**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT**

**CALIFORNIA COMMUNITY COLLEGES’ ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019, November 2019

**Institution Name: Date:**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC’s book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). ***This document is for planning purposes only, as the official SOAA will be completed in the Chancellor’s Office NOVA system by your project leads.***

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2020. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college’s timeline for implementing these steps. *Don’t be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor’s Office will also use this information to follow the system’s progress in implementing guided pathways over time.

**Equity Considerations**

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

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

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email [guidedpathwaysinfo@cccco.edu](mailto:guidedpathwaysinfo@cccco.edu).

For assistance in obtaining access to the NOVA system, please email [nova-support@productops.com](mailto:nova-support@productops.com).

| **Guided Pathways Essential Practices** | **Scale of Adoption  at Our College** | **Progress to Date Implementing Practice**  *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | **Next Steps Toward Implementing Practice at Scale & Timeline** |
| --- | --- | --- | --- |
| *We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.*  **Equity Considerations in Area 1:**   * Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? * How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? * How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? | | | |
| 1. MAPPING Pathways to student end goals 2. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. *(Note: This practice was added to the SOAA in February 2019)* | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 character)*  All programs have been organized into 7 “meta-major” areas being referred to as Areas of Interest. Additionally, an 8th area was created for Exploratory students designed to help choose an Area and then a program/major.  Moorpark’s Application for Admission was updated in CCC Apply to include all Areas of Interest for students to choose and view programs aligned with each area allowing for more awareness of program options and improving informed decisions at time of application.  Term, if *at scale* or *scaling:* Fall 2019 | *Next steps: (1,000 character)*  Campus wide marketing and branding of all 8 Areas of Interest to include logos, affiliated colors, banners, wristbands, lanyards, and other marketing materials provided to the campus faculty and staff as well as for the students as they are affiliated with each Area of Interest.  New redesigned website will display programs organized by their Area of Interest.  *Timeline for implementing next steps:*  Spring 2020 |
| **1. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology X- Reporting/data  Other | | *Challenge or barrier: (1,000 character)* | *Support Needed – Detail: (1,000 character)* |
| 1. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area. | *Place an X next* to *one:*  Not occurring  Not systematic  Planning to scale  **X** Scaling in progress  At scale | *Progress to date: (2,500 character)*  As part of Moorpark College’s Educational Masterplan , the strategic direction of Student-Centered Curriculum consists of several goals/efforts designed to ensure our programs provide access to employment and further education options such as high level of ADT options, articulation agreements, increase in CTE degrees and certificates, new PACE degree options for local working adults, creation of non-credit courses, on-going collaboration with K-12 partners, growth of Dual Enrollment programs, and increased outreach to the community.  Additional efforts include Annual counselors’ breakfasts providing opportunities for dialogue, Regional Consortia Strategic Planning (Strong Work Force Plan), Advisory Committees of all CTE programs representing industry partners, Pathways to 4-Year Institutions, development of UC Pathways, project ALAS (grant) aligning curriculum between regional community colleges (SBCC, MC,OC, VC) and CSU Channel Islands, sharing high impact practices, and collaborations on grant projects with CLU.  