GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS
Revised February 2019, November 2019

Institution Name: **Date:**

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

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2022. In <u>column two</u>, indicate the extent to which the practices have been adopted at your college using the following scale:

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

In <u>column three</u>, 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 <u>column four</u>, 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 2022.** For more information about the SOAA, please email guidedpathwaysinfo@cccco.edu.

For assistance in obtaining access to the NOVA system, please email nova-support@productops.com.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps". **Equity Considerations in Area 1:** • Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?			

1. MAPPING PATHWAYS TO STUDENT END GOALS
 	
 a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". *(Note: This practice was added to the SOAA in February 2019)*
	Place an X next to one:
	    Not occurring
	    Not systematic
	    Planning to scale
	 X Scaling in progress
	    At scale
		Progress to date: (2,500 character)
		Academic and Career Pathways (ACP's). We are currently finalizing the descriptions of these Pathways and are in the process of planning how to most effectively market these to students.
		
		 In addition, the workgroup has identified a series of six Student Goals based on the student's reason for attending Mesa. These will serve as a "First doo" method of sorting students so as to deliver them the resources that will be most useful to them in navigating their journey at Mesa.
		
		 CCE Mesa Pathways workgroup was formed in Fall 2021 This workgroup is currently developing content for a webpage to support students who are transitioning from the College of Continuing Education (CCE) to Mesa College
			Next steps: (1,000 character)
			A workgroup is developing descriptions of the ACP's to be displayed on the Campus website.
			
			 A separate workgroup is also currently planning how these ACP's will be displayed as part of a broader effort to redesign the College's website to be more student focused in accordance with Guided Pathways principles.
			
			 Currently the workgroup is surveying students from CCE; here is a link to the survey: **LINK**.
			
			 Once the survey is complete, present results to the CCE Mesa Pathways workgroup.
			
			 Develop webpage content to our Mesa Communications Department by the end of Fall 2021.

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		The Pathways Fellows (students) were instrumental in developing our Academic and Career Pathways which will be the basis for web and marketing campaigns. Term, if *at scale* or *scaling:* Spring 2022	*Timeline for implementing next steps:* Spring 2022. Webpage draft by the end of December 2021. Work on edits, share with student focus groups and have the webpage finalized by mid-Spring 2022.
1. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams Regional training On campus /individual training X Technology Reporting/data Other		*Challenge or barrier: (1,000 character)* Time. Money. Need for more robust cooperation between the workgroups. Clearer guidance on website redesign and software that would be available/implemented by the campus or district.	*Support Needed – Detail: (1,000 character)* ESU's or Release Time to devote more time and energy to this work.
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.	*Place an X next to one:* Not occurring Not systematic Planning to scale X Scaling in progress At scale	*Progress to date: (2,500 character)* Mapping of programs concluding, curriculum clean up complete. Term, if *at scale* or *scaling:* Spring 2021	*Next steps: (1,000 character)* Designing a system to incorporate maps with Academic and Career Pathways to increase student completion and success. *Timeline for implementing next steps:* Spring 2022
1. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

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c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	*Place an X next to one:* 　Not occurring 　Not systematic 　Planning to scale X　Scaling in progress 　At scale	*Progress to date: (2,500 character)* Program webpages are being updated with employment info for CTE programs. A Career Interest Survey website is being created and will be available to students. Website redesign underway to make website student facing. Meta-majors marketing is occurring for Career Ed/Allied Health programs. RIASEC career assessment tool for students in development to be available on webpage to connect students to academic programs. Career/WBL Canvas Shells developed for student use. Eight Academic and Career Pathways that include all programs offered have been identified and will be incorporated into the website redesign. Term, if *at scale* or *scaling:* Spring 2022	*Next steps: (1,000 character)* Go live with the website changes, updates, and refine as needed. Additionally, scale employment information to all programs. *Timeline for implementing next steps:* Spring 2021-Spring 2022 Anticipated RIASEC tool launch Fall 2022
1. c. Support Needed? *Type of Support - place an X next to one or more:* 　Policy guidance　　　Connections with other GP teams 　Regional training　　　On campus /individual training 　Technology　　　　　Reporting/data X Other		*Challenge or barrier: (1,000 character)* Mesa only has 1 web designer for the campus. Continual testing of RIASEC tool needed.	*Support Needed – Detail: (1,000 character)* Additional web designer support, possibly hourly support.

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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.	*Place an X next to one:* Not occurring Not systematic X Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Maps have been collected for all programs at Mesa. We are currently reviewing the maps and investigating technology to determine the best way to make this information available. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Investigate technological resources and coordinate with the other colleges in the district. *Timeline for implementing next steps:* Choose a plan by the end of Spring 2022. Implementation dependent on choice of technology.
1. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Challenge or barrier: (1,000 character)* Maps are quite varied based on the particular needs of individual programs, so it will be challenging to identify a way for presenting these that will still serve the needs of individual programs.	*Support Needed – Detail: (1,000 character)*
e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* All maps have are created with focused consideration with the appropriate math courses. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* *Timeline for implementing next steps:*
1. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Challenge or barrier: (1,000 character)*	*Support Needed – Detail: (1,000 character)*

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Equity Considerations in Area 2: • Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? • For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? • Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?			
2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY 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.	*Place an X next to one:* Not occurring X Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Research conducted by two ESU faculty is being incorporated into student success teams. Students have access to the Mesa Journeys intake survey which connects them to valuable career resources. Assessing existing orientation and info sessions, evaluating intake methods to limit confusion. Implemented Constant Contact email marketing tool for Mesa Journeys Implemented Mesa Journey Newsletter to inform students of college events and opportunities. 3 NANCES hired for help redevelop with Mesa Journeys Student Goals Framework will provide resources to assist students in making these decisions.	*Next steps: (1,000 character)* The Mesa Journeys tool will continue to improve the way it is connecting students to services especially in regards to career exploration. Continue to develop the student goals framework and identify appropriate support services based on the identified goals of students. Develop a structure of discipline specific faculty who can offer information on programs and career opportunities to students. *Timeline for implementing next steps:* Spring 2022 We plan to have a framework decided upon by the end of Spring 2021 to implement by the End of Spring 2022. Develop proposal for discipline-specific faculty advisors by end of Spring 2022.

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		Term, if *at scale* or *scaling:* Students who come seeking help gets help – the word "every" is problematic.	
2. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams Regional training On campus /individual training X Technology Reporting/data X Other		*Support Needed – Detail: (1,000 character)* We need additional faculty to be involved in all stages of implementation. Funding for release time will be needed. Ongoing and continued NANCE support needed to implement vision of Mesa Journeys	*Challenge or barrier: (1,000 character)* Need support with funding and release time for faculty. Resources to pay for the work of thee discipline specific faculty.
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.	*Place an X next to one:* Not occurring Not systematic X Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Tutoring, Acceleration / Coreqs in math and English, and Mesa Journeys Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Institutionalize. Scale. *Timeline for implementing next steps:*
2. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training X On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* Funding faculty training.	*Challenge or barrier: (1,000 character)* Funding
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. *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring Not systematic X Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Tutoring, Acceleration, embedded tutors in Coreq classes. Elimination of non-transferable pre reqs have led to X series for math with the tutorial.	*Next steps: (1,000 character)* Institutionalize. Scale. *Timeline for implementing next steps:* Funding

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		Term, if *at scale* or *scaling:* Funding faculty training.	
2. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training X On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
d. Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring Not systematic Planning to scale X Scaling in progress At scale	*Progress to date: (2,500 character)* Tutoring, Acceleration / Coreqs in Math and English, and Mesa Journeys. "ENGL 31"support courses includes additional support and embedded tutoring. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Institutionalize. Scale. *Timeline for implementing next steps:*
2. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other		*Support Needed – Detail: (1,000 character)* Funding	*Challenge or barrier: (1,000 character)* Funding
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	*Place an X next to one:* Not occurring Not systematic Planning to scale	*Progress to date: (2,500 character)* Tutoring, Acceleration / Coreqs Strong outreach program, and many support programs.	*Next steps: (1,000 character)* Institutionalize. Scale *Timeline for implementing next steps:*

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	X Scaling in progress At scale	Term, if *at scale* or *scaling:*	

2. e. Support Needed? *Type of Support - place an X next to one or more:*
   Policy guidance   Connections with other GP teams
   Regional training   On campus /individual training
   Technology   Reporting/data
   X Other
		Support Needed – Detail: (1,000 character)
		Funding
			Challenge or barrier: (1,000 character)
			Funding

f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	*Place an X next to one:*
	   Not occurring
	   Not systematic
	   X Planning to scale
	   Scaling in progress
	   At scale
		Progress to date: (2,500 character)
		Outreach continues to hold successful RegFest events.
		
		We will begin the creation of a campus "View Book" that will provide prospective students information about programs and support services. 3 NANCES (Outreach/Promise/Viewbook) hired for help completing this project. Viewbook will reflect the newly established Academic and Career Pathways at Mesa
		
		Virtual CRUISE orientation program successfully implemented during COVID.
		
		This is good in light of budget constraints, could be more systematic. Could be bumped to Planning to scale - Jump start, Cruise and other programs should be included here. Our CCAP program focuses on getting students
			Next steps: (1,000 character)
			CRUISE will continue to assess student need for virtual offerings.
			
			Timeline for implementing next steps:
			The "View Book" timeline is Spring 2021-Spring 2022

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		through transfer English and Math at the HSs. Term, if *at scale* or *scaling:*	

2. f. Support Needed? *Type of Support - place an X next to one or more:*
 	
    Policy guidance   Connections with other GP teams
    Regional training   On campus /individual training
    Technology   Reporting/data
    X Other
		Support Needed – Detail: (1,000 character)
		<mark>Funding secured for Viewbook.</mark>
			Challenge or barrier: (1,000 character)
			 Minimal access to graphic designer due to workload of the campus.

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Equity Considerations in Area 3: • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?			

3. KEEPING STUDENTS ON PATH
 	
a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.
	Place an X next to one:
	
	   Not occurring
	
	   Not systematic
	
	X Planning to scale
	
	   Scaling in progress
	
	   At scale
		Progress to date: (2,500 character)
		Integrated online/tech support from Canvas student support hub/website/student portal/early alert so that students, faculty, and support services can see progress information at the same time. Conduct a gap analysis on and assess impact of academic and student support services. Improved communication between instructional faculty and student support services, for example combining the former Basic Skills Committee with our Pathways Academic and Student Support committee as well as investigating how to keep students on the path via taking a zoomed-out view working across student groups. Pilot student success teams. Lastly, taking a zoomed in view about how to support specific groups, for example creating a foster friendly environment.
		
		This is not happening in a systematic way. This happens when students make an appointment or attend a drop-in session or if required through a course. "every
			Next steps: (1,000 character)
			The college is currently investigating frameworks for Student Success Teams. This is currently in the inquiry phase with planned completion of this Phase by the end of Fall 2021.
			
			A workgroup has been developed to solicit feedback on Student Success Team proposals from the campus community. This workgroup will complete this phase by the end of Fall 2021 and make recommendations by early Spring 2022.
			
			Develop a structure of discipline specific faculty who can offer information on programs and career opportunities to students.
			
			Timeline for implementing next steps:
			We plan to have a framework decided upon by the end of Spring 2021 to implement by the End of Spring 2022.

		student" is problematic and not realistic. Should be are "students informed." *Term, if at scale or scaling:*	Develop proposal for discipline-specific faculty advisors by end of Spring 2022
3. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training X Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* Investigate 3rd party software like Starfish.	*Challenge or barrier: (1,000 character)* Cost, implementation, and seamless integration among technologies.

b. Students can easily see how far they have come and what they need to do to complete their program.	*Place an X next to one:*
	  Not occurring
	  Not systematic
	X Planning to scale
	  Scaling in progress
	  At scale
		Progress to date: (2,500 character)
		If students have logged in to MySDCCD they can choose a "what if report" or if they meet with a counselor, they can have an official ed plan entered into their MySDCCD account and track progress through Click or tap here to enter text.
		
		Term, if *at scale* or *scaling:*
			Next steps: (1,000 character)
			This will be one of the functions of the Student Success Teams that are discussed in 3a above. This work and the timelines for its completion are the same as what is discussed there.
			
			Timeline for implementing next steps:

3. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)* Need for Early Alert technology to identify and communicate with students.

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.	*Place an X next to one:*
	  Not occurring
	  Not systematic
	X Planning to scale
	  Scaling in progress
	  At scale
		Progress to date: (2,500 character)
		Integrated online/tech support from Canvas student support hub / website/ student portal/ early alert so that students, faculty, and support services can see progress information at the same time. Conduct a gap analysis on and assess impact of academic and student support services. Improved communication
			Next steps: (1,000 character)
			Same details as discussed in 3a above.
			
			Timeline for implementing next steps:

| | | between instructional faculty and student support services, for example combining the former Basic Skills Committee with our Pathways Academic and Student Support committee as well as investigating how to keep students on the path via taking a zoomed-out view working across student groups. Pilot student success teams. Lastly, taking a zoomed in view about how to support specific groups, for example creating a foster friendly environment.

There is no alert system to trigger a response. Faculty can drop students which may alert a student who then seeks support. Students are informed of academic status issues once grades are posted. Holds are made and students are then forced to seek help. Students in the Promise program fill out self-report which may encourage them to reach out for help.

Term, if *at scale* or *scaling:* | |

3. c. Support Needed?   *Type of Support - place an X next to one or more:*

Policy guidance   Connections with other GP teams
Regional training   On campus /individual training
Technology   Reporting/data
Other

Support Needed – Detail: (1,000 character)	*Challenge or barrier: (1,000 character)*
Investigate 3rd party software like Starfish.	Cost, implementation, and seamless integration among technologies.

		Progress to date: (2,500 character)	*Next steps: (1,000 character)*

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	Place an X next to one:
	
	  Not occurring
	X Not systematic
	  Planning to scale
	  Scaling in progress
		<mark>Research conducted by two ESU faculty for Career Planning is being incorporated into student success teams.</mark>	
			
			Timeline for implementing next steps:
			Fall 2021 – Spring 2022

	At scale	Term, if *at scale* or *scaling:*	
3. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams Regional training On campus /individual training X Technology Reporting/data X Other		*Support Needed – Detail: (1,000 character)* We need additional faculty to be involved in all stages of implementation. Funding for release time will be needed. The Mesa Journeys tool needs a communication platform for better reach to students.	*Challenge or barrier: (1,000 character)* Need support with funding and release time for faculty.
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Being addressed but not at the scale need to plan according to degree completion and transfer timelines. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* *Timeline for implementing next steps:*
3. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*

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Equity Considerations in Area 4: • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress X At scale	*Progress to date: (2,500 character)* This is being completed through our assessment process in our CLOs and PLOs. Term, if *at scale* or *scaling:* Fall 2018	*Next steps: (1,000 character)* Ask programs to review PLOs to ensure alignment with the requirements for successful targeted outcomes are achieved for further education and or employment. *Timeline for implementing next steps:* Spring 2022
4. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
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. *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* The Pathways Fellows (students) are collaborating with Instruction and have been approved to participate in committee efforts to humanize online teaching from students' points of view. The Fellows will also join our OER group with other student leaders to help support accessible and low-cost learning materials.	*Next steps: (1,000 character)* The Mesa Online Success Team (MOST) and OER/ZTC committees (work groups, task forces) are currently forming. *Timeline for implementing next steps:*

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
		Term, if *at scale* or *scaling:*	
4. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	*Place an X next to one:* Not occurring X Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Canvas shell for faculty on Career Development resources has been created. Mesa Journey's Newsletter used to inform students about college events and opportunities. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Mesa Journeys tool will continue to be redeveloped. Seeking ways to help students document accomplishments and activities outside of the classroom. *Timeline for implementing next steps:* Spring 2022 will mark the start of redevelopment.
4. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training X Technology Reporting/data X Other		*Support Needed – Detail: (1,000 character)* Campus-wide collaboration.	*Challenge or barrier: (1,000 character)* Mesa only has one developer.
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	*Place an X next to one:* Not occurring Not systematic Planning to scale	*Progress to date: (2,500 character)* Class, program, and institutional learning outcomes are assessed across the campus, but not sure there is an	*Next steps: (1,000 character)* Create systematic opportunities for programs to review assessment tools that provide equitable opportunities for

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
	X Scaling in progress At scale	assessment of building skills across all programs. Most CTE programs are required to do this for funding and accreditation standards. Term, if *at scale* or *scaling:* Spring 2019	students to demonstrate mastery in respective programs. *Timeline for implementing next steps:* *Fall 2019*
4. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
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 X At scale	*Progress to date: (2,500 character)* All programs are continually reassessing this information through the annual Program Review process. Term, if *at scale* or *scaling:* Fall 2018	*Next steps: (1,000 character)* Continue all current efforts and the conversations generated from outcomes assessment, to ensure continuous improvement. *Timeline for implementing next steps:* Fall 2019
4. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
f. The college helps students document their learning for employers and	*Place an X next to one:* Not occurring X Not systematic	*Progress to date: (2,500 character)*	*Next steps: (1,000 character)*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
universities through portfolios and other means beyond transcripts.	Planning to scale Scaling in progress At scale	Occurs in only a few programs. College introduced Portfolium through WBL Department for implementation. As of now, information about such practices has not been fully disseminated across campus. Term, if *at scale* or *scaling:*	Review and assess use of Portfolium by campus and develop plan for promoting and encouraging use of this technology. The college will encourage disciplines to explore the current WBL recommendations and other such possibilities. *Timeline for implementing next steps:* Spring 2020
4. f. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)*	*Challenge or barrier: (1,000 character)*
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	*Place an X next to one:* Not occurring X Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* College has Faculty and Classified Professional Development Committees who assess educational practices and uses results to create opportunities for professional development. Currently, the committees primarily use a campus survey as means of data gathering. In Spring 2019, IR deployed a survey to all graduates assessing ILOs, program and service engagement, and campus climate. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* The Committees will continue to administer and analyze the results of campus surveys to determine the professional learning needs and interests of employees. The campus will continue to assess the learning outcomes which should not supersede or be incorporated into the current faculty, peer evaluation process. *Timeline for implementing next steps:* Spring 2022
4. g. Support Needed? *Type of Support - place an X next to one or more:*			

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
Policy guidance Regional training Technology Other	Connections with other GP teams On campus /individual training Reporting/data	*Support Needed – Detail: (1,000 character*	*Challenge or barrier: (1,000 character)*

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	*Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.*
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	*Place an X next to one or more:* X Student survey(s) X Students serve on campus GP advisory committee(s) X Student focus groups Other: Social Media Outreach, Virtual Events, Implementation of a Student Leadership Summit
	Engagement Efforts - Details: (1,000 character) The Mesa Pathways Fellows are current and former Mesa students who sit on our steering committee and participate in all Pathways-associated work groups. They are also engaged in Pathways projects centered on social media, research, in-reach/outreach, and engaging student voices. The Fellows proposed a "meta-major" framework last year which was adopted by the college as our Academic and Career Pathways. This year, the Fellows are facilitating student success team roadshows to gather input on this proposed intervention.

COURSE ALIGNMENT	How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)
	Course Alignment - Details: (1,000 character)

Additional OPTIONAL questions:

Success Story

SUCCESS STORY	**Optional:** Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.

Title: Mesa Pathways Fellows Program

Follow-up Contact Person(s):   Trina Larson (tlarson@sdccd.edu); Daniela Perez Padilla (dperez@sdccd.edu).

Challenge: (1,000 character) Mesa has been working to include student voice in our Pathways design process but have found it challenging to achieve this in a way we think necessary: with current and former students who receive ongoing professional learning; who represent the diversity of our student body; who are prepared to share their insights at tables with college leaders from across campus, units, and disciplines; and who can reach other students to elevate student voice in this design process.

Success Story: (10,000 character)
In January 2021, San Diego Mesa College fully onboarded a diverse team of twelve Mesa Pathways Fellows. The Fellows are current and former Mesa students with cultural competencies, college experiences, and skillsets that have prepared them to serve beside us as equitable Pathways designers. The Fellows will be our primary liaisons to students across campus in our Pathways design work. Their activities and roles include the following:
I. Professional Learning: The Fellows began with an orientation in January and are receiving ongoing professional learning on topics like equity, Pathways design, advocacy, change leadership, and student needs and barriers.
II. Meeting Participation & Leadership: The Fellows participate in Mesa Pathways Committee meetings, work group meetings, and Associated Students meetings as Pathways peers and leaders. As a part of their cohort experience, the Fellows receive mentoring to

prepare them for meetings, to participate in meetings, to debrief following meetings, and to carry out action items accepted during meetings.

III. Specific Charges: In small groups, the Fellows learn together to develop expertise in methods of gathering and infusing student voice into our Pathways design. For example –

Research Fellows work with a college mentor team, including members of our Institutional Effectiveness Office, to research promising Pathways practices and to gather student input, using sound qualitative and quantitative methods. Beginning in mid-Spring 2021, this team initiated a longitudinal Black Student Experience Study through a Chancellor's Office Foundation grant. In Summer and early Fall 2021, the team completed data clean-up and will begin to analyze the data through Fall. In Spring, 2022 the team will host a series of focus groups to develop and propose policy and practice recommendations.

Outreach Fellows work with a college mentor team to connect with students in service departments and classrooms, to coordinate events, and to gather student voice through video and other means. Members of the team are gathering student story videos and publishing them to social media and YouTube.

Social Media Fellows work with a mentor team, including members of our Communications Office, to help the College engage with students where they are online and in ways that are relevant and meaningful to them. The team has active Instagram, TikTok, Facebook, and YouTube accounts and connects with students through these and via the college's dynamic and individually tailored Mesa Journeys newsletter.

Student Leadership Summit Leads coordinate monthly meetings with leaders from other student groups (e.g., Outreach Ambassadors, Peer Navigators, HSI Peer Mentors) to discuss issues most impacting students, success strategies, equity, and program activities to inform, empower, and support each other.

One **Lead Fellow** coordinates onboarding and timekeeping processes and supports Fellows' professional learning, providing a strong voice from a student's perspective and on behalf of the Fellows cohort.

IV. Campus Connections: To further strengthen the feedback loop, Fellows currently connect with students, employees, distinct divisions (instruction, student services, administrative services, and the executive offices), departments, and schools through events, publications, and shared projects. In the future, the Fellows will play a role on student success teams as designers, mentors, and data coaches.

The Pillars: Because of their diverse lived experiences and those of the larger student body that they will reach, the Fellows will help us envision and create –

- Clear paths that students can enter with focus and direction.
    - The Fellows were instrumental in developing our Academic and Career Pathways and will be instrumental in rolling them out. The Fellows help us assess our online design and presence and are members of a technology team that is looking at Pathways-oriented platforms and tools. The Fellows are also producing a series of Student Stories, videos that reflect diverse student experiences to support student recognize themselves and better understand their Mesa journeys.
- Paths on which students can persist through nurture, engagement, connection, and a sense of being valued.
    - The Fellows are active on our workgroup developing Student Success Teams and are presenting them to students for their feedback and insights. The Fellows are studying the ongoing experience of Black students to better understand the

presence and consequences of systemic racism and points at which Black students are most at risk for dropping or stopping out.

- Learning which is student centered.
  - o The Fellows will soon be involved in committee work centered on the development of humanized online teaching and on the development of OER and ZTC materials.

Program Coordination: The Fellows Program is coordinated, using an ad hoc and village approach to create structures of learning and support for the Fellows with the primary goals of empowering them, elevating their authentic voices and those of other students, and using this rich input to design an equitable 21stcentury college.

Successes: In the planning stages, we recognized that to support the empowerment of the Pathways Fellows, they needed to be brought on board as colleagues, supported as fellow professionals, and integrated into the fabric of the college.

- Since their campus wide introduction in Fall 2020, the Fellows have been embraced by the college. In Fall 2020, the Fellows were introduced to the campus community by college leadership at the Mesa Community Forum and at the President's Cabinet Retreat, both hosted by our president. In Fall 2021, the Fellows were again featured at Mesa's Community Forum.
- The Fellows consistently report that they believe their voice is sought and valued. They see that their voices impact college decisions.
- Mesa has demonstrated its readiness to center student voices which also demonstrates the college's embrace of equity and excellence.
- The Fellows demonstrate in regular conversation their equity-mindedness and commitment to student success.
- Two Fellows have changed their career courses from commercial business and computer science to community college administrative services and research, respectively.
- Lead Fellow Daniela Perez Padilla, a Mesa alumna who just began her M.A. in Educational Leadership in Higher Education, characterizes her work and the success of the program in this way: "I work among the Fellows and representatives of the Mesa Pathways Committee to help amplify student voices … The Mesa Pathways Fellows is a success story from the students to the students."

In all, this program is helping us better understand how we - across units, teams, and organizational "divisions" - can integrate the student voice in our work in intentional and meaningful ways. Ahead, lies the significant challenge of how our college, and ideally all colleges in the system, can institutionalize this transformative work.

Outcomes: (1,000 character)

We have laid a foundation for robust student participation in our Pathways work, responding to a key challenge. We are creating deeper interconnections between all student leaders on campus through the Student Leadership Summit. We showcased our Longitudinal Black Student Experience study at a statewide forum hosted by the Chancellor's Office Foundation. In our most recent month, we had a 2.1%

increase in our social media traffic as a result of our content and outreach strategies. We have over 150 followers on fairly new social media accounts and over 10,000 views on the content we've published.

Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:

X   Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

X   Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU

X   Decrease the average number of units accumulated by California Community College students earning associate degrees

X   Increase the percent of exiting CTE students who report being employed in their field of study

X   Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

X   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