# 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, December 2021

**Institution Name: MOORPARK COLLEGE Date: 03.04.2022**

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 spring 2022. 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 31 2022.** 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** |
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| *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  Scaling in progress  X At scale | *Progress to date: (2,500 character)*  All programs have been organized into 8 “meta-major” areas being referred to as Areas of Interest. The 8th “Exploratory Area” was created to help undecided students 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 view programs aligned with each area; this allows for more awareness of program options and improves informed decisions at time of application.  A landing page for each Area of Interest is now on our updated website, providing students resources and information related to programs in their areas to inform them of their program options.  Outreach to our high schools and our community now regularly includes promotion of our Areas of Interest.  Term, if *at scale* or *scaling:*  Spring, 2021 | *Next steps: (1,000 character)*  Define the guiding principles, goals, and roles of the Areas of Interest Student Support Teams explicitly, allowing autonomy within each Team to respond to the unique needs of their areas. To do this use input from the teams and from other colleges with similar student support groups.  Fall, 2022  Plan how to integrate the Student Success Teams fully within Moorpark’s student services programs so that they become the framework within which our college supports our students.  2022- 2023  In consultation with the college and the district develop a process for updating Area of Interest and Program website pages by the Area of Interest Student Success Teams.  Fall, 2022  *Timeline for implementing next steps:*  See above. |
| **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 Reporting/data  Other | | *Challenge or barrier: (1,000 character)*  CCC Apply uses term “Major Category” which does not align with our term “Area of Interest;” this makes it more difficult for Moorpark to brand the term in assisting students with the application and using our terms. | *Support Needed – Detail: (1,000 character)*  Personnel and resources to regularly update webpages and the continued district and college support of local Guided Pathways autonomy to do so. |
| 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  X At scale | *Progress to date: (2,500 character)*  The college’s Strategic Direction #1,focused on ‘Student-Centered Curriculum,’ consists of goals and actions designed to ensure our programs provide access to employment and further education. Actions include maintaining and growing the high numbers of ADTs we offer to students, increased articulation agreements, further growth in CTE degrees and certificates, the PACE degree options for local working adults, the creation of more non-credit courses, on-going collaboration with K-12 partners, and the growth of Dual Enrollment programs.  In response to this Strategic Direction there has been continued growth in new programs for our students such as Ethnic Studies, Data Science (title?), and (??one more here?); the college has also applied to offer a cyber security bachelors degree (correct name?).  Progress on Dual Enrollment?  Term, if *at scale* or *scaling:*  Fall, 2021 | *Next steps: (1,000 character)*  Monitor the development of UC pathways for transfer to be ready to offer them to our students as soon as possible  2022-23  Continue looking out for new community needs through our CTE Advisory Committees and other college outreach events.  Ongoing  Continue to monitor the effectiveness of our existing programs, both for transfer and careers, through our annual program planning process.  Ongoing  Grow the PACE program?  *Timeline for implementing next steps:*  See above. |
| **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)*  Dependence on our four-year university partners for the development of pathways for our transfer students. | *Support Needed – Detail: (1,000 character)*  Resources to expand PACE program? |
| 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  Planning to scale  Scaling in progress  X At scale | *Progress to date: (2,500 character)*  All program webpages include employment, salary, and career information as well as links to further resources. This includes information on potential careers in the field, occupation titles with descriptions, job growth in the area, and average expected salary ranges.  A first phase towards integrating the Areas of Interest within the college catalog will be completed for the 2022-23 publication; this will now primarily be available for students online.  Term, if *at scale* or *scaling:*  Spring, 2021? | *Next steps: (1,000 character)*  The development of a process to keep this academic and career information current on our website using the Area of Interest Student Success Teams.  Fall, 2022  Consideration of how to fully integrate our Areas of Interest within the college Catalog.  Fall, 2023  *Timeline for implementing next steps:*  See above. |