Term, if *at scale* or *scaling:* Fall 2019 | *Next steps: (1,000 character)*  Continued growth in new CTE areas, Dual Enrollment, as well as increases in Distance Education offerings will enhance options to our service area. As program maps are being developed, career information is being included on the maps for students to learn and prepare for future career and education options related to their programs. Resource information such as “What Can I do with the Major” are also included on program maps.  *Timeline for implementing next steps:*  Ongoing as new programs are created. |
| **1. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)* | *Support Needed – Detail: (1,000 character)* |
| 1. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program. | *Place an X next to one:*  Not occurring  Not systematic  **X** Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Each Program Map being created includes both employment, salary, and career information as well as links to resources on those areas on the front page of the map. The maps will be displayed under each programs area on the website initially as a PDF document with long term plans to make them web based.  Term, if *at scale* or *scaling:*  Spring 2020 | *Next steps: (1,000 character)*  Finalize all Program Maps and complete campus wide vetting of all maps. Create PDF versions of maps and upload to new website scheduled for launch in Spring 2020. Investigating purchase of Program Mapper which will allow for online access to the employment information and further education opportunities as well as interactive module for viewing program maps.  *Timeline for implementing next steps:*  Spring 2020-Fall 2020 |
| **1. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  X-Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)*  Current website is going through complete redesign with anticipated date of April 2020 for new website launch. Hesitation in loading too much information on the current/old site in hopes new site will be much more student friendly and better organized for a Guided Pathways framework. | *Support Needed – Detail: (1,000 character)* |
| 1. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website. | *Place an X next to one:*  Not occurring  Not systematic  **X**-Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  95% of all Moorpark’s academic programs are in progress of creating and finalizing program maps which detail courses required and which sequence to take courses in. Once completed, they will be posted onto website. Long term plans include entering maps into ed plan templates in Degreeworks software. Also currently investigating purchase of Program Mapper which will be another online tool for students to view and access the program maps.  Term, if *at scale* or *scaling:* Spring 2020 | *Next steps: (1,000 character)*  Not all programs identified courses in program critical for success, this will be reviewed for future revisions of the maps.  *Timeline for implementing next steps:* |
| **1. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  X-Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)* | *Support Needed – Detail: (1,000 character)* |
| 1. Required math courses are appropriately aligned with the student’s field of study (*Note: This essential practice was moved from Area 2*) | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  **X**-Scaling in progress  At scale | *Progress to date: (2,500 character)*  All program maps include recommended Math course appropriate for each program and are listed within the first or second semester of the map to ensure completion within first year of program.  Term, if *at scale* or *scaling:* Spring 2020 | *Next steps: (1,000 character)*  Upon completion of all maps they will be posted to college website as well as developed as ed plan templates within Degreeworks software as well as possible implementation of Program Mapper software.  *Timeline for implementing next steps:*  Spring 2020-Fall 2020 |
| **1. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  X-Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)* | *Support Needed – Detail: (1,000 character)* |

