



**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:** Moorpark College

**Date:** January 15 2021

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:

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

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@cccoco.edu](mailto:guidedpathwaysinfo@cccoco.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 <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>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”.</p>			
<p><b>Equity Considerations in Area 1:</b></p> <ul style="list-style-type: none"> <li>• Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education?</li> <li>• 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.)?</li> <li>• 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?</li> </ul>			
<p><b>1. MAPPING PATHWAYS TO STUDENT END GOALS</b></p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Place an X next to one:</p> <p>Not occurring Not systematic Planning to scale X- Scaling in progress X-At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>All programs have been organized into 8 “meta-major” areas being referred to as Areas of Interest. The 8<sup>th</sup> area was created for Exploratory students designed to help undecided students choose an Area and then a program/major.</p> <p>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.</p> <p>Revised website now displays programs by Area of Interest.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>We are implementing “My Path” which will help with student onboarding and provide detailed information related to Areas of Interest as “advising cards” will be created for each Area of Interest. These cards will direct students to Area of Interest landing pages on website.</p> <p>A landing page for each Area of Interest is being developed providing students resources and information related to programs in their areas to inform them of their program options.</p> <p>Small videos are being created for each Area of Interest to assist with marketing, outreach, and branding of each Area of Interest</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>Continued outreach has occurred with local feeder high schools to market our newly designed Areas of Interest.</p> <p>Term, if at scale or scaling: <b>Spring 2020</b></p>	<p>Timeline for implementing next steps:</p> <p><b>My Path and website updates targeted for early Spring 2021.</b></p>
<p><b>1. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  x-Regional training                      On campus /individual training  x-Technology                              Reporting/data  Other</p>		<p>Challenge or barrier: (1,000 character)</p> <p><b>CCC Apply uses term "Major Category" which does not align with our term "Area of Interest" which makes it more difficult for outreach to brand the term in assisting students with the application and using our terms.</b></p>	<p>Support Needed – Detail: (1,000 character)</p> <p><b>Continued support needed from the District for urgency in getting the Landing pages on website completed and published in a timely manner as these will be part of My Path implementation.</b></p>
<p>b. 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.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  <b>X-Scaling in progress</b>  At scale</p>	<p>Progress to date: (2,500 character)</p> <p><b>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.</b></p> <p><b>Additional efforts include Annual counselors' breakfasts providing opportunities for dialogue, Regional</b></p>	<p>Next steps: (1,000 character)</p> <p><b>Continued growth in new CTE areas, Dual Enrollment, as well as increases in distance education offerings will enhance options to our service area.</b></p> <p><b>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.</b></p> <p><b>A work group was developed focusing on building and increasing of Dual Enrollment pathway programs for K-12 partners.</b></p> <p><b>Members of the Success Teams will be invited to CTE advisory committees</b></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>to be a liaison between the industry leads and the GP teams to ensure collaboration on program and students needs.</i></p> <p><i>Timeline for implementing next steps: Spring 2021 and ongoing</i></p>
<p><b>1. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  Technology                                      Reporting/data  Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  X-Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>All program maps that have been developed to date 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.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>We have purchased and will be implementing Program Mapper which will be on our website which will provide students employment and career information related to academic programs. There is a Career Explorer section which presents potential careers and occupations with descriptions, job growth predictions, and average expected salary range.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline								
		Term, if at scale or scaling:	<p>In progress of creating a “landing page” for each of the Academic Areas of Interest which will house a FAQ section to include questions related to how degrees help with direct employment.</p> <p>Timeline for implementing next steps: Spring 2021 planned for implementation</p>								
<p><b>1. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>X- On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	X- On campus /individual training	Technology	Reporting/data	Other			Challenge or barrier: (1,000 character)	<p>Support Needed – Detail: (1,000 character)</p> <p>Training on use of mapper and building process for maintaining of mapper content.</p>
Policy guidance	Connections with other GP teams										
Regional training	X- On campus /individual training										
Technology	Reporting/data										
Other											
<p>d. 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.</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X- Scaling in progress</p> <p>At scale</p>	<p>Progress to date: (2,500 character)</p> <p>Over 100 program maps have been created and are published as PDFs for student view and use of suggested sequencing and degree requirements. PDFs are being used with counseling sessions and are currently housed in Canvas shell for use while we await implementation of Program Mapper and landing pages on website.</p> <p>Program maps have been entered into Degreeworks as templates (aka default ed plan) options for students to view course sequences as a developed default comprehensive education plan.</p>	<p>Next steps: (1,000 character)</p> <p>Program Mapper will allow students to have an interactive tool to view program maps for all academic programs and will be located on our website from the landing page of each Area of Interest as well as from the MyPath site.</p> <p>All new student workshops sessions and outreach/onboarding efforts for the Fall 2021 new student outreach calendar include how-to’s for students to access the program map templates in their degreeworks ed plan tab providing all new students with a</p>								