| **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  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)*  Need to coordinate with district and college to ensure effective access for Guided Pathways over its pages. | *Support Needed – Detail: (1,000 character)*  Ongoing resources for maintaining and updating career and academic information on all program webpages. |
| 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  Planning to scale  X Scaling in progress  At scale | *Progress to date: (2,500 character)*  Program Mapper is now installed on the webpages of all our academic programs. This allows students to have an interactive tool to view program maps for all programs that is accessible from the landing page of each Area of Interest [as well as from the MyPath site?]. Currently the maps are designed for two years and focus on requirements for the CSUs.  All new student workshops and outreach/onboarding efforts now include how-to’s for students to access Program Mapper and the DegreeWorks ed plan tab, thus providing all new students with a default comprehensive ed plan.  The counselling department is implementing a new pre-registration process reaching out to all first time new students to assist them enroll in English, math, a course in the major, a GE course and a college success course in their first semester.  Are we also outreaching to new students their first semester to follow up with them for a comprehensive ed plan?  What is happening with MyPath here?  Term, if at scale or scaling:  Fall 2022 | *Next steps: (1,000 character)*  Extend the program maps beyond the CSUs to the requirements for the UCs and give consideration to adding three year programs of study.  2022-23  Create process for maintaining and updating program maps, including required training, etc.  Fall 2022  *Timeline for implementing next steps:*  See above. |
| **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  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)*  Constant need for updates due to changing requirements of programs and transfer colleges, new programs, and consistently changing articulation (for example CSUs requirement for Ethnic Studies and updated AB 705 requirements for Math). | *Support Needed – Detail: (1,000 character)*  Resources for maintaining and updating Program Mapper and DegreeWorks to ensure they are accurate for students. |
| 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 in the Program Mapper and DegreeWorks include the recommended Math courses appropriate for each program within the first or second semester of the map to ensure completion within first year of program.  A math guide has been developed and highly promoted so all students are informed of the best math course options for their pathways.  The math department continues to support the success of students by increasing courses offered with non-credit support options, both online and on-ground, as well as developing new math courses aligned with specific programs (such as a new math course for nursing students).  Term, if *at scale* or *scaling:*  Spring, 2022 | *Next steps: (1,000 character)*  Update of recommended math requirements in all maps and DegreeWorks in response to further changes to AB 705.  Continued professional development and stipends for math faculty to assist in the design and implementation of this work.  *Timeline for implementing next steps:*  Fall 2022 |
| **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  Technology Reporting/data  Other | | *Challenge or barrier: (1,000 character)* | *Support Needed – Detail: (1,000 character)*  Resources for maintaining and updating Program Mapper and DegreeWorks so they are accurate for students.  New source of professional development funding for math faculty with the ending of the Promesas grant from CSUCI.  Funding for the extra work required by lead math faculty to implement these updates to the math courses. |

| **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** |
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| 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  Planning to scale  X Scaling in progress  At scale | *Progress to date: (2,500 character)*  With the ending of many Covid restrictions on-ground onboarding events are again being scheduled on campus (both at the college and at local high schools) as well as online. These include support for applying for admission, financial aid, academic advising, and enrollment in first semester courses.  Counseling courses have been increased at both the middle school and high school level via Dual Enrollment, providing early exposure to choosing programs.  The FYE program requires enrollment in its COUN/COL College Strategies class to participate in its program and the course is now available to all new incoming students.  All students in the Exploratory Area of Interest are invited to a series of career development workshops designed to assist them choose a major, as well as advised to enroll in a COUN career related class.  Areas of Interest Support Teams organize and promote career and transfer-related events of relevance to their programs.  Term, if *at scale* or *scaling:*  Fall, 2021 | *Next steps: (1,000 character)*  Continue researching an effective online career assessment tool that could be directly linked to our programs and outreach work.  Fall, 2022  *Timeline for implementing next steps:*  See above. |
| **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  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)* | *Challenge or barrier: (1,000 character)*  Resources for more outreach and counseling staff. |