| **Guided Pathways Essential Practices** | **Scale of Adoption  at Our College** | **Progress to Date Implementing Practice**  *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | **Next Steps Toward Implementing Practice at Scale & Timeline** |
| --- | --- | --- | --- |
| **Equity Considerations in Area 2:**   * Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? * For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? * Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? | | | |
| 1. HELPING STUDENTS Choose and ENTER A program PATHWAY 2. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible. | *Place an X next to one:*  Not occurring  Not systematic  **X**- Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Various on-boarding activities are being re-evaluated to improve exploring career options and programs of study. On campus support for students as well as increased support at the feeder high school locations will include an increase in outreach and Counseling support for applying for admission, applying for financial aid, academic advising and enrollment in first semester courses.  Counseling courses are being increased at both the middle school and high school level via Dual Enrollment providing earlier access and exposure to learning and choosing programs. For Fall 2020, the FYE program will scale offering its COUN/COL course College Strategies to all new incoming students. Additionally, an online career assessment linked directly to our programs is being researched and designed for future implementation.  “Undecided” as a goal has been added to the list of program options within Moorpark’s CCC Application to allow students to be added into our Exploratory Area of Interest allowing for intentional interventions and programming to occur for assisting students with declaring a program.  Term, if *at scale* or *scaling:* Fall 2020 | *Next steps: (1,000 character)*  This Spring will focus on development of online career assessment tool available for new students to easily access via our website for assistance in choosing programs. Program maps will serve as default education plans and follow up with Counselors will finalize and customize education plans.  Students who have self-selected the Exploratory/Undecided program and Area of Study will be advised to enroll in a Career and Life Planning course. They will be invited to How To Choose A Major workshops. They will be assigned a Counselor appointment as well as meeting with Success Coach within their first semester of enrollment.  *Timeline for implementing next steps:*  Fall 2020 |
| **2. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  X-Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |
| 1. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s **major program areas**. | *Place an X next to one:*  Not occurring  **X**- Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Faculty are participating in high impact equity training such as Equity in the Classroom Project, TMOCA, Safe Zone, CHESS Faculty Circles, etc to aid in their professional development of their commitment to the development of culturally responsive courses content, teaching, and academic counseling methods.  Large increase in courses using Zero Cost textbook options.  Early Alert practices allow for student services staff/faculty to follow up with students as instructional faculty raise “flags” on students struggling in class and loops back to the instructor to close the loop on the follow up.  On campus student-support programs which serve academically underprepared students such as EOPS, GPS(FYE), Athletics, Veterans, ACCESS and CHESS all have specialized tutoring sessions for their students in their specialized locations allowing for easy access to academic support.  Student Services Syllabus is available for instructional faculty to share with students and upload to Canvas shell to share of student support resources available  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  Continued professional development for faculty and staff related to high impact equity training.  In line with Educational Master plan, goal is to develop a survey to measure student perception of faculty as culturally responsive agents of Moorpark College annually.  All instructional faculty will be provided a 2-3 slide powerpoint available for them to share at the beginning of class or to post on Canvas shell detailing the student support services available with goal to ensure all students, with special attention to underprepared students, are aware of campus support services.  Researching establishment of Basic Needs center on campus as well where and when to implement a comprehensive assessment process to reach students in need.  *Timeline for implementing next steps:*  Fall 2020 |
| **2. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training **X**- On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  Training/Professional Development needed for Early Alert as platform for Early Alert was just changed to Starfish Software and faculty in need of training. | *Challenge or barrier: (1,000 character)* |
| 1. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” **math** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)* | *Place an X next to one:*  Not occurring  **X**-Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Math courses such as College Algebra for STEM have been redesigned to include co-sections with built in non-credit tutoring support.  Intermediate Algebra is being offered in the “support format” with review workbooks and Course Embedded Tutors.  Course Embedded Tutors are placed within the classroom, to assist with student-centered activities, primarily with Intermediate and College Algebra. In addition, these student CET’s assist with study sessions and review sessions outside the classroom as well. This may be expanded to other courses in the future. Instructors who are assigned CET’s are also trained accordingly through the Teaching and Learning Center.  Math bridges have been developed for student to take prior to start of math courses. (Cram Jams, PALS, CET)  Embedded tutors and workshops are designed to support students in learning and completing math within their first year.  