GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

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

GUIDED PATHWAYS SELF-ASSESSMENT TOOL

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**
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	○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.	○ 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. 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.	○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators. Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s). Guided pathways are consistently a topic of discussion.	○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators. Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings. Research on student success and equity are systematically included and focused on closing the equity gap(s).

approach, framework and evidence.				Guided Pathways are consistently a topic of discussion.

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

1. Please briefly explain why you selected this rating.

Early Adoption +

MC's 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. Additionally, 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. To some degree, student success and equity data are included but not systematically focused on closing the equity gap(s). Lastly, across campus, guided pathways are consistently a topic of discussion.

2. Describe one or two accomplishments the college has achieved to date on this key element.
   To date, Moorpark has accomplished the following:
   • *Redesigning America's Community Colleges* focus groups

   • Professional Development Workshops: Rob Johnstone and Bakersfield Community College Presentations
   • Site Visit: Mount St. Antonio College

   Moorpark also requested an IEPI Partnership Resource Team to make recommendations to strengthen our institutional research effectiveness in these areas.

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

One challenge that we anticipate is the consistent discussion of our Guided Pathways amongst all our groups (students, faculty, and staff). We are in the initial discussions amongst faculty and staff but have few student voices as yet.

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**
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.	○ 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.	○ Key benchmarks and progress on student data are used. They are beginning to be aligned across initiatives.	○ College has defined metrics that are shared across its different initiatives. But, student data are not systematically or regularly tracked to inform progress across initiatives. Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.	○ College uses shared metrics across the different initiatives to understand how student success has improved. College regularly revises and revisits college plans in response to those findings. Data for all metrics are disaggregated. Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students. Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.

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

1. Please briefly explain why you selected this rating.

Early Adoption +

At Moorpark, key benchmarks and progress on student data are used to track progress on key activities and student academic and employment outcomes and they are beginning to be aligned across initiatives. Student data are not systematically or regularly tracked to inform progress across initiatives across all departments and programs.

2. Describe one or two accomplishments the college has achieved to date on this key element.
   One accomplishment to date is the alignment of benchmarks across initiatives. Prior to this, data was aggregated for specific initiatives (3SP, Equity, Basic Skills) for the purpose of that specific report. With our new Integrated Plan, data is being shared amongst all initiatives and being disaggregated to better serve our students.

   Another advance is the linking of cross-campus approved metrics to the 16 goals within our Moorpark College Strategic Plan for 2017-19.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   One challenge that we foresee is the revision of programs and plans based on the results of the findings. Our plans are normally on 2-3 year cycles

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
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 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): ● Student Success and Support Program (SSSP) ● Basic Skills Initiative/Basic Skills Student Outcomes and Transformation	○ College is currently not integrating or planning to integrate planning in the next few months.	○ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.	○ Some conversations have taken place, with all of the key constituency groups at the table. Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress. 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	○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students. All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions. 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

				inform and engage their constituents around integrated planning.	overarching strategies across the main college initiatives.
Program (BSI/BSSOT) ● Equity Planning (Student Equity/) ● Strong Workforce Program (SWF)					Integrated plans and over-arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework. College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.

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

1. Please briefly explain why you selected this rating.

Early Adoption

At Moorpark initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.

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

- Moorpark has incorporated the investigation of meta-majors and guided pathways within Goal 2.3 of its Strategic Plan ("To provide clear pathways for students to complete the requirements for transfer, degree attainment, and certificate of achievement completion").
- The Student Success and Equity Committee, in overseeing the creation of the Integrated Plan, has added guided pathways as one of the five goals of joint focus for 3SP, Equity, and Basic Skills ("Provide clear pathways for students to complete the requirements for transfer, degree attainment, and certificate of achievement completion")

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

See below.

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

Moorpark committed to the conversation about the suitability of Guided Pathways for our college in the Spring semester after a presentation at our college by Rob Johnstone. This process is very much in line with our college culture and the discussion is continuing this semester across our campus. We expect a final decision to go through our participatory governance processes early in the Spring semester and then we can move our planning documents to reflect the results of that discussion.