| 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  Not systematic  X Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  The college has expanded and promoted its early alert system through Starfish now renamed “Starfish Connect.” A faculty workgroup has improved both its student-facing side and the ease of use by instructional faculty. There is now a detailed and highly-publicized process from when the flags are raised by instructional faculty, to their triage by the FYE, to the referral and follow up for each student the appropriate program(s) for further support. All students in special population programs are referred back to their support programs. Currently students are contacted, by phone if need be, within 24-48 hours.  Student-support programs that serve academically underprepared students, such as EOPS, FYE, Athletics, Veterans, ACCESS and CHESS, all have specialized tutoring sessions for their students in their specific locations to allow for easy access by their respective students.  Term, if *at scale* or *scaling:*  N/A | *Next steps: (1,000 character)*  Continue promoting Starfish Connect amongst faculty, along with providing training, until it is used regularly and effectively by all instructors.  2022-2024  Locate and establish process to provide Area of Interest Success Teams with disaggregated data on student success in gateway courses. This would allow direct outreach to students in danger of dropping or failing by the Area Teams.  2022-2023  Continue to review courses which have course embedded tutors with a view to expand and add new courses and expand this practice.  *Timeline for implementing next steps:*  See above. |
| **2. 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 | | *Support Needed – Detail: (1,000 character)*  Appropriate data on students in gateway courses to be provided to Areas of Interest  Training for instructional faculty in effective use of Starfish Connect | *Challenge or barrier: (1,000 character)*  Ongoing funding for increased tutors in various capacities. |
| 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  Not systematic  Planning to scale  X Scaling in progress  At scale | *Progress to date: (2,500 character)*  The Math department has developed non-credit support courses as co-requisite options for 3 of their 7 transfer level math courses.  Math Bridges have been developed for students 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 place through the Learning Center in the library, in a redesigned space to allow for more support, as well as online. Math tutors are also in student support program areas such as ACCESS, EOPS, CHESS, FYE, our student athletes’ Study Hall, etc.  Term, if *at scale* or *scaling:*  Fall, 2021 | *Next steps: (1,000 character)*  Locate and establish process to provide Area of Interest Success Teams with disaggregated data on student success in math courses. This would allow direct outreach to students in danger of dropping or failing by the Areas’ team members.  *Timeline for implementing next steps:*  Fall 22 – Spring 23 |
| **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  Other | | *Support Needed – Detail: (1,000 character)*  Appropriate data on students in gateway math courses to be provided to Areas of Interest | *Challenge or barrier: (1,000 character)*  Ongoing funding for increased tutors in various capacities.  Funding for continuation of compensation for Area of Interest Support Teams  New source of professional development funding for math faculty with the ending of the Promesas grant from CSUCI. |
| 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  Not systematic  Planning to scale  X Scaling in progress  At scale | *Progress to date: (2,500 character)*  The English department is now piloting a non-credit support co-requisite class for its ENGL M01A course.  Online and in person tutoring is offered to all students both in the Writing Center and online. There is also tutoring support for English provided for special programs such as EOPS, ACCESS, CHESS, and our Study Hall for student athletes.  A new, additional tutoring support program, “English After Hours,” is open to all students, providing just-in-time tutoring and scheduled to take place immediately after blocks of English sections are offered.  Embedded tutors are placed in some of the first-year English courses.  The English program also offers a Summer Bridge program created for underprepared students.  Term, if *at scale* or *scaling:*  Summer, 2021 | *Next steps: (1,000 character)*  Establish process to provide Area of Interest Success Teams with disaggregated data on student success in English courses. This would allow direct outreach to students in danger of dropping or failing by the Areas’ team members.  Fall 2022 – Spring 2023  *Timeline for implementing next steps:*  See above. |
| **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)*  Appropriate data on students in gateway English courses to be provided to Areas of Interest | *Challenge or barrier: (1,000 character)*  Ongoing funding for increased tutors in various capacities.  Funding for continuation of compensation for Area of Interest Support Teams.  Professional development funding for English faculty |