Math tutoring takes places in the Learning Center in the library as well as Math tutors are places in student support program areas such as ACCESS, EOPS, CHESS, FYE, etc. Peer Assisted Learning Sessions (PALS) are created for 8 of the different Math courses.  In order to meet this increased demand in the Math and Science Center, the Math Faculty coverage has increased from 120% to 160%, reflecting the addition of one more part-time faculty to the center. The demand for the usage of the Math and Science Center has nearly doubled in the last four years, whereby the number of student tutors has increased to approximately 80.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  Statistics courses have been redesigned to include co-sections with built in non-credit tutoring support and will be available in Fall 2020. A new bridge for Stats will be offered in Fall 2020  Two new Math courses, Math 11 and Math 12 have been added to the curriculum, College Algebra for Liberal Arts and Mathematical Reasoning for Liberal Arts.  Continue to recruit and train qualified students for student tutoring (both the classroom and in the Math and Science Center), in order to meet increased demand.  Expand the physical area of the Math and Science Center, including the redesign of the layout of the third floor of the library. This will also include the replacing of furniture, moving computer stations, and improved signage.  Eventually have two Math Faculty designated with 80% load each to provide full coverage to the Math and Science Center  *Timeline for implementing next steps:*  Fall 2020- |
| **2. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  X-Other | | *Support Needed – Detail: (1,000 character)*  Maintain current funding for all tutorial services. Additional funding and planning for the expansion of the center within the library space. | *Challenge or barrier: (1,000 character)* |
| 1. Special supports are provided to help academically underprepared students to succeed in the “gateway” **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)* | *Place an X next to one:*  Not occurring  **X**-Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Online and in person tutoring offerings via the Writing Center is provided for all students.  English Summer Bridge program created for underprepared students.  Additional tutoring support program “English After Hours” provided just in time tutoring scheduled to take place after time blocks of English sections offered.  Weekly workshops on basic writing tips to support students in ENGL M01A.  Embedded tutors and workshops are designed to support students in learning and completing English within their first year.  English tutoring takes places in the Learning Center in the library as well as English tutors are embedded in student support program areas such as ACCESS, EOPS, CHESS.  Athlete’s Hour created to help support student athletes with their essay writing and academic success.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  A non credit support lab for sections of ENGL M01A is currently going through the curriculum process.  *Timeline for implementing next steps:*  Fall 2020- |
| **2. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |
| 1. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible. | *Place an X next to one:*  Not occurring  **X**-Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  The Learning Center and campus wide have been infused with a Growth Mindset approach to learning, which has proven to help students succeed. This has included branding for student awareness such as t -shirts, pens, posters, tutor training, faculty development, orientations, etc.  Student Success Coaches are available to meet and assist students in helping them to navigate academic and personal needs and connect them to the various campus resources available.  Peer Mentors have been assigned to 100 students to provide peer-to-peer support as a pilot program.  A workgroup of Guided Pathways is researching creation of a predictive analytics model designed to identify students who may be at-risk to ensure they are contacted and connected to a Success Coach and/or Counselor on campus within their first semester.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  Determine predictive analytics model to be based on either self-reported information obtained from CCC Apply application and/or use of internal Argos reporting designed to determine students most likely to be “at risk”, followed by creation of an intentional follow up planned for intrusive intervention to provide support for the students. A pilot of a home-grown student support analytics model will began in Fall 2020 with identifying 3 goals designed to work with identifying at-risk students for each Area of Interest to track and offer intervention of support. In addition, students in the Exploratory pathway will also be included in the pilot.  *Timeline for implementing next steps:*  Fall 2020 |
| **2. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology X- Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)*  *Ensuring enough personnel support to provide quality intervention services for the pilot and ensuring sustainability for growing the pilot post the Guided Pathways grant.* |
| 1. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college. | *Place an X next to one:*  Not occurring  **X**-Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Outreach programs such as Dual Enrollment at the high school and middle school levels and Rising Scholar program for middle school students provides access for students to learn of the programs and opportunities Moorpark provides early on, motivating them to be prepared upon enrolling in college.  Continued collaboration with high school counselors and principles on awareness and access of programs available for students.  Continued partnership with local high schools on Preview Days which hosts all the local high school seniors onto campus on Fridays in the Spring assisting with the Matriculation process.  On-going admission, registration, and financial aid support provided throughout the year out at the local high school locations.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  *Timeline for implementing next steps:* |
| **2. f. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |

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| Guided Pathways Essential Practices | **Scale of Adoption  at Our College** | **Progress to Date Implementing Practice**  *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | **Next Steps Toward Implementing Practice at Scale & Timeline** |
| **Equity Considerations in Area 3:**   * How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students’ success in their programs? * How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? * How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? * How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? | | | |
| 1. KEEPING STUDENTS ON PATH 2. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. | *Place an X next to one:*  Not occurring  X-Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  For students who see a Counselor, a customized education plan is created and entered into DegreeWorks software which allows a student to follow and track their educational plan.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  Creation of Student Success Teams which will be organized by Area of Interest will allow for Counselor as well as faculty/staff to review student success, progress, as well as equity data for all students within those programs in the Area of Interest, with an emphasis in academically underprepared students. Goals and follow up plans will be created upon reviewing the data. Students who do not have an educational plan on file will be identified by Area of Interest and supported to get one completed.  *Timeline for implementing next steps:* Fall 2020 |
| **3. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  X-Technology X-Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |
| 1. Students can easily see how far they have come and what they need to do to complete their program. | *Place an X next to one:*  Not occurring  X-Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Degreeworks is a college degree audit program located within the student portal which provides a space for a customized online education plan as well as progress to date worksheet which details progress completed and still remaining for degree.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  Upon completion of the Program Maps, the goal is to load these maps as default ed plans into the template section of the Degreeworks software so all students have a default ed plan prior to meeting with a Counselor that can then be customized upon meeting with Counseling.  Continued marketing efforts to make students more aware of Degreeworks available in their MyVCCCD portal.  Improvement on transcript evaluation process will provide students who come to MC with additional college work from outside the district to be evaluated in a timely manner and applied towards Degreeworks to ensure an accurate plan of how far they are towards their academic goal.  *Timeline for implementing next steps:* Spring 2020-Fall 2020 |
| **3. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  X-Technology X-Reporting/data  X-Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)*  Many students are unaware of the software unless shown by a Counselor. If students have outside the district coursework, this evaluation is not visible in Degreeworks providing an inaccurate degree audit. Courses taken at the other two schools in our district do not appear as meeting requirements for major required courses which causes confusion for students. |
| 1. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track. | *Place an X next to one:*  **X**- Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Counselors are not currently alerted when students fall of their plans. Students are not alerted, their only sense of being off path would be via tracking their progress via Degreeworks.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  The creation of Student Success Teams which will be organized by Area of Interest will allow for Counselors as well as faculty/staff to review student success, progress, as well as equity data for all students within those programs in the Area of Interest. Goals will be set by their teams to reach out to students who have not met milestones or momentum points such as reaching 30 units towards their declared program or goal.  *Timeline for implementing next steps:*  Fall 2020 |
| **3. c. Support Needed?** *Type of Support - place an X next to one or more:*  XPolicy guidance Connections with other GP teams  Regional training On campus /individual training  Technology XReporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |
| 1. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career | *Place an X next to one:*  Not occurring  X-Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  As part of working with students prior to applying to limited access programs such as our Nursing or Rad Tech program, students are made aware of other Health Sciences pathway options available to them at Moorpark College.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  Investigate a formal outreach process, improvement of literature, etc to be included in the “denial” letter that students would receive upon unsuccessfully being admitted into these programs to provide information and exposure to additional opportunities available to them which may be less impacted.  *Timeline for implementing next steps:*  Fall 2020 |
| **3. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |
| 1. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible. | *Place an X next to one:*  Not occurring  **X**- Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  The program maps will provide both students and the faculty/department chairs an expectation of which terms classes would be expected to be offered and in high demand assisting with the enrollment management process.  There has been an overall increase in online and hybrid class options created for students.  An increase in alternate start date courses (short term classes) being offered at various starting points throughout the semester to allow for more variety of options as opposed to only 17.5 week course options so students can pick up more courses throughout the term.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  There is a workgroup at the district office who are exploring the financial and technical logistics of changing our academic calendar to two 16 week terms which would open up availability to offer a winter intersessions for more course options for students.  The Student Success Teams organized by Area of Interest will allow for cross discipline dialogue to occur to ensure courses which support other programs do not conflict with each other causing barriers for students to complete in a timely manner.  *Timeline for implementing next steps:*  Fall 2020=Spring 2021 |
| **3. e. Support Needed?** *Type of Support - place an X next to one or more:*  X-Policy guidance Connections with other GP teams  Regional training On campus /individual training  X-Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |

| **Guided Pathways Essential Practices** | **Scale of Adoption  at Our College** | **Progress to Date Implementing Practice**  *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)* | **Next Steps Toward Implementing Practice at Scale & Timeline** | |
| --- | --- | --- | --- | --- |
| **Equity Considerations in Area 4:**   * How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? * As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? * What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? * Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? | | | | |
| 1. ENSURING THAT STUDENTS ARE LEARNING 2. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  X- Scaling in progress  At scale | *Progress to date: (2,500 character)*  At Moorpark, Student Learning Outcomes (SLO’s) and Program Learning Outcomes (PLO’s) are reviewed and revised among most Moorpark programs to ensure alignment, academic rigor, integrity, relevance, and currency. PLO’s are reviewed by faculty every 5 years following our curriculum process.  The annual Program Plan Process requires each program to view and address their equity data as it relates to student success and retention. Action plans for improvement are required for programs to address significant gaps in equity  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  As the Student Success Teams develop, collaboration amongst programs within their Area of Interest can focus on cross discipline related outcomes as appropriate amongst programs whom share similar outcomes.  A question specific to Guided Pathways regarding how programs will contribute to the implementation of Guided Pathways will be included in future Program Plan process.  Campus is currently investigating purchase of Elumen to assist with SLO monitoring and tracking.  *Timeline for implementing next steps:*  Fall 2020 | |
| **4. a. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  X-Technology X-Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* | |
| 1. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. *(Note: This practice was added to the SOAA in February 2019)* | *Place an X next to one:*  Not occurring  X- Not systematic  - Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Small Pilot was created Spring 2020 of cohort based co-enrollment of 2 courses for students in FYE (GPS) program.  College Strategies courses, required for FYE (GPS) students to take, include course objectives specific to engaging students in critical thinking, problem solving and effective communications specifically related to how to successfully navigate the college experience.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  Discussion is ongoing on the collaboration of programs to develop learning communities by programs within the Areas of Interest.  Per the Educational masterplan, create action steps to focus on how to increase course sections with content connected to civic engagement by Fall 2023.  Per the Educational masterplan goal, create action steps to increase faculty trained in cultivating exploration and expression within a creative praxis.  *Timeline for implementing next steps:*  *Fall 2020-Spring 2021* |
| **4. b. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training X- On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* |
| 1. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework. | *Place an X next to one:*  Not occurring  X-Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Faculty have increased Study Abroad opportunities for students, so much so, an establishment of a process was created to encourage faculty to create more opportunities. The first Fall term 17 week length study abroad program will occur this Fall 2020.  The Career Transfer Center has a career management services site for students to search full-time, part-time, internships, and volunteer opportunities. They collaborate with programs to create opportunities for students and have grown the amount of opportunities for students.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  Per the Educational masterplan, create action steps to meet goal which includes increase students engaged in advocacy through co-curricular activities.  The creation of the Student Success teams will foster collaborative dialogue on increasing the amount of opportunities for students amongst shared programs within the Ares of Interest.  *Timeline for implementing next steps:*  Fall 2020 | |
| **4. c. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* | |
| 1. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs. | *Place an X next to one:*  Not occurring  Not systematic  Planning to scale  X-Scaling in progress  At scale | *Progress to date: (2,500 character)*  At Moorpark, the Student Learning Outcomes (SLO’s) and Program Learning Outcomes (PLO’s) are reviewed and revised among most Moorpark programs to ensure alignment, academic rigor, integrity, relevance, and currency. Modes of SLO assessment are discussed and evaluated by program as well as provided guidance on behalf of campus SLO coordinator and through the campus SLO committee. PLO’s are reviewed by faculty every 5 years following our curriculum process.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  *Timeline for implementing next steps:* | |
| **4. d. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* | |
| 1. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. | *Place an X next to one:*  Not occurring  X-Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Results of learning outcome assessments are viewed and discussed at the program level.  Professional development sessions related to SLO best practices are provided during FLEX week for faculty.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  *Timeline for implementing next steps:* | |
| **4. e. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* | |
| 1. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts. | *Place an X next to one:*  Not occurring  X-Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Moorpark College uses the CANVAS learning management system to help student document their learning experiences. Students use PDF fillable forms to document their learning objectives, the steps they followed to complete objectives, and their outcome. Student use PDF fillable forms to track evaluations of their work, work hours completed, and their final project. Digital records of this work are keep and archived trough CANVAS for 5 years. Students have access to this information as long as they are a Moorpark College student. This information can be used to document student learning for employers and Universities beyond just the conventional transcripts.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  We need to continue digitizing all student form and then change to other formats like Word. We need to create CANVAS videos showing students how to download and complete fillable PDFs trough the CANVAS LMS. Give faculty advisers access to CANVAS so they can help students documents experiences more effectively  *Timeline for implementing next steps:*  The timeline to implement these next steps will be over the SU/FA 2020 semesters. | |
| **4. f. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)* | |
| 1. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development. | *Place an X next to one:*  Not occurring  X-Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  The college views results of CCSSE, SENSE, and other assessments to review policies, practices, and procedures. Results of such assessments are reviewed in both academic and student services programs.  Professional development committee surveys faculty and staff on topics of interest to align programming around their requests.  Health Center distributes American College Health Association/National College Health Assessment to students to collect results to help determine mental, emotional, and physical needs of our students what services students are in need of most. Results are shared across campus to help inform campus of the needs of students.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  Researching options to join pilot of the REAL College Survey which links with Starfish system as a possible assessment tool to determine basic needs of students.  *Timeline for implementing next steps:*  Fall 2020-Spring2021 | |
| **4. g. Support Needed?** *Type of Support - place an X next to one or more:*  Policy guidance Connections with other GP teams  Regional training On campus /individual training  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character* | *Challenge or barrier: (1,000 character)* | |

