approach and remind students to complete their 6 Steps to Student Success and it's refreshing to see this progress.
- b) The Integrated Plan (BSI/Equity/Student Success) is receiving input and approval from campus stakeholders. The completed report will be presented at President's Cabinet, and sent to the CCCCCO in December.
- c) Integrated planning processes are working well but could be better. Committee members could do a better job of bringing information back to their constituents. Instruction and student services could talk more, esp about enrollment management.
- d) PIE, Integration of SSP and others
- e) PIE committee , program review.....duh!

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

- a) Examples of two accomplishments regarding integrated planning include the many activities that support a strong start for students. These include the development of a New Student Checklist, along with the 6 Steps to Student Success, Implementation of the Second Year Experience Program, Expansion of the MMAP Placement Tool, improving the placement challenge process, implementation of the Athletics Program, and Summer Cruise to name a few.

Another accomplishment is the provision of intrusive intervention services to students in the form of counseling hot spots, tutoring services, scaling up embedded counseling services in English and math, visiting GED and high school diploma courses at Continuing Education with faculty and students to encourage students to enroll at Mesa College.

- b) Integration has opened dialogue among the three initiatives, especially concerning the services provided to students at every step in the pathway. Integration has also been an opportunity to highlight for the campus the work done by the initiatives, both separately and together.
- c) Lots of opportunities to talk and plan. Governance committees doing their job well. Consensus building around what students need.
- d) PIE, Program Review, strategic planning

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

- a) There has been a lot of support, so I don't see any challenges at this time, but the only thing I can come up with is for us to see integration as an institutional responsibility, one that goes beyond student services.

Unfortunately, there have been conversations about why student services receives all the funding and has the opportunity to hire positions, but there are huge accountability measures that go along with it.

- b) More interconnectedness would allow the initiatives to work together more fluidly and cohesively. This may mean one committee, one web site, one source for campus funding (through the three budgets) and perhaps even one operational unit. The barrier may lie in the current under-representation from Instruction (the BSI Coordinator is a faculty member, rather than a dean) and maybe there's some resistance to someone from Instruction working "under" someone in Student Services.
- c) Can be difficult to fully engage faculty with so many divergent interests. Hard to get a large group together to discuss. Academic Senate could better educate its members to participate in the discussions.

d) district office can get in the way of plans coming to fruition

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

a) I am proud of where Mesa is with the integrated plan efforts for BSI|SE|SSSP. It's been fun and exciting to watch how the program has grown as a result of this effort.

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>4. INCLUSIVE DECISION-MAKING STRUCTURES</p> <p>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.</p> <p>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.</p> <p>In addition, this plan strategically engages college governance bodies college-wide.</p>	<p>x College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.</p>	<p>○ Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.</p>	<p>○ Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.</p>	<p>○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice).</p> <p>Cross-functional teams are in communication and collaboration with college governance bodies.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

a) 1. Cross-functional workgroups or teams (representing campus constituents) exist:

As models for Guided Pathways efforts, we have a strong groups working on BSI/BSSOT/Equity integration; we have institutionalized ambitious HSI grant components through strong cross-"silo" collaborations; we have an inclusive teaching and learning center which is open and encourages faculty, administrators, and staff to participate in professional learning; and Student Services has begun examining its student pathways divisionally. Through these initiatives and those related to student success and equity, Mesa has experienced a significant culture shift in our practices and expectations, such that cross-functional work informed by student, staff, faculty, and administrative voices has become the norm. Guided Pathways will be a framework and lens for inquiry which we will integrate into our existing inquiry frameworks, workgroups, and decision making processes. Existing structures reflect models of practice and are flexible and adaptable.

2. There are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision-making policies and processes:

As noted above, this structure exists but hasn't yet been directed toward Guided Pathways inquiry, planning, and implementation on an institution-wide basis.

b) Faculty, staff and students are involved in all stages of the planning

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

a) Student Services has begun analyzing its cohort programs to streamline support structures. The workgroup comprises students, faculty, staff, and administrators. Department-level analysis is likewise conducted in an inclusive manner. What we have learned is that we need better tools for visualizing complex data that has temporal and spatial qualities (what is a student's path across time, what is it like during a day, how are they moving around campus) and that we would benefit from the wisdom of leading consultants - perhaps a web series with hands-on materials with could work with on campuses. Also, some suggestions for how we can support students through technology - to be supportively intrusive, not intrusively intrusive.