| 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)*  FYE Student Success Coaches are allocated to help students navigate academic and personal needs and connect them to the various campus resources in response to alerts through Starfish Connect. All instructional faculty are asked to complete such alerts during the initial round of Starfish reporting between weeks 5-7.  For our DI students the college is committed to a student-centered case-management approach, especially for our men of color. This includes connecting with these student to ensure all have a comprehensive ed. plan, are assisted in submitting a FAFSA or CASAA annually, pass their transfer-level Math and English courses within their first year, complete 30+ units their first year, and are encouraged to apply for graduation and possible transfer at 45+ units.  For our African-American students a variety of social activities are put on over the year to help raise cultural awareness and develop self-identity to help towards their success.  Term, if *at scale* or *scaling:*  N/A | *Next steps: (1,000 character)*  Establish process to provide Area of Interest Success Teams with disaggregated data on students in danger of failing, such as those with a GPA of between 2.0 and 3.0 and at least one F grade. This would allow them to intervene with support to prevent such students from falling close to academic probation.  Fall 2022 – Spring 2023  *Timeline for implementing next steps:* |
| **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 Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  Appropriate data to identify poorly prepared students to be provided to Areas of Interest | *Challenge or barrier: (1,000 character)*  Funding for continuation of compensation for Area of Interest Support Teams |
| 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  Not systematic  Planning to scale  X 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 provide access for students to learn of the programs and opportunities Moorpark provides early on, preparing them to enroll in college.  Several outreach events are now designed for both parents and students, and some in Spanish, depending on the circumstances, to expand the audience hearing of our program options.  Short videos have been created to market some of our programs for new students and the community through social media.  Term, if *at scale* or *scaling:*  Fall, 2021 | *Next steps: (1,000 character)*  As part of the Moorpark College open day include information sessions planned by each Area of Interest for prospective students.  Fall 2022  Production of more videos highlighting our key programs for our community.  Fall 2022 – Spring 2023  *Timeline for implementing next steps:*  See above. |
| **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)*  More funding to expand the capacities of our communications team. |

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| 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  Not systematic  Planning to scale  X 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 plan.  Success Teams have been created for each Area of Interest in order to enable such monitoring of student progress. These teams consist of counselors, instructional faculty, financial aid specialists, student support staff and deans who together can review student progress, success, and equity data for all students within the Area of Interest. Goals and follow up plans can then be created upon reviewing the data, with an emphasis given to disproportionately impacted groups.  To improve completion and transfer rates among our DI students we have two counseling faculty who reach out to students with at least 45 units to provide support and encouragement.  Term, if *at scale* or *scaling:*  Fall, 21 | *Next steps: (1,000 character)*  Establish process to provide Area of Interest Success Teams with disaggregated data on their students’ progression along their program requirements, such as those who have not yet completed ed plans and tracking the 15 unit, 30 unit, and 45 unit milestones. This would allow them to intervene with support to keep students on their paths where needed.  Fall 2022 – Spring 2023  With district and college, establish process by which Area of Interest Success Teams can reach out to their students as a whole or by selected groups by email and by text.  Fall, 2022 – Spring, 2023  *Timeline for implementing next steps:*  See above. |
| **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  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  Appropriate data for Areas of Interest to track the progression of their students.  Ongoing funding for continuation of compensation for Area of Interest Support Teams.  Increased funding for more counselling faculty to be able to provide comprehensive ed. plans for all students. | *Challenge or barrier: (1,000 character)*  Working with districtwide software (Starfish) which supports all 3 colleges but has limitations if not all 3 schools are working in a case management mode; this hinders the process we are trying to create at our college.  Gaining access to Area of Interest students through email and texting requires coordination with and approval from both the district and college; this can slow down the support work of the Area Teams. |