**Additional REQUIRED questions:**

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| **Student Engagement and Support** | |
| **STUDENT ENGAGEMENT** | *Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor’s Office a system-wide qualitative measure of this effort.* |
| In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required) | *Place an X next to one or more:*  X- Student survey(s)  X- Students serve on campus GP advisory committee(s)  Student focus groups  X- Other: Classroom Visits |
| *Engagement Efforts - Details: (1,000 character)*  Students were actively engaged in the development of the Areas of Interest. Classroom visits to a variety of classes, including dual enrollment classes, were scheduled to distribute surveys to initially obtain feedback on the concept of “meta-majors’. Additionally, surveys were distributed which included open ended questions asking students about what support would have been helpful to them their first semester in helping to transition to college and pick a major/career. These results were shared with GP Steering Committee as well as 4 Design teams. Additionally, feedback on choosing the actual meta-majors for Moorpark was again done in classroom visits and surveys as well. Classroom visits were also used to obtain feedback on drafts of the Program Maps being created and results were shared and discussed with the Mapping Design team. Drafts of the Guided Pathways plan was shared with student governance groups as well as student club leaders. Student participation on the Guided Pathways Steering Committee as well as the 4 design teams is highly encouraged and welcomed. |
|  | |
| **COURSE ALIGNMENT** | *How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)* |
| *Course Alignment - Details: (1,000 character)*  Program Maps ae being developed in collaboration with Instructional faculty within the discipline and Counseling faculty members. These are being shared with the department chairs and Deans to ensure course scheduling fits with what is prescribed in the maps. Conversations regarding course offerings as they fall into a student education plan are being discussed in the design team meetings as well as the Steering Committee meetings. Upon completion of the Program Maps, goal is to enter all program maps into templates within DegreeWorks to provide students a default education plan to follow. As part of Enrollment Management plan, faculty are being encouraged to offer more variety of short term, online, and hybrid options to ensure students have access to the course they need. Additionally, the creation of the Student Success Teams will foster collaboration amongst similar programs to communicate and work on scheduling together to allow shared courses to not conflict with each other. |

**Additional OPTIONAL questions:**

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| **Success Story** | |
| **SUCCESS STORY** | ***Optional:*** *Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor’s Office will not share the information with outside parties without first obtaining your college’s consent. Note: All fields are required should you choose to include a success story.* |
| *Title:* Development of Program Mapping | |
| *Follow-up Contact Person(s): Beth Miller* | |
| *Challenge: (1,000 character)*  Creating a process of the development of Program Maps to ensure discipline faculty as well as Counseling faculty were both engaged in the process. | |
| *Success Story: (10,000 character)*  The development of the Program Mapping was completely faculty driven and an extremely collaborative process. Both an instructional faculty specific to a program/discipline matched up with a Counseling and were paid as Professional Experts to create the Program Maps. Beth Miller served as the Faculty lead to oversee the process. She set up information meetings with each faculty to explain the process, led the design team on establishing a design and templates for the Map, and allowed the faculty pair to determine the maps as they were best suited for student success. Beth advocated and represented the faculty in honoring their strong desire to not inhibit a student’s desire for exploration while still providing a clearer more structures pathway to completion. | |
| *Outcomes: (1,000 character)*  This organized, collaborative, and systematic process allowed for to date 90% of all the Program Maps to be in progress or completed within about a 2-semester timeframe. Program Maps were vetted campus wide and were deemed a success based on the strong collaboration of instruction and student support. Faculty were compensated for their work, students were engaged in the process by viewing drafts of the maps, and both instructional faculty and Counselors felt heard throughout the process. This was a very successful process which kept the student in focus and will have a drastic impact on educating students and providing them a tool to make more informed decisions. | |
| *Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:*  X- Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.  X-Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU  X-Decrease the average number of units accumulated by California Community College students earning associate degrees  Increase the percent of exiting CTE students who report being employed in their field of study  X-Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups  Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults | |