



**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: Modesto Junior College

Date: Draft 1.22.2020

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

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

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

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

Equity Considerations

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

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

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email guidedpathwaysinfo@cccoco.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 <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><i>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”.</i></p>			
<p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? <i>NO. The college is in the process of adopting eLumen online catalogue and curriculum system, with hopes that majors are highlighted and linked to Roadmaps. We must ensure the students’ voices are considered. Students will be engaged via focus groups to task usability. In the design of the online catalogue, major consideration is being given to the student user. The same principles will guide the reconstruction of the website and informational pages.</i> • 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.)? <ul style="list-style-type: none"> ○ <i>Immediate visualization should show students how to determine their career, areas of interest, and a linear pathway to their desired information. All information from the college should be accessible and constructed according to universal design principles.</i> ○ <i>The front page has so much information. It is overwhelming for students. The APPLY button is not easily found. It should be located on each page. The language used is “college language” i.e. Core Steps or services, priority registration. The assumption is that people who read this website are those you know or understand the meaning of the language.</i> ○ <i>If our website were easily searchable, it would make a huge difference. The searches seem to default to internal information rather than student centered information. A Student-Centered revamping of our website would significantly improve the usability of our site.</i> ○ <i>We need to consider the benefit of multi-lingual presentation of information as well. The website needs to be mobile device friendly as well.</i> ○ <i>Our app needs to be more than a mobile/web interface. All pertinent student information should be no more than a few clicks away.</i> ○ <i>Ensure that information is available in non-electronic formats for students who do not have access to computers.</i> • 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? • <i>No. This is the current project in development (e.g. program mapping), this project will provide the information necessary for web development. We have Program Profiles developed for CTE areas, and similar Profiles are being developed for traditional transfer areas. These profiles include living wage information, career information for the award, and other pertinent data with regard to careers, jobs, and transfer institutions.</i> 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • We have determined schools and the programs within the schools. We have also determined the first 2 sets of flexible 15 units, making sure that selected courses are widely degree applicable across the school. This 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Acceptance of Program maps and Program Profiles through participatory governance processes. • Electronic copies of program maps to be made easily accessible.

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		semester is focused on completing program maps, which is an extension of the schools and flexible 15s. <ul style="list-style-type: none"> • Program maps have been constructed for each degree and certificate that clearly illustrates the pathway. • Programs, degrees and certificates connected to occupations so students may understand employment options available through particular courses of study. Term, if <i>at scale</i> or <i>scaling</i> : Fall 2020	<i>Timeline for implementing next steps:</i> Fall 2020
1. a. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Regional training Technology X Other	Connections with other GP teams On campus /individual training X Reporting/data	<i>Challenge or barrier: (1,000 character)</i> <ul style="list-style-type: none"> • IT support for web design including onboarding and access to support programs. • Presenting Bakersfield’s Mapper to the Technology Committee 	<i>Support Needed – Detail: (1,000 character)</i> <ul style="list-style-type: none"> • Funding resources that support IT staffing including hiring more IT staff to support the ever changing online Institutional programs and services • A data report provided by CCC of local area career and labor market information.
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.	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> <ul style="list-style-type: none"> • We identified discipline experts and related counseling faculty and completed two trainings in May and August of 2019. We produced materials for campus-wide editing and adoption. 	<i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> • Spring 2020 edits and adoption of Program maps including Program Profiles. • Disaggregate enrollment data for high wage-earning programs, and

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		<ul style="list-style-type: none"> The campus is on track with the work to implement Guided Pathways by 2020. <p>Term, if <i>at scale</i> or <i>scaling</i>: Summer 2020</p>	<p>ensure equitable opportunities for all students</p> <ul style="list-style-type: none"> Enrolled in, and implementing, the Bakersfield mapper program to assist in conveying program map information to students. <p><i>Timeline for implementing next steps:</i> Fall 2020</p>								
<p>1. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>X Technology</td> <td>X Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	X Technology	X Reporting/data	Other			<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> Bakersfield mapper talking with Hobsons Starfish and the large quantity of data entry Evaluate program viability considering living wage and capacity as the starting wage. 	<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> Marketing for higher income jobs and programs associated with those careers, both funding and data.
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
X Technology	X Reporting/data										
Other											
<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> Our Career Services Center on West Campus is expanding to East Campus, and with renewed/extended outreach efforts coordination is happening to get career information on the website for programs. Many CTE areas (e.g. Nursing, Business Administration, and Career and Tech Ed division) currently provide Career and Salary information on Modesto Junior College’s website. Program Profiles are under construction for non-CTE areas, and we are piloting 6 transfer and transfer-CTE areas with training for the rest in May. Update: raw materials are 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Through the next iteration of Program Maps, we will further complete the occupational information so that it is usable for students to determine their interest area and identify occupations with higher earning potential. Ultimately, we will connect all programs, degrees and certificates to occupations so students have useful information about employment options as related to their course(s) of study <p><i>Timeline for implementing next steps:</i></p>								