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**
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.	○ 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.	○ Workgroups or teams have been created, but they are *not* 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.	○ 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.	○ 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). Cross-functional teams are in communication and collaboration with college governance bodies.

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

1. Please briefly explain why you selected this rating.

Early Adoption +

Cross-functional workgroups have been created and are being added, but they are *not* 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.

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

- Moorpark has been very inclusive of all constituents in the ad-hoc groups created so far, including students for their voice as well as the employee groups listed above. For our visit to Mount SAC to find out more about its Guided Pathways program we took 18 members of our campus including administration, faculty (both instructional and counselors), classified student support staff, and a representative of our Associated Students. For Moorpark's team for the Guided Pathways workshop we had a team of ten, the maximum allowed, again including all these constituent groups.

- MC is currently creating a Guided Pathways steering group and its membership has been put together after discussions at our Consultation Council (administrators and the Academic Senate), our *Redesigning America's Community Colleges* book seminars (open to all), and a campus-wide Town Hall meeting. We will now be taking this membership through our participatory governance committees.

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

- Once we have a steering group running we would then need to create smaller work-teams for the various areas of Guided Pathways as determined by the college.

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**
5. INTERSEGMENTAL ALIGNMENT *(Clarify the Path)* College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	○ College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.	○ 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.	○ 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.	○ 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.

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

    1. Please briefly explain why you selected this rating.

In progress

Coordination between Moorpark's high school feeder districts, four-year institutions, and industry partners is occurring across the college, and while some partnerships are stronger than others there is some pipeline alignment from each partner established.

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

MC has coordinated with several local feeder high schools by partnering to offer new incoming students the opportunity to take the Orientation to Moorpark College course on their local high school campus as a special admission student resulting in easy access and no cost for the student. This also increases our number of first time students completing orientation, assessments, and education plans which are all completed within the course and can serve as an opportunity to assist students with declaring their path early before enrolling in courses. Moorpark has articulations with high schools among which are articulations of "Get Focused Stay Focused" curriculum to COUNS M03. Over 2500 students have received articulated credit and the Simi Valley Unified School District has adopted this articulated course as a graduation requirement.

Moorpark has excelled in coordination with four-year institutions by working together to offer 28 Associate Degrees for Transfer options for students providing direct pathways to transfer to CSU's. The college currently ranks 2nd among the state in terms of ADT production and awards the most ADTs relative to its enrollment size. CSUCI STEM faculty have offered lectures at MC showcasing their research projects and in so doing building a connection between the institutions. Moorpark College faculty are participating in Project Promesas with CSUCI faculty. Moorpark has also partnered with CSUN on the AIMS grant to support Latino/a pre-Engineering student's persistence and completion and transfer to baccalaureate programs.

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

The pipeline between the K-12 coordination could be improved in the area of Dual and Concurrent Enrollment as Moorpark is in the early stages of adoption and further collaboration is needed between the local feeder schools and the college for a larger scale adoption of these programs.

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**
6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES *(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.	○ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.	○ Discussions are happening about ways to cluster programs of study into broad interest areas.	○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies. College has not yet implemented meta-majors/interest areas. College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.	○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies. Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on. Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is

				systematically included into the process.

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

1. Please briefly explain why you selected this rating.

Early Adoption -
Discussions at Moorpark College are in the early states regarding ways to cluster programs of study into broad interest areas.

2. Describe one or two accomplishments the college has achieved to date on this key element.
   As Moorpark is in the very early stage of Early Adoption of this area there are no significant accomplishments achieved to date. There have been various venues in which dialogue has occurred on a more informal level on how clustering could be done such as in Counseling department meetings and in a faculty and staff joint book club created to discuss the book *Redesigning America's Community Colleges*. A strength of Moorpark is our collaboration between student services and instruction so we anticipate a collaborative process in which both instructional and non-instructional faculty, classified staff, management, and students will all have integral roles in the process.

