

GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

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

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Self-Assessment Items

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

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

1. Please briefly explain why you selected this rating.

MJC has made important strides in strengthening evidence-based discussion and decision making over the last several years. In fall 2016, the College began development of its Education Master Plan (EMP) through a series of charrettes with faculty, administrators, and classified professionals where environmental and institutional data packets were shared. These became vibrant discussions of labor market trends, county and student demographics, population data, completion and success indicators, and equity data. More than 200 college constituents participated in the charrettes, submitting written recommendations for strategies to address observed areas of need following the discussions. This exercise opened the door to greater academic inquiry about student learning and student achievement for many College stakeholders, which have continued in multiple ways.

College researchers developed a set of data dashboards using Tableau, enabling administrators and faculty to view student success rates, program awards, instructional learning outcomes, and course information at the institutional, division, and program level. Staff from the Office of Institutional Effectiveness offered technical assistance workshops over a period of several weeks, assisting faculty in reviewing individual program data as they engaged in program review. The ability to review and analyze disaggregated data from courses and programs was not possible before the dashboards. Through the technical assistance workshops, groups of faculty engaged in thoughtful discussion about course and program data, including questions such as, “why do some sections have a success rate of 85% and others only 30%?” or “I didn’t realize there was such a noticeable gap in completion rates when looking at ethnicity”. These discussions led to ideas of professional development or pedagogical approaches that faculty wanted to pursue, and were documented in program review.

Faculty and administrators are more familiar with key indicators. Councils and committees are now routinely incorporating research and data into institutional decision making discussions, including hiring prioritization, equity activities, course scheduling that leads to degree attainment, and continuous quality improvement at the course, program, department, and institutional level. The Instruction Council identified key measures and then reviewed relative data sets in order to develop a prioritized list of potential faculty positions for hiring. The DE Committee regularly reviews student achievement data and discusses ways in which online courses and services can be improved to increase student learning in online courses. The Student Success and Equity Committee (SSEC) closely monitors disaggregated data to identify disproportionate impact and develop solutions, including the development of mini-grants to faculty for projects aimed at closing equity gaps. The College worked with the Center for Urban Education (CUE) to help deans and faculty explore individual success and retention rates through disaggregated data to identify solutions that close equity gaps. CTE faculty are using Launchboard data to analyze programs and develop enhancements through Strong Workforce funding. MJC has made measurable progress in the capacity of its faculty and administrators to understand and analyze student data and to use it to inform institutional priorities and initiatives and considers this as one of its most important assets.

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

English faculty addressed low persistence rates in basic skills English courses by learning about acceleration through the California Acceleration Project and developing a college model. After an examination of achievement gaps in developmental education, basic skills English courses at MJC have been redesigned to better facilitate student learning and shorten time to completion. English faculty developed and are offering a single accelerated English course that enables a student to move into college-level English after one semester instead of the two-course sequence that has traditionally been required. Success rates in the two-course sequence (English 49 and 50) have been approximately 60% each course. As we understand more about attrition through multiple courses, the need for a single course became clear. With two semesters of data, the completion rate for the single accelerated course, English 45, is 64%, much higher than the two-course sequence, when considering students who do not persist through both courses.

Student feedback regarding services in a 2015 student *Candy Bar Survey* was instrumental in the design of the developing Hispanic-Serving Institutions (Title V) grant: “Removing Barriers for High Need Students”. Student focus groups were employed in 2016 to look more deeply into the reasons students were struggling. The focus groups and survey identified critical needs that have been addressed in a redesign of the Student Services division, including:

- New job descriptions that merged two existing positions into a Student Services Representative position. Incumbents in this position now assist students with financial aid, enrollment, records, and other transactional needs in a single stop.
- Renovated office space that combines financial aid and enrollment services into a single location, closely positioned to the counseling, career services, and testing centers.
- Partnership with city and county transportation now provides students with free travel on local buses.
- Multiple measures placement for English and math has simplified the process of matriculation and allows students to place according to high school grades or external testing scores.

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

As institutional capacity to use data increases, we recognize it is a complex topic. We are wrestling with key indicators that do not always align with each other: Institution-set Standards, IEPI goals, Guided Pathways Launchboard data, Datamart information. Each set of measures has particular requirements and we take care to identify methodology and specific measures. For many administrators and faculty, however, the amount of information and its context can be overwhelming.