| 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  Not systematic  X Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  DegreeWorks is now implemented for all students providing a customized online education plan as well as a progress-to-date worksheet; this details what requirements are fulfilled and what is still remaining towards completion of their degree or certificate.  Program Mapper is now available to all students in almost all programs, giving them a standard, non-customized map towards completion of their academic goal until they get a comprehensive ed. plan.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  Completion of a proposed new transcript evaluation process for efficiency, including outside transcription evaluation; these are needed in a more timely manner to provide students an accurate reflection of their progress towards a degree.  [Is this completed?]  *Timeline for implementing next steps:* |
| **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  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  Technology support to assist in transcript evaluation | *Challenge or barrier: (1,000 character)*  Resources to continuously update DegreeWorks and Program Mapper. |
| 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:*  Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Counselors are not currently alerted when students fall off their plans. Students are not alerted; their only sense of being off path is if they are tracking their progress via DegreeWorks. DegreeWorks does not have the capability to “alert” a student or counselor if taking a course not on plan.  Instructional faculty are able to raise flags of concern for individual students through Starfish Connect.  For our DI students the college is committed to a student-centered case-management approach, particularly for our men of color. Through this system they are contacted if they have a GPA of below 2.5 GPA and encouraged to utilize academic support services.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  Provide the Area of Interest Student Success Teams with disaggregated data of their students to enable them to track completion of milestones such as 15, 30, and 45 units and hence reach out and support them as needed to keep them on track.  Fall 2022 – Fall 2023  Continue promoting the use of Starfish Connect amongst instructional faculty. 2022-2024  *Timeline for implementing next steps:*  See above. |
| **3. 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)*  The provision of appropriate data for Areas of Interest to track the progression of their students.  Continued promotion and training of Starfish Connect with instructional faculty. | *Challenge or barrier: (1,000 character)*  There is currently no mechanism to identify/trigger when a student enrolls in a course that is not part of their ed plan. |
| 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  Not systematic  Planning to scale  X 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, Rad Tech or EATM) students are made aware of other pathway options available to them at Moorpark College.  Information on alternative options is also provided in the “denial” letters that go to unsuccessful students, for example referring them to the Optical Technology program and the Biotech program.  The Areas of Interest Success Teams provide and promote opportunities to discover more about varied careers in their programs.  Term, if *at scale* or *scaling:*  Fall 21 | *Next steps: (1,000 character)*  Investigate and implement a Pre-Allied Health program: where are we with this?  *Timeline for implementing next steps:*  ?? |
| **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)*  We are currently unable to identify students who are “pre” nursing or other specialty programs as they are only listed as nursing students once they are in the program; this makes it difficult to know who might be interested in alternate programs in the field. |
| 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  Not systematic  X Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  There is an increase in short term classes being offered at various starting points throughout the semester: 12 week, 8+8 weeks, 6 weeks, and more. This allows students more options, as opposed to only 17.5 week courses, so they can choose classes that fit with their schedules and life-styles.  Almost all classes are now offered online, due to Covid, whether synchronously, asynchronously, or as hybrid options. For most courses this variety of modalities is expected to continue.  PACE has continued to expand its programs and its students, providing more opportunities for working adult students to complete their academic goals.  The program maps now potentially provide information to departments and deans on which classes need to be offered when or will be in high demand, assisting with the enrollment management process.  Term, if *at scale* or *scaling:*  Fall, 2020 | *Next steps: (1,000 character)*  The college is piloting Scheduler this Spring semester, 2022, ready for a full roll out for all students in the Fall. This will allow students to instantly view the classes available to them within their available time frames and then directly enroll in those classes.  Fall 2022  The VCCCD has committed to implementing a “compressed calendar” by the 2023-24 academic year. This change to a 16 week semester will allow for the addition of a 5 week winter intercession for students to take classes in order to maintain or accelerate their academic progression.  Fall, 2023  A system/software is still needed to quantify the information gained from students’ program maps for the most effective use of the information for scheduling.  *Timeline for implementing next steps:*  See above. |