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

   Faculty support and involvement will be crucial to the development of looking at ways to cluster programs of study into broad interest areas. If faculty are not brought in at the early stages there could be challenges or barriers towards making progress. It is essential the student perspective is maintained throughout the entire process as well to ensure the work that is done by the college connects with the students.

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

   There are excellent examples of guided major and career pathways at Moorpark, such as its Life and Health Sciences programs. Life Sciences has a degree in Allied Health and Health Sciences has degrees/certificates in Nursing, Radiologic Technology, Nuclear Medicine, and Optical Technology. The course sequences/pathways are published in the college catalog/websites and additionally counseling is involved in guiding students to the correct pathway through workshops and/or individual appointments. There are other CTE programs and Theater Arts that have developed and published 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**
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, including, but not limited to: • 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 including creation of	○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.	○ 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.	○ College has scaled one or more instance of the evidence-based strategies listed under "key element," but others are still in the pilot stage.	○ 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.

math pathways to align with students' field of study.				

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

1. Please briefly explain why you selected this rating.

In progress
Moorpark College has scaled one or more instances of the evidence-based strategies listed under "key element," but others are still in the pilot stage.

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

The college uses English and math self-placement assessments and other measures to guide students in course placement. We now offer multiple math and English bridge opportunities for students to prepare for their courses. Moorpark also has begun offering on-demand and supplemental classes, along with materials, workshops, and embedded tutors to support students in learning and completing needed math and English courses in a timely manner.

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

Students self-select the math and English classes they wish to take based on potential success scores; this can lead to misplacement and an increased likelihood that they will not succeed. Students at Moorpark continue to struggle with college-level (transfer level) math classes, affecting on-time completion and overall retention.

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

The CSU change in remedial math policies (removing the requirement to take basic skill math) will likely have an impact on Moorpark and our math offerings and program; we do not know what that impact will be at this point in time.

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**
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 outcomes in mind (including time-to-goal	○ College is currently not providing or planning to provide clear program requirements for students.	○ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty. A few course offerings and schedules are designed to meet student demand. Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences. 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.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences. Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences. Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion. 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.

completion and enhanced access to relevant transfer and career outcomes).				

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

1. Please briefly explain why you selected this rating.

Early Adoption

Some programs at MC have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty. A few course offerings and schedules are designed to meet student demand. Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.

2. Describe one or two accomplishments the college has achieved to date on this key element.
   Some programs at the college have mapped a sequence of cources for students to complete to achieve on-time program completion. More specifically, programs like engineering and physics, in addition to course mapping, have embedded a counselor in the program area to support student success through appropriate and accessible advisement.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   Most programs on campus make a good effort to offer classes based on student need as demonstrated by past offering patterns. However, many (if not most) programs offer classes oftentimes based on instructor availability and traditional planning rather than focusing on when students need the classes first and working from that point of focus. Moorpark will benefit greatly from engaging in exercises that assess when students need classes (schedule), and which classes they need, to complete courses of study on time and at times that work within their schedules. With a student-first approach to scheduling and enrollment management, Moorpark's students should have a greater opportunity to graduate/complete on time in the future.

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.				
	SCALE OF ADOPTION			
KEY ELEMENT	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
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.	○ College is currently not implementing or planning to implement proactive and integrated student supports.	○ The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling. 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. There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and	○ Collaboration between the instructional and support services occurs in specific programs. 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. 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.	○ 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. Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study. 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.

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		

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

1. Please briefly explain why you selected this rating.

Early Adoption
At Moorpark College collaboration between the instructional and support services occurs in specific programs. Counselors have been embedded into instructional areas to facilitate greater interaction and access for students. 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. 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 coordination and support services.

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

● Counselors have been embedded into instructional areas in the first-year experience, child development, STEM, DSPS, humanities, Kinesiology, basic skills, and math
● Moorpark has had success with early alert in specialized student populations such as athletics and first year experience. Our Banner early alert system has been upgraded to allow all instructors to refer students to specific services.