With increased access to data on institutional dashboards and multiple reports, there is an increase of skepticism. As actual success and achievement rates are shared, the first reaction is often to mistrust the data. That becomes amplified when looking at multiple data sets, as described above. Sometimes the conversation gets centered on the integrity of the data. We do not always get to the part of the discussion where we uncover what the data might mean. The College is working to address this challenge through consistent sharing of key reports and through faculty training in ways to understand and analyze data.

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

INQUIRY (1-3)

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

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

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

1. Please briefly explain why you selected this rating.

MJC's scale of adoption for shared metrics lies somewhere between "scaling in progress" and "full scale". Concerted efforts have been made in many areas, though we are still working on consistently measuring initiatives to ensure progress. Identifying and using shared metrics is a priority at the College. MJC recently established a new office of Institutional Effectiveness to ensure that data, planning, implementation, and evaluation are connected.

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

The College employs share metrics in the following ways:

1. Identifying and publishing key metrics for completion
2. Incorporating student focus groups to understand root causes after reviewing statistical data
3. Reviewing disaggregated data on almost every measure to understand the impact of plans on disproportionately impacted students
4. Embedding guided pathways in every major discussion
5. Including students on councils and committees and soliciting student feedback
6. Faculty and others have increased opportunity to review and discuss data, including multiple technical workshops

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

One of the challenges we face is in setting goals for increasing success and completion. Faculty struggle with the idea of reaching too high and not being able to attain an identified target. The College recently spent several weeks setting a goal for completion to use as an aspirational goal in the work outlined in the Education Master Plan. It was difficult for many people to contextualize what was meant by increasing completion by ten percentage points. Some felt it was an arbitrary target. Some felt ten percentage points was too great an increase. Many could not relate a percentage increase to the actual number of students who would be impacted or understand how we would be able to achieve the goal. We recognized that more work needs to be done to familiarize people with metrics and goals as well as breaking down large targets to show the number of students, (perhaps in each division), that would be impacted. We also understand that goal setting cannot be completely separated from general ideas of solutions that might be used to achieve the goal.

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

INQUIRY (1-3)

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

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

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

1. Please briefly explain why you selected this rating.

MJC has worked over the last year to align its plans and connect them to the College Strategic Plan, ACCJC accreditation standards, and the multiple initiatives being implemented at the college. The institution wide development of the Education Master Plan (EMP) in 2016-17 included review of environmental and student data resulting in a work plan that aligns the work of the College with Guided Pathways. The EMP was intentionally designed with a logic model that serves as a crosswalk between the Standards, the Strategic Plan, the EMP, and other college initiatives. The work plan integrates the work of multiple councils and committees and the priorities of every major initiative at the College. Activities outlined in the EMP are assigned to specific groups with timelines and deliverables. All work will be coordinated through the participatory governance process to ensure plan integration.

Three specific workgroups identified in the EMP were designated to work directly on issues central to Guided Pathways:

- Curriculum
- Student Advising
- Developmental Education

These workgroups will research effective practices, develop recommendations for the council they report to, and document the work of the development of Guided Pathways.

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

The College has several strategic plans in place:

- MJC Strategic Plan (key metrics that measure our effectiveness for the community)
- The Education Master Plan (a work plan in support of the Strategic Plan, and linked to every other major plan)
- Student Equity Plan (equity questions are now embedded in every other plan)
- College Technology Plan (integrates with the EMP as well as the resource allocation process to implement processes and activities relative to technology on campus)
- Distance Education Plan (integrates with the EMP and the College Technology Plan)

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

We continue to be reminded of the critical importance of communication in a large institution. Even when plans are well-vetted in the participatory governance process, many stakeholders are unaware of the priorities or plans of the institution. Those who are involved contribute to the success of these plans. We have had good success with college-wide forums and discussions and will continue to communicate in multiple ways.

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

DESIGN (4-8)

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

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

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

1. Please briefly explain why you selected this rating.

Through the Education Master Plan, passed in spring 2017, specific cross-functional workgroups were developed to steer the Guided Pathways design process, making recommendations through the established participatory governance process. The College has prioritized the work of Guided Pathways and clearly underscores the importance of inclusive decision-making. As we learn more about the work of Guided Pathways, discussions have included recommending an overarching steering committee, made up of the leaders of the three workgroups focused on Guided Pathways (curriculum, student advising, and developmental education). While those discussions are ongoing, MJC is committed to inviting all voices to participate, through campus-wide forums, workgroup development, and participatory governance review.