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if at scale or scaling:	<p>default comprehensive ed plan. A process in being created to follow up with students who create an ed plan via the template to meet with a counselor to finalize and tailor the ed plan specific to the student.</p> <p>My Path implementation will include an advising card specific to the students Area of Interest providing them a link titled " Which course do I need" and will direct them to program landing page which will detail program map and suggested first semester sequence of courses to take as well as link to mapper.</p> <p>A campus workgroup is working on implementing a pre-registration process for Fall 2021 of all first time new students to assist in a more efficient enrollment process of the courses outlined in the first semester of their program map to support enrollment in English, math, a course in the major, a GE course and a college success course.</p> <p>Timeline for implementing next steps:  Spring 2021 for program mapper  Spring 2021 for Degreework templates  Spring 2021-Summer 2021 for revised pre-registration model</p>

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
<p><b>1. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>X-Policy guidance                      Connections with other GP teams  Regional training                      X- On campus /individual training  X-Technology                              Reporting/data  Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>Changing requirements of programs, requirements for transfer colleges and consistently changing articulation. Will need to update maps to include new Ethnic Studies requirement.</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p><i>-Staffing and resources needed to be sure the program maps, degreeworks templates, and program mapper are continuously updated and accurate for students</i></p>
<p>e. Required math courses are appropriately aligned with the student's field of study (<i>Note: This essential practice was moved from Area 2</i>)</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  X-Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p><i>All program maps include recommended Math course appropriate for each program are listed within the first or second semester of the map to ensure completion within first year of program.</i></p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Degreeworks templates and Program Mapper will include Math course options.</i></p> <p><i>A math guide is being developed for new students to assist in informing students of best math course options for their pathways.</i></p> <p><i>Area of Interest Landing pages will each include a "FAQ" section which will include a question stating which Math course is best advised for my major?"</i></p> <p><i>Math department has continued to support success of students by increasing courses offered with non-credit support option as well as development of new math courses aligned with specific programs such as a new math course for nursing students.</i></p> <p><i>Timeline for implementing next steps: Spring 2021</i></p>



Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline							
<p><b>1. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>x-Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	x-Technology	Reporting/data	Other		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams									
Regional training	On campus /individual training									
x-Technology	Reporting/data									
Other										