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		<p>completed, and we are in the process of including Labor Market Information.</p> <ul style="list-style-type: none"> 2019 Program Review revamped to include Labor Market Information. This will be the place to regularly update Program Profiles and relevant Labor Market Information. <p>Term, if <i>at scale</i> or <i>scaling</i>: <i>Fall 2020</i></p>	<ul style="list-style-type: none"> Design and publishing of Program Profiles Spring 2020 Program Review LMI and Program Profile review Spring 2021 								
<p>1. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>X Technology</td> <td>Reporting/data</td> </tr> <tr> <td>X Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	X Technology	Reporting/data	X Other			<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> Website redesign Educating students about programs and employment opportunities through labor market data. 	<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> Funding - Hire a marketing firm as a consultant to assist web design and outward messaging
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
X Technology	Reporting/data										
X Other											
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> Construct a map through each degree and certificate that clearly illustrates the pathway. Flexible 15s maps (up to 30 degree-applicable units) completed for schools Program Profiles finalized and published by Spring 2020 First pilot has been successfully completed. <p>Term, if <i>at scale</i> or <i>scaling</i>: <i>Fall 2020</i></p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Ensure that all students have a comprehensive educational plan that details coursework from start to finish of a program or degree. Create a general master template for presenting maps through degrees and programs that brands the pathway so students find it easily recognizable and simple to follow. Ensure that these templates are posted consistently on the division webpages, pathways webpage, and in the college catalog. 								

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			<ul style="list-style-type: none"> On each map, include milestones such as counselor contact, transfer applications, and graduation application. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Complete finalized design of Roadmaps Spring 2020 Rollout of Maps Summer 2020 								
<p>1. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>X Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	X Other			<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> Not enough web or IT staffing to support changes Lack of clarity on how pathways framework will affect the institution and individual roles. Need for training to explain in a general way how guided pathways help students and potential students to reach one's goals. 	<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> Funding to hire staffing to update programs on website and other online programs, such as IT programming the Bakersfield mapper with our Colleague system, Hobson's Starfish, website etc. Funding for Professional Development in Contextualized learning and teaching Funding for Professional Development for staff and faculty and marketing on Pathways Framework.
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
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X Other											
<p>e. Required math courses are appropriately aligned with the student's field of study (<i>Note: This essential practice was moved from Area 2</i>)</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> Schools were determined in part by the type of math required for the majors within the schools; therefore, there is inherent logic to aligning math with programs and schools. Math recommendations are included in the first set of Flexible 15 units in 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Opportunity for the exploration of contextualized math courses for local CTE degrees and awards can occur knowing there is a mechanism for accurate placement of students into the correct math 								

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		<p>order to accomplish AB705 compliance.</p> <ul style="list-style-type: none"> Appropriate Math identified in each Program Profile Map with transfer recommendations for particular 4-year institutions <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> AB705 Review for Math and English Fall 2021
<p>1. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> Enough researchers to collect, analyze and distribute meaningful data of AB705 implemented strategies. Development of a culture for contextualized education. 	<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> Funding for Institutional Researchers Funding for Professional Development 	