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

● Limited staffing and space to embed counselors in all instructional areas.
● Identifying and implementing the appropriate technology/tools to monitor student progress. Grades First allow early alert campaigns only for limited and specific student populations. Our Banner early alert upgrade has been poorly communicated to instructors and student services; this had led to limited use and success.
● Gap analysis needed of our current student service capabilities, such as Financial Aid, Student Health Center, Admissions and Records, EOPS, ACCESS, the Teaching and Learning Center, etc., to enable us to scale ways in which proactive supports are provided to most students.

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**
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 including: ● Link student demand to scheduling ● Ability for students to monitor schedule	○ College currently does not have or plan to build an integrated technology infrastructure.	○ 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.	○ 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.	○ 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. 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.
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 opportunities including salary and requirements (e.g., SalarySurfer, other) ● Others				

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

1. Please briefly explain why you selected this rating.

Early Adoption

Moorpark 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.

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

● Moorpark's first-year experience program (GPS) has provided abundant support to that cohort of students. This includes academic monitoring and support provided by counselors and Student Success Coaches.
● Again, technology has allowed early alert for specific and small student populations such as athletics and GPS.

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

- The lack of funding to scale the abundant supports provided in GPS to the campus as a whole.
- How to utilize technology to allow for widespread student use and benefit. Our Degree Works system often does not allow for the flexibility needed for many students. Additionally, it has limited functionality.
- How to schedule proactively instead of reactively to student demand.

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**
11. STRATEGIC PROFESSIONAL DEVELOPMENT *(Help Students Stay on the Path; Ensure Students are Learning)* 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.	○ 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.	○ 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.	○ Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and	○ 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. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to

| | | | | staff to refer students to academic and non-academic supports and services as necessary.
● 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. | 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 and services as necessary.
● 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. |

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

1. Please briefly explain why you selected this rating.

In progress +
Some but not all professional development opportunities at Moorpark are developed to intentionally support the college's strategic goals identified as part of an integrated planning process. Strategic professional development includes systematic, frequent and strategic attention to:
- 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 and services as necessary.
- 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.

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

Over the past 2-3 years, Moorpark made the concerted effort to create and offer professional development opportunities that support student success. More specifically, events and discussions on SLOs and CLOs have heightened the awareness among faculty and staff regarding how well our students are learning what we set out for them to learn, and where the gaps lie, through SLO assessment, so they may make relevant improvements.

Additionally, Moorpark has a long standing history of integrating academic efforts with service efforts throughout campus. Over the past few years, faculty and staff have had many professional development opportunities made available to them to help them better connect students to support efforts in tutoring, behavior intervention, health services, educational planning opportunities, transfer and career centered opportunities, internships, and many more.

We have also increased the leadership and capacity at the college by dividing up the Executive Vice President responsibilities into two dedicated roles in the areas of student support and academic affairs, thus allowing each VP the opportunity to focus more attention on academic and service areas as well as intentionally integrate these efforts as a team.

Lastly, the college has devoted time in gathering and analyzing data on areas of retention and success, and looked at the data through the equity lens so programs can delve deeper into understanding where they shine and where they should spend efforts making improvements that will support access to education and success for all students – however "success" may be defined or realized.

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

● There is some resistance among some college stakeholders to collecting and assessing data in the forms of SLO / CLO data as well as retention and success data.
● Many faculty members, staff, and managers are aware of the college's efforts to integrate our planning and initiatives so we may be more efficient and focused as we seek to achieve student success goals. However, much of the campus community is not aware of or engaged in these efforts … in some cases there may be a lack of interest, but in many instances, we have simply not yet found the best ways to promote these activities so more of the campus community feels motivated by them and interested in investing in these integrated planning efforts through professional development.

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**
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.	○ College is currently not aligning or planning to align learning outcomes.	○ 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. Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.	○ 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. Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.	○ 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. Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.

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

1. Please briefly explain why you selected this rating.

In progress
At Moorpark, 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. Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.

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

   Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) are reviewed and revised among most Moorpark programs to ensure alignment, academic rigor, integrity, relevance, and currency. The campus is currently in the process of doing its first review of our General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) so we may ensure alignment, academic rigor, integrity, relevance, and currency.