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 2:</b></p> <ul style="list-style-type: none"> <li>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?</li> <li>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?</li> <li>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?</li> </ul>			
<p><b>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</b></p> <p>a. 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.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  <b>X-Scaling in progress</b>  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p>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. 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.</p> <p>All students in Exploratory Area of Interested were invited to a series of career development workshops designed</p>	<p><i>Next steps: (1,000 character)</i></p> <p>A webpage has been developed for our Exploratory Area of Interest providing guidance and resources for exploring our programs of study. Currently evaluating career assessment tools to embed into our onboarding/outreach process.</p> <p>My Path has a Career Exploration Tool, as part of the MyPath implementation a team is reviewing the effectiveness of the use of this tool.</p> <p>Fall 2021 new students who declared “undecided” in the CCC application will be auto-enrolled into an 8 week COUN M02 Career Life and Planning course.</p> <p>Counselors have been participating in continued professional development for career counseling and a workgroup has been created to identify best practices for enhancing career counseling model including evaluation of tools needed to support this work.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>to assist with choosing a major. In addition all Exploratory students were contacted to enroll in COUN career related classes.</p> <p>Term, if at scale or scaling:</p>	<p>New Student Welcome events are being designed to include sessions on exploring opportunities related to their chose Area of Interests/academic programs.</p> <p>Planning student alumni speaker series by Area of Interest to help inform students on career options.</p> <p>Timeline for implementing next steps: Spring 2021 for Career Assessment tool.</p>
<p><b>2. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  Technology                                Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s <b>major program areas</b>.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X-Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p>On campus student-support programs which serve academically underprepared students such as EOPS, FYE, Athletics, Veterans, ACCESS and CHES all have specialized tutoring sessions for their</p>	<p><i>Next steps: (1,000 character)</i></p> <p>We have created Success Teams for each of our 8 Areas of Interest. We are currently working with our IR office to develop a Guided Pathways data launchboard which will provide these teams the data to examine which students are being successful in identified gateway courses and which students are in need of extra support and intervention.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>students in their specialized locations allowing for easy access</p> <p>Student Services Syllabus is available for instructional faculty to share with students and upload to Canvas shell to share of student support resources available.</p> <p>Term, if at scale or scaling:</p>	<p>Reviewing courses which have traditionally included course embedded tutors and looking at expand and add new courses to align with this practice.</p> <p>Timeline for implementing next steps: Spring 2021</p>
<p><b>2. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  Technology                                Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Professional development/training for increased faculty involvement in the use of Early Alert.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>-Ongoing budget support for increasing course embedded tutors/sections.</p>
<p>c. 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. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Place an X next to one:</p> <p>Not occurring  Not systematic  Planning to scale  X- Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Math department has developed non-credit support courses as co-requisite options for 3 of their 7 transfer level math courses.</p> <p>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.</p> <p>Math tutoring takes places in the Learning Center in the library as well as Math tutors are places in student support</p>	<p><i>Next steps: (1,000 character)</i></p> <p>All tutoring services have successfully transitioned to online support for students. Will continue to evaluate how to maintain online math tutoring support options when our schedule eventually shifts back to more in person learning depending on covid situation.</p> <p>In person Math tutoring area in library has been remodeled to allow for more availability of tutoring and support.</p> <p>Success Teams will be looking at success rates and data for students</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>program areas such as ACCESS, EOPS, CHES, FYE, etc.</p> <p>Term, if at scale or scaling:</p>	<p>attempting and completing math within their first year and providing student follow up for those who have not attempted/completed math in first year.</p> <p>Timeline for implementing next steps:</p>