Accomplishing the titanic work of reshaping our culture so that the presumed approach to our work is cross-functional, inclusive, focused on equity and student success, and open to leadership at every level. In other words, it would be odd to approach our work in any other way.

b) Over the last several years, the academic senate, student senate and classified senate have worked together to take ownership of processes that should be theirs. Admin has welcomed the efforts

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

a) Time and Complexity: Our goal is to undo institutional barriers to student success now. But, this is a complex problem to be reflected upon, planned for, implemented, assessed, and improved upon in the midst of our highly impacted daily lives at the CCCs. How can we have the advantage of the best teaching and learning on GP, packaged in a way that we can access them as needed.

Institutional push back.

b) Lack of broader participation makes things difficult. typically the same 20 people involved in everything. Occasionally, some groups need to be reminded to be more inclusive at the early stages, but usually not the norm

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>5. INTERSEGMENTAL ALIGNMENT <i>(Clarify the Path)</i> College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<p>○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p>	<p>X Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.</p>	<p>○ Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

- a) San Diego Mesa College is currently at the Scaling in Progress step of the Intersegmental Alignment element. There have been meetings which have created plans between our K-12 district, Mesa and SDSU; however, at this point we have not implemented any of these changes in the English Department. We did implement the ENGL 101/31 learning community which provides many students who would have previously been required to enroll in a basic skills class the ability to immediately move into a college level English class.
- b) We have a BSI Regional Grant that works to "build a better bridge" from Continuing Education to Mesa.
- c) I see several programs such as Bridges and partnerships in my Tch Ed Dept where Mesa is working closely with K-12 and 4 yr institutions
- d) In some disciplines there are articulation agreements with K-12 and Continuing Education. Also, our courses articulate with local 4-year institutions. In some disciplines there are partnerships with employers for clinical placements and internships.
- e) There are many strong partnerships between Mesa and other institutions, and there are some that are challenging. For example, articulation between CSU and UC schools is strong, whereas articulation between private and out-of-state institutions is not as developed.
- f) we have articulation agreements with many colleges and universities especially with those in our service area

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

- a) Over the last two years, meetings have taken place between the San Diego County Office of Education, Mesa English department faculty and San Diego State University with goals to develop a plan which align our curriculum. We are almost at a point to implement one of the outcomes of these meetings which is the College Ready Writing Assessment (CRWA). The CRWA will replace the current placement exam and be one component of our Multiple Measures placement. In addition, the chair of the English Department, Chris Sullivan is meeting with faculty from San Diego city high schools to further align curriculum to ensure students are transitioning from high school English curriculum to lower division English courses successfully. Secondly, the English course offerings have grown significantly within our high school Legacy program. According to the book Redesigning America's Community College, "dual-enrollment programs, seem to improve both college enrollment and graduation rates." (page 141) The Legacy Program includes several San Diego high schools offering San Diego Mesa College English courses for their students. The program enables high school students to enroll in college English and math classes during their school day. The plan is to significantly increase the number of courses within the Legacy program within the next few years.
- b) We have hired a team of teaching faculty, counseling faculty, and students who are visiting CE classrooms. During these visits, instructors can share information such as their online learning platforms, student work samples and what to expect during office hours. Furthermore, counselors can highlight accelerated pathways, the placement challenge process (or Accuplacer alternatives, such as multiple measures), and answer any questions students may have about the application process. Students can share their personal stories and future plans.
- c) Mesa is currently partnering with both SDSU and USD in Teacher Pipeline projects. The English Dept at Mesa has many classes where our instructors travel to high schools to teach a Mesa course.
- d) Articulations with K-12, Continuing Education, and 4-year institutions.
- e) The development of several ADT degrees is helpful to students, as it provides a clear pathway with a guaranteed admission into a CSU campus. Articulation agreements with UCs and CSUs are clearly listed on assist.org.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - a) Not surprisingly, time is one of the main challenges to this key element. To coordinate meetings between Mesa faculty can be difficult but when you add in faculty and administrators at the K-12 district and SDSU it becomes extremely difficult. Even the best of intended timelines can be delayed due to the lack of resources, in this case, time.
 - b) The grant lasts for two years, maximum, so this particular form of outreach may not be institutionalized.
 - c) The K-12 district and colleges we partner with are very large institutions. It is sometimes difficult to communicate with the proper staff.
 - d) The articulation agreements with K-12 and Continuing Education are superficial. I do not think many students take advantage of the articulation to receive college credit. We need to create a process in which students are comfortable coming to our college. We also need to create relationships with our partners to assist in the process.
 - e) Staying abreast of changing requirements among various institutions is always challenging, as is making sure that everyone involved is aware of the changing requirements.
 - f) There is no such thing as articulation with feeder schools in the K-12 system. IN addition aligned curriculum with our sister colleges creates challenges

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
 - a) We could be doing more with industry, but we need to create an infrastructure to create the capacity/mechanism to work with industry.