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

   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. However, we are newly assessing our GLOs and ILOs thus cannot effectively state that they have been repeatedly reviewed and analyzed, now that they have been fully mapped to all program and course learning outcomes throughout the college's programs.

   Results of learning outcomes assessments are not always used to inform professional development activities as other indices are also used to select these. Results of S/CLOs are oftentimes linked to changes to course and program content, but the college does not yet have a mechanism of tracking to what extent this occurs and where (within which programs and when).

4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
   Moorpark has done a lot of work in making the SLO conversation one that permeates all areas of the campus. However, the college has not yet comprehensively analyzed its GLO/IOLs nor has it consistently and systematically linked what it has learned through the learning outcome data to specific professional development opportunities.

		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
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 place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes	○ College is currently not assessing and documenting or planning to assess and document individual student's learning.	○ Attainment of learning outcomes are not consistently tracked or made available to students and faculty. Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. Most programs examine and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. All programs examine and use learning outcomes results to improve the effectiveness of instruction.

assessment to improve the effectiveness of instruction in their programs.				

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

1. Please briefly explain why you selected this rating.

Full scale
At Moorpark, attainment of learning outcomes is tracked and made available to students and faculty for most programs, 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.

   At Moorpark, Math and English faculty have developed summer and intersession bridge programs to support the transfer of knowledge between courses. This came from faculty examining their SLO data in Math as well as reviews of Institutional Effectiveness data which showed that transfer of knowledge from pre-collegiate courses impacted student success in college level courses. Also, Moorpark faculty receive disaggregated equity data to help them facilitate student success and deploy pedagogy that is appropriate to student learning needs. Department and program level professional development activities have occurred in response to the data. For example, a cohort of 10 faculty members are reviewing their equity data to become aware of equity gaps in their classrooms and identifying instructional practices that contribute to the gaps and how to reduce the gaps through evidence based inquiry.

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

There is still concern from some faculty about using and discussing course level learning outcomes data as they fear it may be misused. There is a need for meaningful examination of the results of student and institutional level outcomes to improve effectiveness of instruction and surface institutional barriers to student success.

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**
14. APPLIED LEARNING OPPORTUNITIES *(Ensure Students are Learning)* Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	○ College is currently not offering or planning to offer applied learning opportunities.	○ 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.	○ 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.	○ 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 programs.

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

    1. Please briefly explain why you selected this rating.

In progress

At Moorpark, 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.

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

   Our Allied Health programs in Nursing and Radiologic Technology place students in clinical settings which contribute to student's high NCLEX and completion rates in nursing as well as success on licensure exams of the RadTech students. In addition, work-based learning opportunities on campus offer students the environment to master program and course level competencies. For example, Film, Television, Media students operate an enterprise unit providing videotaping, digital editing, and audio recording services used by programs across campus in marketing, and documenting student projects. They live-stream graduation as well as the chancellor candidates' forum presentations. Collaborations between Theater, FTVM, Music, Dance, and Graphic Design program students are evident in theater productions at Moorpark. Both the Student Voice news media and campus radio broadcasts offer students contextualized learning opportunities and the Fitness Specialist interns contribute to the well-being of the staff and faculty members they train.

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

   Time to engage across programs to plan meaningful contextualized learning is a barrier that hinders progress in getting all programs to progress on this key element.

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

   Moorpark has invested in providing students authentic work-based learning opportunities through internships and work experience made possible by the Makerspace grant, Gig economy grant, and Strong Workforce Program funds.

ADDITIONAL QUESTIONS (500 word maximum per item)

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:

On most of the scales, Moorpark has found that it has at least started the work that supports integrating Guided Pathways into our foundation or educational framework, but in many instances we are still formulating and developing efforts. The work is not yet systematically integrated into our processes and/or the Guided Pathways work has not yet widely included the larger campus community of stakeholders, including many faculty groups, key classified staff members, and most importantly, Moorpark students.

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:

- Training for Multi-Year Plan
- More time to allow for full cross-campus discussions and collaboration
- Adequate funding to implement elements of the program beyond this seed money for the discussion on how to plan Guided Pathways

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