<p><b>2. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  Technology                                  Reporting/data  Other</p>		<p>Support Needed – Detail: (1,000 character)</p>	<p>Challenge or barrier: (1,000 character)</p> <p>-Continued increase in demand for math tutoring, need to be sure funding support can keep up with demand.</p>
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” <b>English</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Place an X next to one:</p> <p>Not occurring  Not systematic  Planning to scale  <b>X- Scaling in progress</b>  At scale</p>	<p>Progress to date: (2,500 character)  ENGL M01A now has a non-credit support co-requisite course option for students to enroll in.</p> <p>Online and in person tutoring offerings via the Writing Center is provided for all students.</p> <p>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.</p> <p>Embedded tutors and workshops are designed to support students in learning</p>	<p>Next steps: (1,000 character)</p> <p>Using CCC apply application data of student self-reported HS GPA, all new first student students for Fall 2021 who have below a 2.7 GPA will be advised for placement into section of ENGL M01A along with the ENGL non-credit support class.</p> <p>Success Teams will be looking at success rates and data for students attempting and completing English within their first year and providing student follow up for those who have not attempted/completed English in first year.</p> <p>Timeline for implementing next steps:  <b>Spring 2021-Fall 2021</b></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>and completing English within their first year.</p> <p>English tutoring takes places in the Learning Center in the library as well as English tutors are embedded student support program areas such as ACCESS, EOPS, CHESS.</p> <p>Athlete’s Hour created to help support student athletes with their essay writing and academic success.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p><b>2. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  Technology                                Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Will need enough English faculty to be able to offer enough sections of Engl M01A and support classes to ensure all first time new students with below a 2.7 have access to a support class.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Reliant on self-reported GPA, need to allow for students to adjust enrollment of adding/removing support class as they also complete our self-assessment tool.</p>
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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 tshirts, pens, posters, tutor training, faculty development, orientations, etc.</p> <p>Student Success Coaches are available to meet and assist students in helping them</p>	<p><i>Next steps: (1,000 character)</i></p> <p>A request to add supplemental questions into the CCC apply application for our campus is being reviewed to include a question to help students self-identify as requesting extra guidance and support to navigate college.</p> <p>Success teams will be intentionally reaching out to students between a 2.0 and 3.0 with at least one F to intervene with support to prevent students from falling close to academic probation.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>to navigate academic and personal needs and connect them to the various campus resources available.</p> <p>Term, if at scale or scaling:</p>	<p>A campus workgroup is working on implementing a pre-registration process for Fall 2021 of all first time new students to assist in a more efficient enrollment process of the courses outlined in the first semester of their program map to support enrollment in English, math, a course in the major, a GE course and a college success course. Reviewing process for identifying which students would benefit from various options of college success course offerings. Investigating a process for students to opt-out of a course as opposed to opting in.</p> <p>Timeline for implementing next steps:</p> <p>Spring 20201 Success Team Interventions Fall 2021</p>
<p><b>2. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams Regional training                      On campus /individual training Technology                              Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-</p>	<p><i>Place an X next to one:</i> Not occurring</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Outreach programs such as Dual Enrollment at the high school and middle</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Collaboration with outreach on events targeted for both parents and students</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline							
level coursework in a program of study when they enroll in college.	Not systematic Planning to scale X-Scaling in progress At scale	<p>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.</p> <p>Term, if at scale or scaling:</p>	<p>on informing them of our program options. Offering information sessions by Area of Interest for prospective parents and students, filming these sessions to share with local feeder high schools.</p> <p>Social media push of short videos being created to market our programs for new students and the community.</p> <p>Timeline for implementing next steps: Spring 2021</p>							
<p><b>2. f. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0" data-bbox="157 792 892 933"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other			<p><i>Support Needed – Detail: (1,000 character)</i></p> <p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams									
Regional training	On campus /individual training									
Technology	Reporting/data									
Other										



GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 3:</b></p> <ul style="list-style-type: none"> <li>• How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?</li> <li>• How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?</li> <li>• How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?</li> <li>• 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?</li> </ul>			
<p><b>3. KEEPING STUDENTS ON PATH</b></p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X- Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p>Term, if at scale or scaling:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Success Teams have been created for each Area of Interest and will be looking at data of students who have not yet completed education plans and communicating with students on how to obtain degreeworks template and use of program mapper.</p> <p>Teams will look at momentum points of attempting 15 units in first semester and 30 units in first year. Students not meeting those milestones will be reached out to.</p> <p>These teams 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.</p> <p>Continued development of a case management model for Counseling aligned with Academic Area of Interest.</p>

			<p>Planned intentional outreach efforts to students once they complete 45 units on next steps for steps to apply to transfer and graduation.</p> <p>Timeline for implementing next steps:</p>
<p><b>3. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  Technology                                Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Working with districtwide software/Starfish which supports all 3 colleges but has limitations to elements of program if not all 3 schools are working in a case management model hindering process we are trying to create.</p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X-Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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 displaying a percentage of degree completed.</p> <p>Term, if at scale or scaling:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Degreeworks templates as well as Program Mapper will provide additional insight into completion of required coursework for degrees.</p> <p>Review new transcript evaluation process for efficiency and continue to look at additional options for improving outside transcription evaluation which is needed to provide students an accurate reflection of their progress towards degree.</p> <p>Timeline for implementing next steps:  Spring 2021</p>
<p><b>3. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>-Technology support needed to assist in transcript evaluation process.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

<p>Regional training Technology Other</p>	<p>On campus /individual training Reporting/data</p>		<p><i>Degreeworks is not currently using course substitution/exception feature which is needed to accurately reflect a student's progress if using outside coursework to meet requirements.</i></p>
<p>c. 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.</p>	<p><i>Place an X next to one:</i> x-Not occurring <b>X-Not systematic</b> Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i>  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. Degreeworks does not have the capability to "alert" a student or counselor if taking a course not on plan.  <i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i>  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.  <i>Expansion of Early Alert model/practice to be reviewed for increased usage by faculty.</i>  <i>Timeline for implementing next steps:</i></p>
<p><b>3. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i>  Policy guidance Regional training Technology Other</p>	<p>Connections with other GP teams X-On campus /individual training Reporting/data</p>	<p><i>Support Needed – Detail: (1,000 character)</i>  -More training/professional development for increased faculty use of Early Alert</p>	<p><i>Challenge or barrier: (1,000 character)</i>  <i>There currently is no mechanism to identify/trigger when a student enrolls in a course not part of their education plan.</i></p>
<p>d. 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</p>	<p><i>Place an X next to one:</i>  Not occurring Not systematic Planning to scale</p>	<p><i>Progress to date: (2,500 character)</i>  As part of working with students prior to applying to limited access programs such as our Nursing or Rad Tech</p>	<p><i>Next steps: (1,000 character)</i>  Investigate a formal outreach process, improvement of literature, etc to be included in the "denial"</p>

	<p><b>X-Scaling in progress</b> At scale</p>	<p>program, students are made aware of other Health Sciences pathway options available to them at Moorpark College.</p> <p>There is a Pre-Allied Health Certificate, we provide materials and information regarding other Allied Health programs at Moorpark to students that aren't successful in nursing, and we promote CSUCI's Bachelor's degree in Health Sciences. Potential next step is to actively recruit to other Allied Health programs, such as Optical Technology, from the waiting lists of Nursing and Rad Tech</p> <p>Term, if at scale or scaling:</p>	<p>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.</p> <p><i>Creation of a pre-allied health type of degree is being explored to provide students a pathway for a degree if they are not admitted to a limited-access program but would have completion of common pre-requisite coursework needed for application for these programs.</i></p> <p><i>Looking at My Path tool to include additional next steps and important information for students who are interested in special criteria admit programs so they are informed at time of application of the process for admission/audition.</i></p> <p><i>Timeline for implementing next steps:</i></p>
<p><b>3. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams Regional training                      On campus /individual training Technology                              Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>Be able to identify students who are "pre" nursing or other specialty program as they currently are only listed as nursing once in the program, makes it difficult to know which students to outreach to that are interested in these particular programs.</i></p>
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can</p>	<p><i>Place an X next to one:</i> Not occurring</p>	<p><i>Progress to date: (2,500 character)</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>There is a workgroup at the district</i></p>

<p>plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p>Not systematic Planning to scale <b>X-Scaling in progress</b> At scale</p>	<p>The program maps will provide both students and the faculty/department chairs and Deans expectation of which terms classes would be expected to be offered and in high demand assisting with the enrollment management process.</p> <p>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.</p> <p>Add PACE program info here...</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>office who are exploring the financial and technical logistics of changing our academic calendar to a compressed calendar which option of winter session which would open up availability to offer a winter intersessions for more course options for students.</p> <p>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</p> <p><i>In reviewing current templates for the program maps, looking at adding additional column which states if the course will be offered Fall, Spring, Summer to be included on the map in the next version of map updates.</i></p> <p><i>Continued expansion of PACE degrees providing more opportunities for working adult students.</i></p> <p><i>Timeline for implementing next steps:</i></p>							
<p><b>3. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams									
Regional training	On campus /individual training									
Technology	Reporting/data									
Other										



Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 4:</b></p> <ul style="list-style-type: none"> <li>• How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?</li> <li>• 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)?</li> <li>• 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)?</li> <li>• 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?</li> </ul>			
<p><b>4. ENSURING THAT STUDENTS ARE LEARNING</b></p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  <b>X-Planning to scale</b>  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p>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</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>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.</p> <p>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 as well as part of the annual campus wide strategic planning event designed to encourage and foster cross program planning.</p> <p><i>Timeline for implementing next steps:</i></p>
<p><b>4. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
Technology Reporting/data Other			
<p>b. 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. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Place an X next to one:</p> <p>Not occurring Not systematic Planning to scale <b>X-Scaling in progress</b> At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Instructional programs are intentional about using and sharing best practices for engaging students in active and applied learning.</p> <p>Continued offerings of pilots of cross linked sections are being marketed to students for engaged learning.</p> <p>College Strategies courses, required for FYE 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.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>Discussion is ongoing on the collaboration of programs to develop learning communities by programs within the Areas of Interest.</p> <p>Per the Educational masterplan, create action steps to focus on how to increase course sections with content connected to civic engagement by Fall 2023.</p> <p>Per the Educational masterplan goal, create action steps to increase faculty trained in cultivating exploration and expression within a creative practices.</p> <p><i>Timeline for implementing next steps:</i></p>
<p><b>4. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Regional training Technology Other</p> <p>Connections with other GP teams On campus /individual training Reporting/data</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships,</p>	<p>Place an X next to one:</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Faculty have increased Study Abroad opportunities for students, so much</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Per the Educational masterplan, create action steps to meet goal</p>



Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline								
<p>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.</p>	<p>Not occurring Not systematic <b>X-Planning to scale</b> Scaling in progress At scale</p>	<p>so, an establishment of a process was created to encourage faculty to create more opportunities.</p> <p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>which includes increase students engaged in advocacy through co-curricular activities.</p> <p>The creation of the Student Success teams will foster collaborative dialogue on increasing the amount of opportunities for students amongst shared programs within the Area of Interest. Classified staff who focus on internship opportunities for students are meeting with Success teams to dialogue on support and options for students.</p> <p><i>Collaborating with career center on Career week related activities to include Area of Interest sessions for current students providing out of the classroom resources for growth in their career/major development.</i></p> <p><i>Timeline for implementing next steps:</i></p>								
<p><b>4. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Policy guidance</td> <td style="width: 50%;">Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other			<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p><i>Covid/Stay at home orders creating barriers for student access to outside the classroom opportunities</i></p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											
<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>At Moorpark, the Student Learning Outcomes (SLO's) and Program Learning Outcomes (PLO's) are reviewed and revised among most Moorpark programs</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Continue with practice of SLO and PLO process and review how assessment results can be shared with</i></p>								

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
sciences and career/technical programs.	Planning to scale Scaling in progress <b>X-At scale</b>	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 <i>at scale</i> or <i>scaling</i> :	<b>Success Teams for making any informed student planning and support.</b>  Timeline for implementing next steps:
<b>4. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance                      Connections with other GP teams Regional training                      On campus /individual training Technology                                Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
e. 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 Scaling in progress <b>X-At scale</b>	<i>Progress to date: (2,500 character)</i> 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 <i>at scale</i> or <i>scaling</i> :	<i>Next steps: (1,000 character)</i> <b>Continue with practice of SLO and PLO process and review how assessment results can be shared with Success Teams for making any informed student planning and support</b>  Timeline for implementing next steps:

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>4. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance                      Connections with other GP teams  Regional training                      On campus /individual training  Technology                                      Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  <b>X- Scaling in progress</b>  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Moorpark College uses the CANVAS learning management system to help students document their learning experiences. 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 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.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>We need to continue digitizing all student forms and then change to other formats like Word. We need to create CANVAS videos showing students how to download and complete fillable PDFs through the CANVAS LMS. Give faculty advisers access to CANVAS so they can help students documents experiences more effectively</p> <p><i>Timeline for implementing next steps:</i></p>
<p><b>4. f. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
Policy guidance Regional training Technology Other	Connections with other GP teams On campus /individual training Reporting/data		
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p><b>X-Planning to scale</b></p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The college views results of CCSSE, SENSE, and other assessments to review policies, practices, and procedures.</p> <p>Results of such assessments are reviewed in both academic and student services programs.</p> <p>Professional development committee surveys faculty and staff on topics of interest to align programming around their requests.</p> <p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Working with district committees on development of supplemental questions to add to CCC application to collect more informed data on student needs as they enroll at Moorpark. Data collected to be shared with campus via professional development to assist in informing faculty and staff of our student needs.</p> <p>Continued campus wide professional development to share results of our own student feedback collected with guided pathways work such as classroom visits, surveys, and focus groups.</p> <p>Exploring and collaborating with other colleges to learn of their best practices and professional development related to guided pathways work with plans for sharing those insights with our campus.</p> <p>Timeline for implementing next steps: <b>Spring 2021</b></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline							
<p><b>4. g. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams									
Regional training	On campus /individual training									
Technology	Reporting/data									
Other										

**Additional REQUIRED questions:**

Student Engagement and Support	
<b>STUDENT ENGAGEMENT</b>	<i>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.</i>
<p>In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)</p>	<p><i>Place an X next to one or more:</i></p> <p>X-Student survey(s)</p> <p>X-Students serve on campus GP advisory committee(s)</p> <p>X-Student focus groups</p> <p>Other: Classroom presentations.</p> <p><i>Engagement Efforts - Details: (1,000 character)</i></p> <p>Student engagement has occurred through multiple forums. These include student surveys collected via visiting classrooms and engaging and informing students of the GP work. Additionally student representation is part of membership of the GP Advisory committee. Currently adding student members to serve on each of the Success Teams. Included student panel in campus wide Guided Pathways retreat. Ongoing informational updates to the associated student board. This spring will plan to assemble focus groups of students by Area of Interest to focus on feedback of program maps, My path, Degree works templates and program mapper tools for student opinion of their use and effectiveness.</p>

<b>COURSE ALIGNMENT</b>	<i>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.)</i>
	<p><i>Course Alignment - Details: (1,000 character)</i></p> <p>Discipline Faculty were involved in the development of all the program maps which provided the direction to ensure the courses listed in the Fall/Spring/Summer terms of the ed plans/maps are in fact offered during those terms and were noted if unsure. A spreadsheet is being created which outlines which courses are included on each program map to share with all department chairs to outline all course options and to review which courses might be suggested for offering by other programs. Will then match this data with Fall 2019 and Fall 2020 number of student declared majors to ensure there are enough sections available to match the course offered on the maps.</p>

**Additional OPTIONAL questions:**

Success Story	
<b>SUCCESS STORY</b>	<b>Optional:</b> 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.
<i>Title:</i>	
<i>Follow-up Contact Person(s):</i>	
<i>Challenge: (1,000 character)</i>	
<i>Success Story: (10,000 character)</i>	
<i>Outcomes: (1,000 character)</i>	
<i>Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:</i>	

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