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<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> ○ <i>No. We haven't had extensive, active conversation about how this data impacts students. Disaggregation of program data has long been a part of our practice, and as work has been done on the schools, there has been much discussion about multiple entry/exit points where students can upskill and earn (if needed) along the way to a higher award. There are obvious areas for us to explore, e.g. Fire Science had zero women graduates in Spring 2018; however, through the pathways exploration, we are taking the opportunity to have this equity discussion and promote diversity amongst our enrollments.</i> • 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? <ul style="list-style-type: none"> ○ <i>Yes. The data is disaggregated, and it is widely available on the Institutional Research page. There has been intensive equity training for faculty, classified professionals and administrators on integrating equity principles into the fabric of courses, hiring practices, and materials. There have been groups sent to Acceleration training, where the pedagogy emphasizes capacity building in students, using the growth mindset. Disney training across the campus has also helped to break down barriers between "jobs" so that all meet needs. CUE Institute Trainings, our Great Teachers Retreats, OnCourse professional developments and other campus initiatives have all worked to raise awareness about equity issues and implement constructive change.</i> • 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? <ul style="list-style-type: none"> ○ <i>Yes. We have dedicated onboarding days for our feeder high schools, CORE Step Saturdays, and Sábados de Educación to meet the needs of particular groups. In our TRIO and Pre-College programs, we visit high schools and also bring them to campus for conferences (e.g. Hispanic Education Conferences). EOP&S and our Bridge programs also serve disproportionately impacted students. We connect with local high schools through art, music, and theatre performances as well. To assist in information sharing, we have High School Principals and Counselors on campus for information sessions. Through a revamped Dual Enrollment Program supplemented by Strong Workforce resources, all success indicators have been achieved, including increases in the number of sections offered and number of students enrolled. In CTE Transitions, a significant new impact is the partnership with a local school district in which all freshmen receive 6 units of college credit, including a recommended Freshmen Experience course; this particular project increased student participation by more than 1,100 high school students. We are the recipient of a CAPP Grant that, in partnership with a local high school, will assist in dovetailing courses between the high school and MJC in such a way that students are encountering career education early on, making decisions about their intended major and career, and making progress toward their degree. MJC Dual Enrollment is progressing in its service to and partnership with high schools that serve predominantly underrepresented students. To define these feeder schools, we borrow the from the list of TRIO high schools in our service area. There are seven high schools, selected based upon graduation rates, college-going rates, free and reduced lunch rates, student to counselor ratios, and level of services available at the school site. Of the seven, Dual Enrollment is offering after-school courses to four schools. To help advance the college-going rate and help students explore career possibilities, we often offer a Guidance course, and to give them a taste of college opportunity, we follow the Guidance course will a transfer-level course in disciplines such as Health, Communications, or Sign Language. Dual Enrollment, now in its second year as a recognized program at MJC, is making efforts to expand its offerings to the three remaining high schools in the coming year.</i> 			

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<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> Increased attention to advising accessibility (e.g. Pathways Centers) and the FTIC and Guidance courses have facilitated more access to education and career planning. Increase in the number of Success Specialists has opened up more access to assistance with questions regarding Core services and onboarding activities as it relates to financial aids, books, multiple measures, Guided Self Placement, issues with email, helping them register after the student has been advised by a Certificated Counselor, career/college options, programs of study, etc. Increased the number of Counselors through the SSSP fund to address the undecided students to help them get onto a program map. Leading from the Middle is developing School specific introductory courses for students who are exploring career paths in general interest areas Career Services Center MJC webpage provides students with career exploration and assessment; increasing access by providing services on both campuses; internships and targeted work- 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Expand programming to capacity so all students have career competency testing and educational planning. Leading from the Middle is developing an Orientation course for three pilot schools Orientation events and onboarding activities are planned according to schools and careers. An onboarding workgroup is being formed to plan these things. Inventory current Work-Based/Service Learning opportunities via the Career Services Center in order to increase experiences on campus. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Summer 2020 LFM working on FTIC revamp. Spring, Summer and Fall 2020 outreach and new student days are planned using the Schools as framework. Scaling career competency assessment Fall 2021 Work-Based/Service Inventory Summer 2020-Fall 2020

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		based/service-learning opportunities, etc. Term, if <i>at scale</i> or <i>scaling</i> : Fall 2020	
2. a. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other		Support Needed – Detail: (1,000 character) Additional funding to support curriculum development for onboarding courses, the hiring of additional counselors, career counselor services, and to support outward facing marketing for students on campus and at feeder high schools. Additional funding will support increased hours of operation to serve night and weekend students.	<i>Challenge or barrier: (1,000 character)</i> Repackaging onboarding and support processes in a way that is conducive to student success and persistence so new processes are not perceived as new barriers · Creating a campus wide career initiative: including understanding the difference between a job now and a career and life-long career learning
b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas .	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> <ul style="list-style-type: none"> Increased use of NetTutor allows students 24/7 access to highly qualified subject matter tutors. In Fall 2019 (to date 11/26), students have used 360 hours of NetTutor. Instituted SI+ (embedded tutors, a creative alternative to standard SI, for a more involved classroom tutor). Noncredit modules available in our Math Emporium to assist with just-in-time remediation for math concepts. First flexible 15 units of each school include math and English with appropriate language for co- 	<i>Next steps: (1,000 character)</i> <ul style="list-style-type: none"> Devise holistic learning support and implement Recruiting bachelors-level tutors from local CSU Determining course sequences in coursework roadmaps will be the basis for a new scheduling matrix for the college. Data from Ad Astra and Hobson’s Starfish will assist with the determination of the appropriate number of sections of gateway courses. Integrate FYE (FTIC) courses across each School that incorporate surround support team providing