| **3. 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)*  Continued training of faculty in online pedagogy and technology. | *Challenge or barrier: (1,000 character)*  Need for more financial support for PACE if it is to expand further.  Great uncertainty for scheduling now college is able to offer on ground classes again; what modality will students prefer and sign up for in future? |

| **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  X Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  Student Learning Outcomes (SLOs) are now required to be reported by all faculty for every class using eLumen. This allows the results to be reviewed and disaggregated so the outcomes and practices to achieve them can be adjusted and revised as needed to ensure alignment, academic rigor, integrity, relevance, and currency.  Program Learning Outcomes (PLOs) are reviewed by faculty every 5 years following our curriculum process to ensure alignment with current requirements for student success as they transfer or move into careers.  The annual Program Plan process requires each program to view and address its equity data, including as it relates to its SLOs and PLOs. Action plans for improvement are required for programs when there are significant gaps in equity.  To ensure coordination between instruction and student support on behalf of the success of its students Moorpark now has two co-leads for Guided Pathways: a counseling faculty member alongside a counseling faculty member.  Term, if *at scale* or *scaling:*  Fall, 2021 | *Next steps: (1,000 character)*  Continue aligning all programs’ SLOs and PLOs with the new General Education Learning Outcomes and Institution Learning Outcomes that have been updated with an emphasis on social justice.  Fall, 2022  Make class equity data available to the class instructors automatically; this allows and encourages the individual faculty to review any equity gaps and seek support and professional development to reduce these gaps in their classrooms.  Fall, 2023    *Timeline for implementing next steps:*  See above. | |
| **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  Technology Reporting/data  Other | | *Support Needed – Detail: (1,000 character)*  Continued funding for eLumen when current contract expires. | *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)*  College Strategies courses, required for FYE students and available to all students, 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.  We now have an annual three-day Curriculum Audit professional development event for instructional faculty that focuses on inclusion in all its facets, including more active learning and meaningful assignments related to students’ varied experiences.  The college also encourages professional development of our faculty and staff through attendance of conferences such as the Student Success Conference, A2MEND, and HACU.  Discussion continues on the collaboration of programs to develop learning communities within and between Areas of Interest as well as “flavoring” key math and English classes to different Areas of Interest.  Term, if *at scale* or *scaling:* | *Next steps: (1,000 character)*  Consider piloting a year-long faculty academy professional development training focused on diversity, equity and inclusion for instructional faculty.  Spring, 2023  Focus on further implementing two action steps in our Educational masterplan to increase course sections with content connected to civic engagement and cultivating exploration and expression within a creative praxis.  Fall, 2023  *Timeline for implementing next steps:*  See above. |
| **4. 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 | | *Support Needed – Detail: (1,000 character)*  Continued funding of Curriculum Audit.  New funding to pilot a year-long faculty academy. | *Challenge or barrier: (1,000 character)*  Difficulty of pairing or flavoring courses with general uncertainty about enrollment due to Covid. |
| 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  Not systematic  X Planning to scale  Scaling in progress  At scale | *Progress to date: (2,500 character)*  The Career Transfer Center has a career management services site for students to search full-time and part-time internships as well as volunteer opportunities. They now have an ever-growing list of contacts and positions that create increasing opportunities for students, on and off campus.  Having increased Study Abroad opportunities for students before Covid the program is now recovering from a two-year Covid hiatus; this semester it is again calling for faculty to apply to lead such opportunites for 2022-23.  Term, if *at scale* or *scaling:*  N/A | *Next steps: (1,000 character)*  Focus on further implementing a goal in our Educational masterplan to increase students engaged in advocacy through co-curricular activities.  *Timeline for implementing next steps:*  Fall, 2023 | |
| **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)*  Covid stay-at-home orders created barriers for student access to outside-of-the-classroom opportunities. | |