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

The first workgroup training and orientation is scheduled for early October. This will align the work of each group, provide templates for documenting research, and provide training on the role of a workgroup member. The EMP Workgroup is coordinating the training to ensure the groups meet the deliverables outlined in the plan.

In spring 2017, the college held its first annual Review and Celebration discussion. All college constituents were invited to participate as accomplishments of the last academic year were discussed, and plans for the next year were outlined by each college council and committee. This meeting provided a foundation for the work of Guided Pathways as the agendas for each major committee were planned. Administrators and Academic Senate leaders are engaged in regular discussions of ways to include stakeholders, even those who may be skeptical. Planning for next steps has already begun and is approached through collaboration with the workgroups, administrators, and faculty leaders. Faculty and administrators across the college collaborated in reading and discussing the book “redesigning America’s Community Colleges” by Thomas Bailey. These discussions were important early steps to understanding the work of Guided Pathways.

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

In the ongoing discussions held since early spring of 2017, the idea of change, which we understand is central to the success of Guided Pathways, has been difficult for many faculty members. There is a feeling that change means loss, as structures, programs, processes, and traditions are redesigned. Many faculty members have invested their entire career at the institution. Change at this scale can be seen as a threat. The College is working to include all voices in developmental discussions and to frame the conversations in ways that help people see change as growth and improvement; that we are all going together and bringing our culture with us as we improve how we help students reach their goals.

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

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>5. INTERSEGMENTAL ALIGNMENT <i>(Clarify the Path)</i></p> <p>College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.</p>	<p><input type="radio"/> College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.</p>	<p><input checked="" type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.</p>	<p><input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.</p>	<p><input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.</p>

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

1. Please briefly explain why you selected this rating.

MJC is improving coordination with K-12, four-year universities, and industry partners through multiple initiatives. The President, vice presidents and multiple college deans sit on community boards. The President is working with K-12 and university partners to develop a seamless pipeline from elementary school through college graduation. The MJC Transfer Center has developed strong relationships with transfer universities who frequently meet with students on our campus. Industry partners work closely with program faculty to inform program development in agriculture, respiratory care, logistics, and other programs.

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

The College has developed multiple programs in the last few years from direct collaboration with industry partners:

- Respiratory Care faculty worked over many months with local hospitals and agencies to develop a baccalaureate program in respiratory care. The first cohort

of students enrolled this fall.

- Agriculture Vet Tech faculty were overwhelmed with student demand in the Vet Tech program. Working with local veterinarians, they developed a large animal Vet Tech certificate.
- Agriculture faculty developed a new program in Irrigation Technology after collaborating with employers and local irrigation districts. The program was funded by a National Science Foundation grant, and resulted in a new degree and four new certificates in irrigation technology.
 - Through the implementation of the Strong Workforce initiative, CTE programs are increasing partnerships with local industry. CTE programs have mapped programs of study with high schools in Logistics, maintenance & Repair, and Veterinary Sciences. Programs of Studies are 9th grade to 14th grade sequencing of CTE and General Education courses work for students to follow in a transition into MJC.
 - Articulations are held across a variety of courses in Agriculture, Automotive, Administrative Justice, Business, Computer Science, etc. with various high schools. These articulations are reviewed at Stanislaus County Office of Education CTE Board of Director Meetings attending by the Dean of CTE, Community & Workforce Development and the Dean of Agriculture.
 - Dual Enrollment agreements are being developed with Turlock USD, Modesto CS, Ceres USD, Hughson USD, Patterson USD, Waterford USD. The goal in 2018 is to implement dual enrollment agreements aligned to the AB 288 CCAP program model with Ceres USD, Patterson USD and Hughson USD.
 - College in the High School: Classes continue to be offered in the evening on the following K-12 campus sites in order to bring college courses closer to high school neighborhood sites throughout our community. These sites include Hanline – Central Valley HS (Ceres), Pitman and Turlock High School, and Patterson High School.
 - Contract Education: Special programs targeting high school students are delivered including a host of services to support students success via Contract Education these programs include
 - i. Central Catholic High School
 - ii. Davis High School
 - iii. Aspire Vanguard
 - iv. Ripon High School

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

One of the challenges the College faces is in expanding the organizational capacity to work well with external partners. We have increased the ability to integrate multiple initiatives on campus; however, that work requires input from many faculty members and administrators. In some cases, these are the same individuals who are working with industry, K-12 partners, and universities. We are beginning to identify specific organizational approaches to managing the work and building stronger partnerships.

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

DESIGN (4-8)

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

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

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

1. Please briefly explain why you selected this rating.

MJC is in the early stages of clustering these programs into broader areas of interest. The CTE areas have more experience in these types of conversations, for they have historically worked in this conceptual framework. The development of ADTs has offered more traditional transfer areas opportunity to have this conversation in the establishment of suggested general education courses that complement the major; however, this has not happened on a comprehensive basis throughout the institution, nor has there been the thorough discussion of which clusters or areas of interest might work best together. To facilitate the student experience, MJC is also working on more thorough integration of career planning and choice of major upon entry to college.
2. Describe one or two accomplishments the college has achieved to date on this key element.

CTE has made excellent progress because of advisory boards and work experience opportunities. CTE programs generally have a lead person, so other academic areas need a designated person to follow through on the design. In addition, the expansion of our career center, the addition of Starfish, and the integration of intrusive advising will all benefit our students. High School Outreach is done efficiently; however, there are more High Schools than people who can reach out to those students and make individual contacts. Faculty in some areas consistently communicate with High School peer faculty; however, that is not a consistent practice, thus consistency of coursework is not ensured from high school to college.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

There is trepidation on campus particularly within smaller GE programs that they may adversely be affected by the establishment of metamajors. To establish these with intention, the campus needs to understand which careers might be clustered with which areas of study, and that conversation has yet to happen on a broad scale. Broadening the conversation with our high school partners will remove barriers to progress for our students as they will be encouraged earlier to make choices
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

Until the campus is comfortable with limiting choices (as suggested by behavioral economics), the discussion of pathways and metamajors tends to get stuck on the limitations of pathways rather than the efficiency and stress-reduction for students in having a more streamlined path to their goal.

DESIGN (4-8)

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

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

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

1. Please briefly explain why you selected this rating.

Depending on the program you explore, you're going to find different levels of curricular reform and progress. While faculty share deep concern with student success, some areas are more willing to attempt new pedagogy and embrace success without redundant assessment of results before scaled implementation.

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

MJC has seen progress in the development of the Math 900 series for remediation; FTIC courses aid in study skills; English has both condensed and accelerated courses (e.g. ENG100 which combines dev ed and transfer English); and tutoring is available in all basic skills areas. There are many resources available for student support (e.g. SI, tutoring, faculty-led tutoring sessions, and success specialists to assist in other areas), and faculty work to make students aware. Pathways Centers on both campuses offer counseling and holistic support so that students are more prepared to study when they enter the classroom. Also, a split has been defined between STEM/NonSTEM majors and math courses aligned for those tracks. The challenge is acknowledged, and work is in progress to assist with preparation for college level math. The discussion is complicated by the UC/CSU lack of consistency in expectation for articulated courses. There has been progress made in developing noncredit courses (part of a TitleV "Removing Barriers" Grant), and these modules have been used in the "Math Emporium". Through use in Math Emporium, noncredit has been demystified and faculty and staff alike are beginning to see the applicability and usefulness of noncredit in accomplishing remediation.

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

There is resistance still to the removal of multiple levels below college transfer in Math. The English faculty have accelerated and compressed their remedial courses such that ENG 49 is virtually unnecessary (leaving only 1 level below xfer). One barrier is the continued resistance to any data that is brought from the outside ... questioning the parameters, the subset, the calculations, the inclusions, the exclusions.

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

We are intentionally becoming more evidence-based in all we do; therefore, the resistance to data that informs about our courses and students will be encountered and analyzed.

DESIGN (4-8)

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

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

completion and enhanced access to relevant transfer and career outcomes).				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The descriptors of the ratings do not precisely define how we are working at this point in time. We are somewhere in the middle of not being clear at all and having some of our paths clear all the way to program level. This allows us to look within our walls to our peers who are working well on this concept and learn from them.

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

The establishment of ADTs and paths through particular CTE areas offer helpful models for the rest of the campus in academic areas. Many Academic Departments have established not only sequences but rotations of courses so that offerings are made in a predictable odd/even fa/sp rotation. This internal knowledge needs to be institutionalized so that everyone in the institution has access to the information and can make plans accordingly. Bringing Starfish to the campus will greatly help with making this data accessible. The Student Services area has made many improvements to counseling areas, incorporation of Success Specialists, and the expansion of learning supports that assist in the establishment of degree plans and the execution of them. There is a faculty group that has started the UMOJA program, which serves students of color in our multicultural center, and this has made a safe space for students to come and receive assistance, study, and get counseling and mentoring. While the college has recently invested in the scheduling tool AdAstra, the tool is still in the implementation phase. Scheduling is primarily coordinated at the division level, thus a holistic picture of when patterns are available is not clear. Certain certificates and degrees, primarily in CTE areas, are advanced in this area, but the institution as a whole has significant opportunity for improvement in this area. In addition to AdAstra, which has a predictive analytics component that can assist with more precise needed numbers of sections, the program Starfish will assist with knowing how many majors in each area and where they are in their progress. These data will more help construct a more precise schedule. The missing component, which is still more trial and error, is knowing when to schedule classes so that the majority of students have access. Also, no program can alleviate the bottleneck in the gatekeeper basic skills sequences in English and Math. Progress is being made in acceleration and noncredit; however, there is opportunity for serving students better in this area.

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

A big challenge at this point is getting all of the technology that has been purchased not only up and running but also interfacing with each other so that we are gleaned the maximum amount of information for students. These tools have such potential, and with the training comes opportunity to bring faculty and staff together to support students in new ways. We also have a significant amount of work to do aligning programs from our feeder High Schools through to our feeder colleges and universities. When we can align our curriculum in this way, we can begin to get a 9-16 plan together that details precisely what academic moves a student needs to make to ensure that they achieve their learning goals in a reasonable amount of time.

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

It seems like there are pockets of significant success all over campus, and then there are areas where meeting with peers and learning how change has been incorporated into the programming, systems, and the daily work of school will greatly assist in the removal of barriers for students as they make their way through the learning process.

IMPLEMENTATION (9-14)

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

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

		<p>discuss ideas, the challenges students face, and ways to improve coordination and support services.</p>		
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

The institution has made significant investment into various IT programs and has made structural changes, but we have not been on this path long enough for it to be integrated or fully realized throughout the institution. In fact, we are eager to get these programs fully functional so we can begin the integration of efforts across student services and academic lines in order to support the student.

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

The Hobson's Starfish program will assist in the monitoring of student progress toward completion. At this point in time, special programs (e.g. TRIO, DSPS, EOPS, etc.) have consistent monitoring of student progress and offer the supports that students needs to progress. Specific academic programs (e.g. Nursing) offer intense advising where faculty and students are in continual conversation about student progress, success, and completion. Multiple support structures have been put into place to ensure that barriers students face outside of the classroom are eliminated: free bussing for MJC Students; food pantry from local church participation; mental health services; Health services; career services; career, academic, and mental health counseling are available to students. The institution has made great strides in helping to provide for the students' foundational needs.

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

The only place that there are *alerts* is in special programs and athletics. The general student population doesn't have a mechanism in place, except for their paper ed plan, that keeps straight what courses need to be taken, and this doesn't say *when* the courses will be taken (e.g. fall, spring, summer). Starfish will offer this capability, though the success of it depends upon the extent of the training and the degree to which we utilize the features of the program.

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

The challenge that faces us all is the total gestalt shift to thinking in terms of everyone on campus educating the entire student, rather than instruction teaches, financial aid gives money, cafeteria feeds, student services gives ed plan, etc. When we figure this out and discover how to truly institutionalize this level of synergy, students will have no choice but to succeed in a timely manner.

IMPLEMENTATION (9-14)

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

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

<p>alert system, etc.)</p> <ul style="list-style-type: none"> • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others 				
<p>Please respond to the following items (500 word maximum per item)</p>				
<ol style="list-style-type: none"> 1. Please briefly explain why you selected this rating. As mentioned earlier, we are in this transitional place where we have made choices in technology, are attempting to fully implement programs like Starfish, eLumen, AdAstra and make them talk to our existing programs (e.g. Datatel, CurricuNet, etc.), and it is slow going. We see the potential, but getting there is going to be slow and frustrating. 2. Describe one or two accomplishments the college has achieved to date on this key element. The purchase, planning, and implementation (though not fully complete) of all of the aforementioned programs are accomplishments and testimony to the institution's ability to think inclusively about systems and processes. The intention is for each student to be supported by a counselor, success specialist and any faculty member through Starfish, and at any time, alerts may be triggered about progress, lack thereof, and time to completion. These alerts will bring together a team that can support the student through completion, and if there is a barrier in the way, the team can help the student negotiate it. 3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. Our Technology Committee is a local committee that doesn't have direct connection with District IT functions, thus at times progress can be glacial when moving an initiative forward. We also have not developed institutional succession plans for equipment and software, so keeping current on equipment and systems is not consistent across the institution. Aside from the technical implementation, there is the challenge of mass training not only of the programs we are planning to institute, but also of the philosophy behind intrusive advising and the team approach to supporting students. Faculty, staff, and administration all must be on the same page with regard to this training and way of "doing school" for it to be successful. 4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? 				

IMPLEMENTATION (9-14)

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

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

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

1. Please briefly explain why you selected this rating.

At MJC, the PDCC works on a tri-chair model with faculty, staff, and administration working on the Professional Development opportunities. We have the structure in place at the institution to focus PD on strategic initiatives; however, we have often been less successful at the implementation of the structure to ensure that all PD across the institution is similarly focused regardless of function in the organization.

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

Through SSSP, Equity, and Basic Skills funding, there have been many opportunities for PD that have jump started ideas that are foundational to the Pathways Project (e.g. acceleration, reading apprenticeship, etc.). PD focused on Equity through the CUE Equity Institute for Faculty and Administrators has also paved the way for Pathways conversations surrounding removing barriers, treating students equitably, and ensuring that our practices are not tainted with unconscious bias. The Great Teachers Retreats at Asilomar were also pivotal in the development of collegiality and the ability to have crucial conversations around difficult subjects. The faculty have learned to better read, interpret, analyze, and synthesize data to improve personally, programmatically, and institutionally. PD happens institutionally (Institute Days, Great Teachers), divisionally and departmentally, and individually (through application for Student Success and Equity Grants, MJC Foundation Grants, etc.). The PD, when appropriate, is shared out in division and department meetings and/or at institution-wide gatherings (e.g. Institute Day, Paving the Path Discussions).

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

There are many faculty (in particular) who are used to expending FLEX and PD for their own interests as related to their subject areas. As we shift to more institutionally focused PD, there may be some resistance to the change as a perceived limitation on PD. This is symptomatic of the general fear that Pathways is somehow restrictive rather than focused, punitive rather than empowering. As the institution gets accustomed to operating in a more unified way, the expectation around PD will adjust accordingly.

Adequate funding and resources to meet the myriad needs of faculty, staff, and administration as we embark on this new organizational framework also is a significant challenge.

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

IMPLEMENTATION (9-14)

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

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

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

1. Please briefly explain why you selected this rating.

While we have been practicing assessments for some time, this still is not second nature in our culture at MJC. There is still debate about the importance, necessity, and significance of assessment, and returning to this foundational conversation prevents wholesale incorporation into our campus culture. We are getting there, but it's a slow process.

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

Our Outcomes Assessment Workgroup has organized assessment schedules and timelines such that LOs are reviewed upon curricular review (every 5 years); assessments are 100% completed for courses offered every 2 years (to ensure that all CTE courses are compliant); and results are entered into eLumen, which is becoming more useful as faculty across the campus learn how to use it to the best of its capabilities. Learning Outcomes participation and results are noted in Program Review, which is used in our integrated planning process to allocate resources of all kinds (human, physical plant, and monetary).

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

In our campus culture, there is still not 100% acceptance that Assessment is 1. Required 2. Valuable and 3. Part of faculty's responsibility. Clearly there needs to be more intentional professional development about what assessment is and does (with no "compliance" conversation, rather a values conversation), so that the campus as a whole will champion this evaluative tool and utilize it for course, program, and institutional improvement (which translates to student success at a higher level). Except for in CTE areas, there hasn't been institution-wide conversation about alignment of LOs with employment.

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

It's entirely possible that our upcoming ACCJC site visit will provide the impetus to revitalize this conversation. While we have made great strides, there is still work to do.

IMPLEMENTATION (9-14)

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

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

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

1. Please briefly explain why you selected this rating.

“Scaling in Progress” adequately describes where the institution is at this point. Many departments and programs have embraced the assessment process; however, the institution is still grappling with how to pick up the courses that miss the assessment process (either through cancellation, lack of scheduling, or missed assessment).

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

The institutional research department has developed a page that demonstrates the accomplishment of learning outcomes based on 2-years of data as entered into eLumen. <http://www.mjc.edu/instruction/outcomesassessment/programreview/prdashboard/plo.php> This data can be disaggregated, and it is available for every course and learning outcome. It is publicly accessible and available for internal conversations and external examinations. As the institution moves forward, there are more and more opportunities for the institution to engage in cross-functional conversation with regard to student attainment of LOs. Pathways will help facilitate this conversation, for we will be able to integrate resources from all across the campus. Another accomplishment is the willingness of many faculty to assess on a more frequent basis than is formally scheduled. Through the assistance of eLumen, assessments may be performed at any given semester the faculty member wishes to create them, and the more data that is gathered, the richer the conversation can be about the effectiveness of the course.

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

eLumen is still in the process of being perfected, and while one of the features is that the program is faculty-centric, that is also one of its limitations when it comes to assisting faculty new to the program and process. As the institution more fully integrates eLumen into the fabric of operations, the assessment process will become seamless (especially as the integration with Canvas becomes finalized).

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

IMPLEMENTATION (9-14)

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

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

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

1. Please briefly explain why you selected this rating.
Primarily in our CTE areas, students have opportunity to learn in experiential ways. This practical application of learning is being discussed in other areas, and faculty are looking for creative ways to extend opportunities.

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

Service Learning – Several faculty in diverse disciplines have embraced the pedagogy of service learning, and in doing so, they instruct students on the direct applicability of knowledge and skills they are learning.

Projects – In both face to face and online classes, there is much learning that is project based. Projects vary in structure and number of students involved, so students have opportunity to learn how to work in both smaller groups and larger groups when there is an expectation of deliverables. There have been cross-disciplinary projects emerge when clubs have shared interests in various aspects of a project (e.g. Anthropology and Computer Graphics students 3-D Naledi printing of bones).

Internships – Many CTE areas have internships and practica expected as part of the certificate or degree program wherein students immediately practice skills and apply knowledge gained in the classroom. The best of these ideas are being shared out amongst other disciplines to see where internship opportunities can be expanded for students.

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

Service Learning lacks standardization and across disciplines there is a wide variety of application of this concept. There is room for interdisciplinary discussion across the faculty to establish common expectations and explore options for this pedagogy in a pathways framework. Internships and practica require both an external partner and a prepared students, and in many areas there is still opportunity to work on these processes and relationships. CTE areas have local advisory boards that serve as a resource for practica possibilities; however, general education/transfer disciplines may have a more difficult time making connections for these opportunities.

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

There is great opportunity in the pathways framework to integrate more experiential learning into the fabric of the student experience. As the institution strives to make education more accessible, timely, and relevant, creating such learning experiences will reinforce for the student concepts that have been learned throughout the certificate, program, and/or degree.

ADDITIONAL QUESTIONS (500 word maximum per item)

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

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

Please briefly explain why you selected this rating:

The institution has laid the foundation for much of the pathways work through many efforts in Student Success and Equity work, in exploring alternative pedagogies, and in reforming the basic skills courses. In addition to reforming the foundation, there has been an increased focus on the 6 Student Success factors as laid out in IEPI trainings. There has been professional development directed at identifying and addressing unconscious bias in interactions and teaching, and much conversation has taken place over how to best reach our students who are disproportionately impacted.

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

MJC would benefit from continued reform in basic skills, particularly in Math. Effective conversation about best practices in pedagogy, new approaches to developmental education (based on research), and how to teach all students who come to us will benefit continued reform in basic skills and the entire institution as we all learn how to best reach the students of today.

Crucial conversations around general education pathways ("metamajors") have yet to take place, and these conversations are the ones that will help advance the pathways work. When general education pathways are developed, then the rest of the project will more easily be apparent, for the "major" portion of most degrees and certificates is already identified.

Integration of all areas of campus into the advising process is another series of crucial conversations that must take place in order for the entire student to be surrounded by the whole campus community. This shift in thought and practice will take time and understanding, but with proper education, training, and cooperation, this will be the best approach for holistic support for students.

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

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

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
1102 Q STREET, SUITE 4400
SACRAMENTO, CA 95811-6549
(916) 322-4005



Guided Pathways Award Program Self-Assessment Signature Page

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

Name of college

Self-Assessment Signatories

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

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

In lieu of mailing, a scanned copy may be emailed to: [foun](#)

DRAFT