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		<p>requisite courses as needed.</p> <ul style="list-style-type: none"> • Determined course sequences in coursework roadmaps • Early alert system to connect instruction and counseling faculty, and support staff <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019 for AB705, Fall 2020 for full-scale rollout</p>	<p>academic support for underprepared students</p> <ul style="list-style-type: none"> • Design contextualized GE instruction along with English and Math <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Fall 2019 implementation • Coursework roadmaps completed September 2019 • Analytics from Ad Astra and Hobson’s Starfish will assist with the determination of the appropriate number of sections of gateway courses.
<p>2. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Funding to provide a variety of supports for academically underprepared students in gateway courses</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Timeframe of Pathways funding limits our ability to bring just in time remediation and affective domain principles to scale</p>
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • All plans for gateway courses with regard to underprepared students are revised due to the adoption and pending implementation of AB705. Curriculum has passed the committee; holistic surround supports for student learning throughout the educational journey is being designed by the AB705 taskforce, and the institution is 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Review and evaluate outcomes from current AB 705 model <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Ongoing

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline								
		<p>reconceiving what it means to support underprepared students.</p> <ul style="list-style-type: none"> • We have developed and implemented a course to train Math tutors for the challenges and variety of needs as a result of AB705 implementation • Noncredit modules available in our Math Emporium to assist with just-in-time remediation for math concepts. • Devised and implemented holistic learning support. <p>Term, if at scale or scaling: Fall 2019</p>									
<p>2. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>X Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	X Other			<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Funding to provide special supports for academically underprepared students in gateway courses</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Timeframe of Pathways funding limits our ability to bring just in time remediation and affective domain principles to scale</p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
X Other											
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • All plans for gateway courses with regard to underprepared students are revised due to the adoption and implementation of AB705. English is in its first year of implementation and we are beginning to look at results from accelerated courses and AB705 courses. Holistic surround supports for student learning throughout the 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Discuss contextualized English courses for the different Schools at MJC. • Finalize the tutoring plan to ensure student support in all English classes. • Increase SI+ leaders in composition courses • Develop non-credit modules for English skills <p><i>Timeline for implementing next steps:</i></p>								

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>educational journey is being designed by the AB705 taskforce, and the institution is reconceiving what it means to support underprepared students.</p> <ul style="list-style-type: none"> Created a Reading supplemental support course linked with English 100 and 101 courses Created non-credit Library research skills courses We have developed and implemented a course to train English tutors for the challenges and variety of needs as a result of AB705 implementation <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	<ul style="list-style-type: none"> Ongoing
<p>2. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Funding to provide special supports for academically underprepared students in gateway courses</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Timeframe of Pathways funding limits our ability to bring just in time remediation and affective domain principles to scale</p>
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> Curricular reform and creation in the basic skills areas have been forced by AB705. All curriculum must be in place for implementation by Fall 2019. Student Success Skills and the Affective Domain are infused throughout the curriculum of Accelerated courses in English and also in the co-requisite 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Explore additional intensive support models for poorly prepared students Explore and pilot contextualized courses with GE and major courses <p><i>Timeline for implementing next steps:</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>courses for English and Math that achieve AB705 compliance.</p> <ul style="list-style-type: none"> • Coordination of Counseling faculty, classroom faculty, and appropriate support are occurring through Hobson’s Starfish • Co-requisite courses have passed through Curriculum and holistic surround supports for student learning was proposed by the AB705 taskforce and is making its way through the participatory governance process. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019 AB705 – Fall 2020 Schools and Contextualized Math and English</p>	<p>Planning Fall 2020 Schools and Contextualized Math and English</p>
<p>2. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i> Additional funding to support curriculum development for Contextualized Math and English</p>	<p><i>Challenge or barrier: (1,000 character)</i> Contextualized Math and English plus wrap-around support services in 9 schools is a significant draw on college resources</p>
<p>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.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • We have an Outreach program and Access Team; however, there are more High Schools than people who can reach out to those students and make individual contacts. • Dual Enrollment efforts have been focused under the dean of Instruction, allowing for 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Increase the number of High School visits made by the Access Team. • Continue to improve New Student Day to motivate students.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>concentration of work. This team handles all dual enrollment/CCAP/2+2, etc. and is envisioning how the schools can interface with areas of emphases in various high schools. This will lead students who participate in these revamped Dual Enrollment programs to a very direct path of study.</p> <ul style="list-style-type: none"> • Soft rollout of MJC’s Schools at New student day in April informed students of the redesign, and also take design feedback from local high school counselors. <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<ul style="list-style-type: none"> • Develop CCAP programs and Concurrent enrollment to engage the motivated learners. • Continued planning and implementation of revamped Dual Enrollment programs • Exploration of “early college high school” connected to MJC • Development of Access and Outreach Workgroup to create communication plan and materials to motivate and prepare incoming students by way of high school counselors <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Ongoing – Increasing access • New Student Day Continued Rollout of Pathways Framework • Ongoing – Development of CCAP and increasing dual enrollment.
<p>2. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>X Technology X Reporting/data</p> <p>X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Funding for the additional support staff who will establish relationships and maintain individual contact with high schools.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>There are more High Schools than people who can reach out to those students and make individual contacts. Developing a universal tracking system for outreach efforts is a challenge.</p>