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a student’s college experience.</p>	<p><input checked="" type="checkbox"/> College is currently not implementing or planning to implement structures to scale students’ early major and career exploration.</p>	<p><input type="checkbox"/> Discussions are happening about ways to cluster programs of study into broad interest areas.</p>	<p><input type="checkbox"/> Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet implemented meta-majors/interest areas.</p> <p>College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.</p>	<p><input type="checkbox"/> Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.</p> <p>Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is</p>

				systematically included into the process.
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
 - a) I chose early adoption because the number of career exploration opportunities we offer is growing. We have a few programs that focus on a guided major, but not enough.
 - b) This has been an area that has been sorely missing for the college. We do not funnel students into informed major and career assessment, discovery and decision path. It is hit or miss.
 - c) We do not currently practice guided pathways.
 - d) There are no guided pathways structures in through Career or Transfer depts.
 - e) College is implementing structures for students' early major and career exploration in limited way through the Career Center.
 - f) We need to look at our our current structures, system and processes. We are not currently scaling early major or career exploration for our students
2. Describe one or two accomplishments the college has achieved to date on this key element.
 - a.
 1. General counselors received training last year in both the MBTI and Strong.
 2. The Career Center has offered internships for 2 summers in a row.
 - b) I am not sure about accomplishment, but I think the career center does well with what it has, but definitely needs a lot more support to lead this area.
 - c) We have begun implementing the initial steps for guided pathways. There is a program called the PACE program that could be a business guided pathway and the allied health programs are a good template for guided pathways.
 - d) We have career and major exploration appointments with counselors for students that can result in a variety educational planning and career preparation actions.
 - e) Some programs have foundation/gateway courses (and support for these courses). In the Career (and Technical) Education, there are regional sectors by which we categorize our programs.
 - f) The campus has started to recognize the importance of early major and career exploration through our efforts with CTE in the region.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - a) I expect that there will be many instructional faculty that feel that a guided major is too restrictive for our students.
 - b) The college needs to understand career development, not just the career center or a few counselors and faculty. There needs to be a systems overhaul and institutional resources placed towards this element.
 - c) Providing faculty and staff enough time and resources to commit to developing these guided pathways as Mesa is a active campus.
 - 1) Having the faculty or staff time/availability to work on the development of this new program. 2) The variety of student completion goals not fitting into the "guided pathways structure", primarily transfer students needed to take a variety courses for different universities/programs they may be applying to.
 - d) GP is misunderstood and many do not want to participate in the discussions. They feel threatened by the change.
 - e) Our current structures, system and processes. We are at a good stage of looking at these and aligning them with our projected goals in this area. We might need to scale up career services.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
- a) I just want to stress that if we want to commit to this we need to give the faculty and staff freedom and the resources to do this right. Also the instruction side needs to commit to when they will offer classes so if we make a pathway and include a class in a spring semester then that class should always be offered in spring.
 - b) We need to look at models that work. Using specialist in majors and career exploration would be ideal for our students.

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>7. IMPROVED BASIC SKILLS</p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:</p> <ul style="list-style-type: none"> • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental sequence • Curricular innovations 	<p>○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.</p>	<p>○ College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.</p>	<p>X College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.</p>	<p>○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.</p>

including creation of math pathways to align with students' field of study.				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

- a) We began revising the Basic Skills pathway (English) in January, 2010. Since then, we've revised the English pathway (traditional pathway courses are diminishing and, at our sister college, have been all but eliminated), the ELAC pathway, and are working to revise the Math pathway. I realize that "course pathways" are not exactly the same as "guided pathways," but our work has prepared the ground for clear, equitable pathways of all kinds.
- b) Per progress with Basic Skills and Student Outcomes Transformation Grant Program initiatives, also campus sponsorship/participation in San Diego Math Network Zeroing in Symposium and guided pathway planned implementations.
- c) We have implemented many of the planned activities and are continuing to expand the services to students. There is increasing demand for tutoring in many facets, including CT, GT, Athlete, Pop-in, and more. Our development of accelerated courses, curriculum redesign and professional learning also continues. The work and results are impressive, but more work is yet to be done.
- d) Mesa College is well on its way to supporting not just Basic Skills students, but all students. We currently pilot a number of Mesa College and Tutoring Centers (MT2C) programs that support students success, but need additional growth over the next few years to assist even more of our Mesa College students. Both our general tutors (within the tutoring center) and embedded tutors (within the classroom) are trained as educational professionals via consistent and ongoing professional learning connected to tutoring, leadership, pedagogy, and equity. This professional learning for our tutors needs to deepen, which I am certain will continue. We have already implemented an Learning Apprenticeship model framework coupled with our Tutoring Cycle to help students become self-directed learners. Additionally, our tutoring services are now specifically supporting veterans, DSPS, athletes, the STEM Center, and local high school students combined with tutoring within our math/science center, CISC tutoring, Writing Center, and Language Center. We are also focusing on how we can serve a variety of students in a variety of ways, by combing drop-in tutoring with appointments, online tutoring, and embedded tutoring. The training, leadership team, and tutors are in place, and in the next few years, scaling up these services will positively impact even more students.

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

- a) Since then, we have 1) Raised success in English 1A for students deemed unprepared by 20 percentage points through our Accelerated 1-Below course (including doubling the number of African-American students who passed 1A within 3 years) 2) Raised success in English 1A for students deemed unprepared by nearly 45 percentage points (including quadrupling the number of African-American students who passed 1A in just one year) 2) Offered a compressed Algebra course in math that raised Latino progression through transfer-level Math by almost 20 percentage points (comparing students who were deemed unprepared in two-below vs. one-below-level courses) 2) Input an online "Placement Assistant" that, using multiple measures, including self-reported hsgpa has raised at least tripled transfer-level placement.
- b) Basic Skills acceleration pathways such as Math 92 and LCOM 101 (engl 101/31). Provision of alternative Counseling access for Basic Skills students such as Embedded Counseling and Hot Spot Counseling. MMAP multiple measures in lieu of only assessment testing.

- c) Development and implementation of accelerated courses in English and Math, and corequisite model in English. Success and throughput numbers have increased. Expansion and quality of tutoring campus-wide has been improved
- d) Centralizing tutoring and developing the professional learning for the tutoring program have both positively impacted the tutoring at Mesa. These facets of our program have led to opportunities for MT2C to create new partnerships, for example: The Legacy Program and Athletics. We have begun to support our Legacy students at Kearny High School and we look forward to supporting more of our feeder high schools. We have also started to better support our student athletes with a more robust study hall program. Both of these particular programs are at a very early stage of student support; however, the unified mission/vision and training will continue to play a powerful role in supporting these and other programs.

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

- a) Challenges may be lack of resources and infrastructure for scaling up. Resistance, in some cases (though AB 705 may take care of many of our concerns).
- b) For Math and English, I suspect a challenge will be reconciling what the data suggests would be new best practices along with prior experience-based best practices.
- c) The quantity of tutors that we are able to hire to meet demand in all tutoring areas is a challenge. Funding for the scope of what we do in tutoring will be a challenge as continue to grow. Classroom space for corequisite courses is also a challenge.
- d) As with most tutoring programs across the state, we are mostly dependent on grant funding. If that funding were removed, our program would suffer. Also, to better serve our students, we need to continue to hire and train high-quality educational professionals. In the past year, we have greatly increased the number of tutors we have; however, we need to continue to scale up to better support more students and more programs.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

- a) I've been thinking a lot about infrastructure (classrooms--especially computer labs, which would need staffing); other tech access, like laptop carts; research dedicated to enrollment management; staffing for tutoring center outreach and clerical work; dedicated budget monitors; more faculty, etc. Scaling up/institutionalizing will require staff, more than anything. And it's hard to hire staff, even when there is funding.
- b) I expect AB 705 will help fortify and motivate change across basic skills pathways

DESIGN (4-8)

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>8. CLEAR PROGRAM REQUIREMENTS</p> <p><i>(Clarify the Path)</i></p> <p>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.</p> <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).</p>	<p>○ College is currently not providing or planning to provide clear program requirements for students.</p>	<p>X Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p> <p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.</p>	<p>○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.</p> <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
 - a) Many of the major paths are very specific about the program requirements
 - b) The distribution of math classes is frequently reassessed based on past and current enrollment data (including wait lists), as well as overall trends and changes in policy. Math enrollment data is analyzed on a daily basis during the primary enrollment periods and sometimes on a weekly basis otherwise. Class sections are created or canceled based largely on enrollment data and expected trends.

2. Describe one or two accomplishments the college has achieved to date on this key element.
 - a) The ASL Program is an example of a program that works with counseling to be able to project their sequences of offered classes.
 - b) The math department recently began producing and posting rack cards that clearly indicate sequences and clusters of math classes to be taken by students in various fields of study.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - a) It is always a challenge to get cross disciplinary cooperation, and this will be another example
 - b) It may take time for the effects of policy changes to be clearly seen - for example, the institution of MMAP placement and the shifting CSU position on the need for intermediate algebra as a requirement.

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
 - a) When schedules for the math department are designed, efforts are made to have the same instructor teach successive courses in sequence, thus allowing self-selected cohorts of students to study math in a more coherent fashion. The variety of math courses are usually taught every semester (we try to have more sections in the Spring for classes that students tend to postpone). Almost all of our math courses are taught during Summer sessions as well. Math class sections are offered on a variety of days and at a variety of times in order to accommodate the varied needs of the students. The math faculty are scheduled for their classes as early as a year out so that faculty scheduling with other colleges can be made easier; this allows for better long-term planning of class preparation, fewer last-minute alterations to the math schedule, stronger faculty morale, and greater overall stability in our course offerings (particularly with the pre-assigned instructors).

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS</p> <p><i>(Help Students Stay on the Path)</i></p> <p>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.</p>	<p>X College is currently not implementing or planning to implement proactive and integrated student supports.</p>	<p>O The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.</p> <p>There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve</p>	<p>O Collaboration between the instructional and support services occurs in specific programs.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.</p> <p>There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>	<p>O The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>

		coordination and support services.		
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
 - a) areas such as the Puente Program are an example of
 - b) Some conversations have started in regards to aligning processes, but we are still at the early stages. There are multiple support programs across Student Services (EOPS, Puente, FYE, Cruise, Promise etc) and Instruction (STEM Core, SEEDS Scholars, etc), but creating better alignment and less overlap of requirements and students served could enhance the experience for students and increase overall outcomes.
 - c) Currently, there are only certain programs that have begun to collaborate and coordinate with student services. Allied Health programs do a good job of ensuring that students are following pathways that support and ensure students' success and program completion. However, currently, for all other students, it continues to be a challenge to work with them to provide detailed information that will ensure education goal completion. Counseling faculty are often tasked with the responsibility of looking at the student information system to look at course scheduling patterns to determine when classes will be offered in the future. It causes a lot of frustration for students because faculty can only provide comprehensive education plans that lack details or they end up being provided with a plan that is often changed several times since it is all based on whether courses are offered and available. It is helpful for students to be able to start their educational careers at Mesa College with a plan that will allow them to determine when they can complete all their classes, in addition to determining degree and/or certificate completion. Students appreciate being able to plan ahead; unfortunately, current systems in place make it difficult for students to do so. There is much that can be done to enhance and strengthen the student experience through collaborative efforts and scheduling that is designed with student's needs in mind. It will be helpful to clearly map out major courses and have this information available in the catalog and online to serve current and prospective students. Doing so will alleviate a lot of concerns and allow us to focus on how we can support students. Furthermore, the schedule development process needs to occur sooner to allow students to plan ahead. Students can benefit from more online services in the areas of counseling, support, workshops, and many others.
 - d) The Integrated Plan (BSI/Equity/Student Success) is receiving input and approval from campus stakeholders. The completed report will be presented at President's Cabinet, and sent to the CCCCCO in December.
 - e) "Proactive and Integrated Academic and Student Supports seem to be unevenly distributed at the moment, with on-campus students having more access than online students."
2. Describe one or two accomplishments the college has achieved to date on this key element.
 - a) The BSSOT Committee assists in the accomplishment of this pathway through their efforts
 - b) Conversations have started regarding the student's experience as they embark on their college journey and get information regarding support programs. The Mesa Journeys team is working on collecting information to make support program information more accessible and less overwhelming, as well as aligning the process focusing on the student experience.
 - c) The counseling department has developed both a 6 Steps to Student Success and the Next Steps Document.

Allied Health programs have done a wonderful job of having courses outlined and mapped out for students in the program.

- a. 1. Integration has opened dialogue among the three initiatives, especially concerning the services provided to students at every step in

the pathway.

2. Integration has also been an opportunity to highlight for the campus the work done by the initiatives, both separately and together.

- b. While the Writing Center now offers 24/7 online tutoring. Some student services have online portals as well.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
- a) There will be some pushback about increased intrusive counseling, but not too much
 - b) There needs to be focus on creating programs that can be scaled up, instead of a number of boutique programs that only serve 20, 30, 50 students. Working collaboratively to create large support programs that support a large number of students by joining resources and using data to inform decisions and create programs that will increase student outcomes.
 - c) The delays in the schedule development process makes it difficult for students to plan ahead.

Offering courses based on classroom availability (or the lack of)

- d) More interconnectedness would allow the initiatives to work together more fluidly and cohesively. This may mean one committee, one web site, one source for campus funding (through the three budgets) and perhaps even one operational unit. The barrier may lie in the current under-representation from Instruction (the BSI Coordinator is a faculty member, rather than a dean) and maybe there's some resistance to someone from Instruction working "under" someone in Student Services.
 - e) While the Writing Center now offers 24/7 online tutoring, students cannot access online tutoring in all subject areas. More access for online students to student services could be made available as well.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
- a) This will open a can of worms, but it's time for us as an institution to offer courses that are based on students' needs. Currently, the systems in place make it difficult to offer courses based on need. The institution can benefit from taking a step back, analyzing programs in place, determining how each program and class benefit students. There are many programs and courses that can benefit from being reviewed and perhaps deactivated. It will help to determine when was the last time the class was offered, in addition to looking at patterns based on how the programs have done. For example, the liberal arts and sciences can definitely be looked at.
 - b) Not only are a few student services and academic support services unavailable to online students, students wishing take their academic achievement to the next level are barred from receiving honor credit in online classes.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>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 including:</p> <ul style="list-style-type: none"> • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) • System for counselors and faculty to monitor students' progress (e.g., Starfish, early alert system, etc.) • Data on career and employment 	<p>○ College currently does not have or plan to build an integrated technology infrastructure.</p>	<p>X The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.</p>	<p>○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p>

opportunities including salary and requirements (e.g., SalarySurfer, other) <ul style="list-style-type: none"> • Others 				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

a) Currently, scheduling is not linked to student demand. Department chairs work in consultation with school deans on schedule development, but each department handles scheduling individually. The institution does not have a system in place that allows students to monitor and review their degree audit. Through Reg-e, students can look at their schedules and grades, but the program is limited. With the launch of MySDCCD/Campus Solutions, students will be able to look at their ed plans and develop "what if" scenarios.

We have a home grown follow-up system for monitoring student progress, but the program is limited. Having a more comprehensive early alert system will greatly benefit students intervention strategies.

- b) while the college has some technology in place, these tools are not always student friendly (ie: degree audits). with the implementation of campus solutions/people soft, the student will have a better understanding of their academic planning/pathway.
- c) waiting for sytem to go online for Common Assessement
- d) Mesa has utilized technology tools for many years that support student outcome success. These include but are not limited to the Mesa Website, Reg-E, ISIS, SARS, social media (e.g.Facebook, Twitter, Instagram), online counseling, email notifications and DSPS Ed Plan webcasts . The transition to PeopleSoft-Campus Solutions, Canvas, and Clockwork (for DSPS) will improve student direct access to and control of their education plans and disability accommodations, and improve the classroom management experience for students with disabilities.
- e) For the past 3 years, I piloted GradesFirst's Online Student Support System by using their Progress Reporting Feature with a few of our athletic teams. I originally wanted to use this feature because I wanted to create a universal and more user friendly progress report for our student-athlete population. It was also my hope that if the pilot went well then the online system could be adopted campus and district wide since several departments and special programs issue out their own progress report. However since the district signed a contract for a new ERP, People Soft, GradesFirst was not allowed to access student data from ISIS till the new ERP is implemented. As a result it made the online progress reporting system hard to set up due to the laborious manual data entry process. As a result of this and only being able to pilot with a few athletic teams and the low faculty response rate, I decided with the support of the Deans of Student Development and Exercise Science that we will no longer pilot the GF online progress reporting feature.
- f) Mesa has some technology tools for academic and instructional support, but there's room for improved consistency across the tools

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

- a) Although we have a home grown system, it actually has many good features. Counseling faculty do a good job of working with students and providing them with counseling, advising, and ed planning services. Counseling faculty do a good job of working with students who were recommended for follow up services. The department takes pride in meeting with students individually to address their situation and provide intervention strategies.
- b) counselors and career center have the data for students to access, however, students may not know how to access

- c) Problem definition; work scope
- d) Mesa has updated the college website and instituted an online Orientation as part of SSSP. Also some departments are using mobile applications like "Remind" to help students with deadline, program requirements and appointment reminders.
- e) As of 3 plus years ago, I was lucky enough to obtain funding to support my request but again due to the new ERP and other factors, the pilot did not work out. However, during my presentations to the Dean's Council and the Chair of Chair's meeting, it seemed like most of the Administration and faculty understood the need for a universal progress reporting system and how this aligned with college's ILO's of Communication and Information Literacy.
- f) Availability of NetTutor (online tutors) inside Blackboard course shells, Instructional support and professional learning opportunities available via Zoom web-conferencing technologies.

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

- a) Unable to determine at this time, but perhaps having buy-in to ensure that faculty use the system so that we can help students with their follow up and support ways to monitor students' progress.

Having an integrated technology infrastructure is a step in the right direction.

- b) getting the students to consistently use the information
- c) waiting for District offices to deploy system
- d) Student access to their grades in real time in a course in which they are registered relies on them contacting the professor and asking. If professors use a classroom management tool and update their grades on an ongoing basis, students can check for themselves. One barrier that may impact progress is instability in district level IT support. Over the past several months there has been a lot of transition and it seems as though there may not be sufficient staffing resources for the implementation of several key software platforms at the same time (PeopleSoft and Canvas across the district and integration of add-ons, like Clockwork and Maxient for caseload management within specific departments)
- e) A few challenges I personally faced with the online progress report via GradesFirst was 1) the district not allowing GradesFirst access to student records and 2) Faculty participation
- f) 1. District's implementation of PeopleSoft. 2. Canvas integration

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

- a) Hopefully once PeopleSoft is fully implemented, the campus can reignite the conversation of an universal online progress reporting system for our students and faculty. Providing feedback to our students is important.

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>11. STRATEGIC PROFESSIONAL DEVELOPMENT</p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>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.</p>	<p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>✕ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college’s strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p>	<p>○ Some but not all PD opportunities are developed to intentionally support the college’s strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports 	<p>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college’s overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning • Providing updated information across the college to enable faculty

			<p>and services as necessary.</p> <ul style="list-style-type: none"> • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. 	<p>and staff to refer students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"> • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services.
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
 - a) Guided Pathways is in the early planning phases. We do not have a professional learning program for Guided Pathways.
 - b) We have all of the pieces in place - LOFT, programming, broad participation, staff - we need to organize our programming better and expand our offerings.
2. Describe one or two accomplishments the college has achieved to date on this key element.
 - a) The college can serve the professional learning needs of the campus community as it relates to Guided Pathways because it has a dedicated space for professional learning; the Learning Opportunities for Transformation was opened in April 2016 to provide strategic professional learning.
 - b) Coordination of Professional Learning across campus through Professional Learning Committees and LOFT.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - a) One challenge is designing an assessment that measures professional learning's impact on student learning outcomes.
 - b) Sustainable funding. Assessing and determining the impact on student learning.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>12. ALIGNED LEARNING OUTCOMES</p> <p><i>(Ensure Students are Learning)</i></p> <p>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.</p>	<p>○ College is currently not aligning or planning to align learning outcomes.</p>	<p>X Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
 - a) College has been working on outcomes assessment for 10 years; we are in our second cycle. We have revised the ILOs and embedded assessment into program review and resource requests. We have departmental outcomes coordinators (DOCs). We sponsor workshops to develop and teach procedures and processes. Results of assessments beginning to be used to improve.
 - b) It depends on what is meant by aligned learning outcomes. If learning outcomes are aligned within the college, then we would be full scale, meaning that all of our outcomes are aligned with the institutional outcomes. However, as we are a district, they are NOT aligned with our sister colleges.
2. Describe one or two accomplishments the college has achieved to date on this key element.
 - a) Institutionalizing the planning process for outcomes development and assessment; encouraging discussion of process and use of data through COA; establishing a point of contact in each department (DOCs); instituting assessment across the campus each flex week; IEPI partnership and grant.
 - b) We recently reevaluated our institutional outcomes and all programs have mapped to them. In addition, at the program level, all ground level outcomes (CLOs and SSOs) are mapped to the program level.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - a) Raising the overall quality of outcomes assessment across all programs; ability to provide professional development once grant runs out
 - b) We are still hindered in some programs by the lack of full time faculty or staff. For example, in a one-person department, there are many other tasks that take precedent, in the mind of the faculty, over doing this task.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
 - a) Some programs (Student Services and some Instructional) are working at maximum quality, but other areas are still in development

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>13. ASSESSING AND DOCUMENTING LEARNING</p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking 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</p>	<p><input type="radio"/> College is currently not assessing and documenting or planning to assess and document individual student's learning.</p>	<p><input checked="" type="radio"/> Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p><input type="radio"/> Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p><input type="radio"/> Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>

in their programs.				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
 - a) All programs track outcomes, and most programs examine and use learning outcomes results to improve the effectiveness of instruction.
2. Describe one or two accomplishments the college has achieved to date on this key element.
 - a) All course outcomes are required on syllabi, thus providing outcomes to students within a course. Program outcomes are available in the catalog and on the OA webpage. Linking outcomes to program review has closed the loop.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - a) Student awareness of the outcomes assessment process (e.g., do they understand that a particular assignment is working on their critical thinking skills?). Adjunct faculty awareness of and participation in the OA process.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

IMPLEMENTATION (9-14)

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>14. APPLIED LEARNING OPPORTUNITIES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p><input checked="" type="checkbox"/> College is currently not offering or planning to offer applied learning opportunities.</p>	<p><input type="checkbox"/> Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p>	<p><input type="checkbox"/> Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p><input type="checkbox"/> Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and</p>

				programs.
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
 - a) Puente, with its three-pronged program involves students in the community, on campus and with other Puente students in the region through practice, workshops, conferences, and leadership programs.
 - b) School has had conversations about the subject and we are working on organising and rebranding programs such as work experience. Furthermore, there are plans to develop work based learning on campus.
 - c) Many of our CTE programs are already contextualized by nature, including Work Based Learning Opportunities. Some of these are coordinated within programs, but we do not have a coordinated Work Based Learning Program that can scale the structure/system to the size that it needs to be for the institution. Additionally, outside of our CTE programs the WBL is significantly less.
 - d) Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.
 - e) We are currently piloting some service learning courses and the campus has some work experience courses as well that need further development.
2. Describe one or two accomplishments the college has achieved to date on this key element.
 - a) In Puente, students attended the motivational conference and went to workshops on AB540, STEM programs, college transfer, and activism
 - b) There is more conversation about guided pathways happening cross all disciplines.
 - c) The establishment of Work Based Learning Coordinator for Strong Workforce will assist the CTE programs to either improve or create WBL opportunities for program students. (Not quite an accomplishment yet, but in the works.)
 - d) Two sections of English 101 are using Service Learning this fall 2017 semester. Campus support of Service Learning has been identified in the Career Center.
 - e) We have started piloting service learning.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
 - a) Travel costs; cost of textbooks
 - b) The amount of working hours given to the person managing work based learning can be a potential problem .
 - c) 1. We do not have the system or structures in place to support campus wide WBL needs. 2) I think faculty are good about collaborating across programs to create contextualized learning, but it would be more beneficial for student outcomes if we had a system in which all learning on campus was contextualized for a student's major (or meta major).
 - e) Lack of funding and staff support may hinder student access to additional class sections that use Service Learning.
 - f) We need to help student obtain service learning opportunities and internships and this could be done if we scaled up career services giving us the opportunity to attract and maintain these opportunities readily available for students.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

- a) I think the rubric of this data element is not correct. Some Mesa courses systematically include applied/contextualized learning opportunities, but this does not mean that Mesa is "Scaling in Progress" because currently we are not scaling.

ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?

- Pre-Adoption
- Early Adoption
- Scaling in Progress
- Full Scale

Please briefly explain why you selected this rating:

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

Name of college

Self-Assessment Signatories

_____ Signature, President of the Governing Board	_____ Printed Name	_____ Date signed
_____ Signature, Chief Executive Officer/President	_____ Printed Name	_____ Date signed
_____ Signature, Academic Senate President	_____ Printed Name	_____ Date signed
_____ Signature, Chief Instructional Officer	_____ Printed Name	_____ Date signed
_____ Signature, Chief Student Services Officer	_____ Printed Name	_____ Date signed

Please print, complete and mail this page to:
California Community Colleges Chancellor's Office
Attention: Mia Keeley
1102 Q Street
Sacramento, CA 95811

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccco.edu