| 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)*  Moorpark’s Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), General Education Learning Outcomes (GELOs), and Institution Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.  Modes of SLO assessment are discussed and evaluated by programs who are provided guidance by the campus SLO coordinator through the campus SLO committee. PLOs, GELOs and ILOs are reviewed by all relevant programs on a regular 5-year cycle that coordinates with our curriculum process.  With the purchase of eLumen all learning outcomes are now disaggregated by various student populations, allowing programs to review the results and update their work to decrease any equity gaps.  Term, if *at scale* or *scaling:*  Fall, 2021 | *Next steps: (1,000 character)*  Continue promotion of SLO work and training in the use of eLumen to all instructional faculty.  *Timeline for implementing next steps:*  Ongoing | |
| **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)*  Continued funding of eLumen platform for disaggregation of learning outcomes. | *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  Not systematic  Planning to scale  X Scaling in progress  X At scale | *Progress to date: (2,500 character)*  The annual Program Plan process requires each program to view and address its equity data, including as it relates to its SLOs and PLOs. Action plans to reduce any significant equity gaps are then included in the program plan.  Professional development sessions relating to SLO best practices are regularly provided during FLEX days for faculty.  Term, if *at scale* or *scaling:*  Fall, 2021 | *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  Not systematic  X Planning to scale  X Scaling in progress  At scale | *Progress to date: (2,500 character)*  Several Areas of Interest use the CANVAS learning management system to help students document their learning experiences (for example Arts, Media & Entertainment). Students use PDF fillable forms to document their learning objectives, the steps they followed to complete objectives, and their outcome. Students use PDF fillable forms to track evaluations of their work, work hours completed, and their final project. Digital records of this work are kept and archived through CANVAS for five 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)*  *Timeline for implementing next steps:* | |
| **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  Not systematic  X Planning to scale  X 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. The results of such assessments are reviewed in both academic and student services programs.  The 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. The results are shared across campus to help inform campus of the needs of students.  The Professional Development Committee regularly surveys faculty and staff on topics of interest to align training around their needs and requests.  Term, if *at scale* or *scaling:*  2019-2020 | *Next steps: (1,000 character)*  Organize a Moorpark Guided Pathways team visit to a college in a similar state of development of the initiative; this would help us learn of best practices and effective professional development to assist our faculty and staff as we implement our program at Moorpark.  *Timeline for implementing next steps:*  Summer 2022 | |
| **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)  X Student focus groups  X Other: regular communication and involvement with the Associated Students of Moorpark College |
| *Engagement Efforts - Details: (1,000 character)*  Students have been involved in the development of Guided Pathways through multiple forums. These include student surveys collected online and by visiting classrooms, and through engaging students at the various stages of our Guided Pathways work on our campus walkways. There is regular communication with the Associated Students of Moorpark College as new parts of the initiative are developed, such as Program Mapper. Additionally student representation is part of membership of the Guided Pathways Steering Committee. We were planning to add student members to each of the eight Success Teams, however with Covid it was not possible to find enough volunteers; the idea is currently being reconsidered. |
|  | |
| 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)*  At present the college does not have a quick and effective process to align scheduling with the information available through all our student ed plans. Discipline faculty were involved in the development of all the program maps, including deciding when their courses are offered over the academic year to allow students to plan their schedules. The next step is to create a spreadsheet of this information along with the demand showed from the ed plans of all students. This would allow department chairs and deans to review which courses should be offering by their programs, both for their own majors and others that require their courses, to ensure there are enough sections available for students to continue along their educational paths with no hindrance. This was delayed due to the change in scheduling and enrollment due to Covid. |

**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:* | |
| *Follow-up Contact Person(s):* | |
| *Challenge: (1,000 character)* | |
| *Success Story: (10,000 character)* | |
| *Outcomes: (1,000 character)* | |
| *Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:*  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.  Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU  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  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 | |