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? <ul style="list-style-type: none"> <i>We believe more work is needed on the disproportionate impact of program enrollment to ensure students from diverse backgrounds have the opportunity to enroll in programs that lead to high-demand, high-wage careers. More intentional analysis of disaggregated course and program data will inform any necessary steps.</i> <i>We are utilizing Hobson's Starfish to promote information sharing amongst the Success Teams. We have moved to a Cohort Advising model that incorporates a team of experts in a wide variety of areas to support students through the challenges that can impede success. Schools will group students by interest, and these groupings will allow the expanded cohort team (Success Team) to hone support systems to more closely identify with students in those areas. To more specifically address particular DI groups, the UMOJA and Comunidad teams, along with the Veterans Center, DSPS, EOP&S, TRIO SSS, etc., work to address the specific needs and concerns of identified populations. This will be achieved with tools such Starfish Early Alert, Degree Planner and Connect systems.</i> How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? <ul style="list-style-type: none"> <i>We cannot at this time "ensure" that underrepresented students are not disproportionately directed away from certificate and awards.</i> How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? <ul style="list-style-type: none"> <i>Question 1 explains how our Cohort Advising Model along with Success Teams in Schools will support students in those schools and programs. The plan is to focus services more directly around the schools so that all students encounter available services and are aware of what is at their disposal before there is a need. Hobson's Starfish provides a comprehensive communication platform for the Success Teams within schools to ensure that students' needs are met. MJC and Stanislaus County partner together to support foster youth, CalWorks recipients, formerly incarcerated students, and other students who may need assistance from public services.</i> 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? <ul style="list-style-type: none"> <i>While "ensuring" is a high bar, MJC offers many support services for students including: Free Lunch on Wednesdays (FLOW); Free Breakfasts; Pirates Pantry; there is a Social Worker on Campus which connects students to public services; Expanded Health Services (including medical and mental health; Pirates Care available Online or as an app); Free bus transportation for students; Prime Shine Shuttle between Campuses to assist with transportation; Micro-grants through the MJC Foundation established through donations of employees; Pirates Care is a newly implemented mental and physical healthcare app that students can access on their phones; Student Success Specialists connect students with needed services. There is great need, particularly in the area of Child Care, and this will be an ongoing challenge until we can arrive at a solution.</i> <i>There is ongoing training for cohorts of faculty to be trained in OER resources to produce Zero Textbook Cost (ZTC) courses, which are now clearly listed in the searchable class schedule.</i> 			
<p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> The Hobson's Starfish program assists in the monitoring of student progress toward completion through counselor approved degree plans. At this point in time, special programs (e.g. TRIO, DSPS, EOPS, etc.) have consistent monitoring of 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Institutionalize Hobson's into the schools – moving from division/cohorts to Schools Scaling the best practices of Intrusive Advising into the academic areas so faculty are equipped to detect areas where students need support.

		<p>student progress and offer the supports that students need 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.</p> <ul style="list-style-type: none"> Starfish Bar hosted to assist the institution in implementation of Starfish. <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<ul style="list-style-type: none"> Train the institution how to best utilize the features of Starfish, along with all of our institutional supports, to best serve students' needs and assist with completion. Identify major/program advisors Cohort Counselors continue to implement Starfish, replacing the old degree audit system, to monitor student progress <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Ongoing 								
<p>3. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> Funding resources that support IT staffing, including hiring more IT staff dedicated to support Starfish and other Student Services needs Support from instructional faculty in campus wide Starfish implementation 	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> Funds to support a dedicated Student Services IT personnel Slow moving cultural shift from faculty to use Starfish Compatibility of Starfish and Colleague SIS often a barrier to usability Due to the expectations of Starfish as the primary tool of communication and keeping students on the path, it requires a dedicated IT professional that we currently do not have to address issues as they arise As Starfish is scaled up, it will require a dedicated Starfish manager whose sole responsibility to manage the program, its use, training of staff and faculty, reporting, early alert flag, referral and to-do managing, etc.
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> In some programs, this is better established than others. While the 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Comprehensive training on Starfish 								

	<p>Not systematic Planning to scale Scaling in progress At scale</p>	<p>institution is working on better and clearer communication with regard to student progress, the current program on which we rely is the degree audit, which isn't easily accessible to students. Starfish will help with this, and students can update their Ed Plans as they make progress and continue their educational choices.</p> <ul style="list-style-type: none"> ● Increase capacity to Staff Starfish Happy Research Hours in order to facilitate the implementation to scale. ● Schools have been determined, and the programs in them; however, we still need to complete have completed program maps so that students know exactly where they are on their educational plan ● Implement Starfish campus wide <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<ul style="list-style-type: none"> ● Comprehensive training for Intrusive Advising ● Imputing program maps into Starfish <u>and</u> Datatel <p><i>Timeline for implementing next steps: Ongoing Trainings at Starfish Bar</i></p>
<p>3. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> ● Funding resources that support IT staffing, including hiring more IT staff dedicated to support Starfish and other Student Services needs ● Funding to support Starfish training ● Funding to hire counselors who can approve degree plans for students who currently have not completed a CEP. (As of December 2019, over 7,500 current students do not have a CEP) 	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> ● Not equipped with the staff needed to support Starfish implementation ● Inadequate staff to do an adequate intrusive cohort model
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> ● Starfish Early Alert is activated and faculty have the ability to “raise a flag” if students need assistance. 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> ● Continue to share effective practices from special programs that might be scalable to the institution.

<p>ways that help students get back on track.</p>	<p>Planning to scale Scaling in progress At scale</p>	<ul style="list-style-type: none"> Utilization of Starfish Early Alert Special Programs still utilize bi-weekly grade checks to monitor student progress. <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<ul style="list-style-type: none"> Comprehensive training for Starfish Comprehensive training for Intrusive Advising Coordinate with faculty to use canvas grades and Starfish to share information with Success Teams. Identify major/program advisors Identify the bodies that oversee data in the Schools <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Ongoing trainings for Starfish 								
<p>3. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> Time As Starfish is scaled up, it will require a dedicated Starfish manager whose sole responsibility to manage the program, its use, training of staff and faculty, reporting, early alert flag, referral and to-do managing, etc. Ongoing trainings 	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> Funding for ongoing trainings Utilization of Starfish by all MJC community (currently optional to use)
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> All programs in the college are organized into schools to determine programs that lie in large interest areas Programs are identified for students who are pursuing limited access programs (e.g. nursing) to identify alternative but related fields of study through our schools. Some Counselors and Success Specialists have been embedded into divisions/schools, both by duty and physically in the departments, so that students can meet with a counselor specialist in that particular area to assist 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Full implementation of interventions that can identify students who have interests in particular areas, and ensure that through intrusive advising the students are shown other paths for success. Utilize career services to help students identify multiple areas of interest and ability. Ensure that the support components of Starfish are utilized to surround the student with advice and support as they 								

		<p>with determination of interest area/program.</p> <ul style="list-style-type: none"> Limited access programs are hosting career option meetings (e.g. Nursing) <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020 </p>	<p>must transition from one program to another.</p> <ul style="list-style-type: none"> Provide clear maps for students that include multiple career options they can pursue if not accepted into limited-access programs Developing AST for Natural Sciences Strong Workforce Industrial Engineering Program that provides many levels for students initially interested in those Careers <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Ongoing
<p>3. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> Ongoing funding to hire counselors needed to support a case management approach 	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> Counselor & student conversation happening on a limited scale due to high counselor to student ratio
<p>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.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> The college has invested in the scheduling tool AdAstra, and we are part of the pilot of “Momentum Year”. AdAstra has input our Schools, and when that is paired with Hobsons, we will have better predictability of need of schedules, etc. Scheduling processes are being revamped as more technology and data informs student need. These data will help construct a more precise schedule. 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Continue implementation of AdAstra Mobilize the Strategic Scheduling/Enrollment Management Workgroup to analyze and strategize more efficient schedules Use data from Starfish in conjunction with the data from AdAstra to more accurately identify courses, sections, and

		<ul style="list-style-type: none"> • Completes “maps through majors” so that all areas have distinct sequences and rotations available for planning purposes • 8-pilot Program maps have been entered into AdAstra and will be at scale in the spring of 2020. Together with the Schools’ program maps, this data will form the basis for new strategic scheduling and enrollment management <p>Term, if <i>at scale</i> or <i>scaling</i>: ongoing</p>	<p>number of sections needed each semester.</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Spring/Fall 2020
<p>3. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Regional training Technology Other</p>	<p>Connections with other GP teams On campus /individual training Reporting/data</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> • Funding resources that support IT staffing, including hiring more IT staff dedicated to support Starfish and other technology tools • Ongoing funding for Counselors needed to serve students in planning their course schedules that will provide accurate section data 	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> • Counselor to student ratio limits the ability for counselors to accurately enter appropriate section courses (dates & times) to a degree plan • This need will only increase as we scale up as we currently create a large number of AEPs compared to full CEPs • Hobson’s lack of response with fixing data errors in the Degree Planner program that effect how counselors advise and how students who create their own degree plans are informed on the classes needed to succeed • No common practice in the approach counselors take when advising students which leads to student confusion and students visiting multiple counselors until they are satisfied with the help they receive • For 2020-2021 academic schedule, we are transitioning to year-round scheduling

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? <ul style="list-style-type: none"> <i>We are not comprehensively accomplishing this at this time. There are individual instances, but this is not systemic. It is part of our design and plan to incorporate experiential learning into appropriate programs. The intent of the Schools is to direct students to their desired program.</i> <i>We do offer campus clubs within major areas of interest that support experiential learning outside the classroom.</i> <i>Career Services is working on coordinating Service Learning and Internship possibilities for students so there is a centralized location.</i> <i>Onboarding into each school will contain a service learning component applicable to that school and its programs.</i> 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)? <ul style="list-style-type: none"> <i>The most recent efforts of holistic pedagogical support have been in the basic skills areas where English, Math and EL faculty have participated in Acceleration Training.</i> <i>CUE Equity training for groups of faculty and administrators has provided the knowledge of how to encounter DI groups and eliminate biases from materials, curriculum, and the classroom. There is significant opportunity to provide pedagogical professional development in the areas of Growth Mindset, effective teaching methods for adult learners, and other approaches that support success for underrepresented students.</i> <i>In response to AB705 English created accelerated courses and Math faculty have created co-requisite courses to support student success and completion.</i> <i>The Academic Senate approved a resolution supporting a concept proposal for a teaching and learning center, focused on innovative curriculum including contextualized education and service learning. The College Council supports the idea, and the proposal is moving forward into implementation.</i> <i>The college has instituted an OER/ZTC professional development course for faculty with equity as a focus. This effort is led by the appointed OER liaison State Academic Senate MJC representative. In the last year this effort pushed MJC from 46 section in the Fall of 18 to 119 section in the Fall of 2019.</i> 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)? <ul style="list-style-type: none"> <i>Aside from CUE and UMOJA trainings, all faculty have received disaggregated data that is not only from their sections but also from their department. This allows for analytical conversation about which groups are succeeding, what contributes to success, who is not succeeding, what may be the barriers, etc.</i> <i>As an Institution, MJC hosted a series of Great Teachers Retreats that emphasized equity, learning about unconscious bias, and how we can mitigate the negative effects. The last program review cycle was all about equity and disaggregation of equity data. A newly adopted SWOT Analysis for program review will enhance equity conversations as we explore how our teaching and learning efforts affect disproportionately impacted students.</i> 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? <ul style="list-style-type: none"> <i>Yes. This data is live and continually available not only to internal stakeholders but also to the public on our Institutional Effectiveness webpage. The degree to which this information is utilized varies by individuals based on participation in trainings and involvement in campus-wide discussions (e.g. program review SWOT analysis, division meetings). Our recently approved Quality Focus Essay includes plans to incorporate learning outcomes and student achievement in our planning and evaluation model.</i> 			
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> There are PLOs established for all programs; however, not all are current on assessments or consistent in methodology. More consistent opportunity should be made for 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Complete program mapping; next cycle of assessments

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	At scale	<p>“closing the loop” on assessment conversations and going from analysis to improvement.</p> <ul style="list-style-type: none"> • “Mapping through Majors” encouraged alignment of PLOs with the PLOs for transfer institutions. • Mapping through the majors will also include the identification of Career and Transferable Competencies identified in Program Maps. • The institution has created Program Profiles for all CTE areas that identify employment outcomes and earnings opportunity. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020 and beyond</p>	<ul style="list-style-type: none"> • Completion of Program Maps will provide opportunity to reassess the current PLOs <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Program Maps for Fall 2020
<p>4. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology X Reporting/data X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> • Hosting a Data Summit, similar to past summits, would help maintain momentum. • Funding for outside experts to facilitate campus wide discussion and LFM training to build a data culture. 	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>The campus continues to build a data culture, but struggles to accept common data sets.</p>
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> • Student Success Skills, the Affective Domain, are infused in the curriculum of Accelerated courses in English and also in the co-requisite courses in English and Math that achieve AB705 compliance. 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • Embed the skills in the Schools through the Onboarding process and the revamped FTIC course. • The Leading from the Middle project is to build an FTIC course that is to serve students, to be at scale in 2 Schools by the Summer of 2020.

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<i>practice was added to the SOAA in February 2019)</i>		<ul style="list-style-type: none"> • Learning Communities are being utilized to enhance student learning for particular student audiences (e.g. UMOJA, <i>Comunidad</i>, Athletes) • Teaching and Learning Center Proposal for MJC has been approved, and the planning is going forward, which will become a focus for institutionalizing contextualized learning. • We have established noncredit courses for Math (Math Emporium) and EL. • FTIC (FYE) course contextualized for Schools, with three Schools at scale in Fall 2020. One School is at scale and some individual departments are also at scale. <p>Term, if <i>at scale</i> or <i>scaling</i>: Some components ready Fall 2020</p>	<ul style="list-style-type: none"> • Additional Learning from the Middle project is designed to create cohorts of GE courses with threaded, contextual learning for Schools. • Institutionalize reading apprenticeship strategies. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Onboarding and FTIC ready for fall 2020. • FTIC course at scale Summer 2020. • Contextualized GE pilot 2021.
<p>4. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Funding for ongoing on campus training to institutionalize teaching that infuses affective domain pedagogy and support into all disciplines and courses.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> • Continued professional development for all faculty with regard to affective domain to increase awareness and importance of attending to affective domain issues and principles in their courses as a benefit to students and a means of improving student success.

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			<ul style="list-style-type: none"> Ongoing institutional and administrative support to create Teaching and Learning Center and fund this project.
<p>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.</p>	<p><i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> FTIC is incorporating Service Learning into the revamped curriculum for Schools. Rated as “Not Systematic”, the consensus is that in many CTE areas and Nursing students have these opportunities, and even in those programs the internships and clinicals aren’t systematically required. In the transfer areas, instructors independently incorporate service learning, public engagement, and experiential learning (e.g. Geology, Anthropology, Philosophy) in their courses. Instructors often have students create portfolios to prepare to show their work in other arenas (i.e. job interviews). This practice, while helpful to the students who encounter it, is not formalized at an institutional level. It was suggested that resources and communication about professional development opportunities for faculty in these areas would be beneficial. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Continue to scale Career Center to building Internship opportunities and capacity. Have Institutional conversation about incorporating these various types of learning into certificates, programs and degrees. Create institutional policy on parameters for service learning Incorporate into the Teaching and Learning Center pedagogical training to support the inclusion of these experiences for students. Additional Learning from the Middle project is designed to create cohorts of GE courses with threaded, contextual learning for Schools; some of these courses will include a service learning component. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2020 to Fall 2021

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		Term, if at scale or scaling:									
<p>4. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>X Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	X Other			<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Funding needed for on campus training on value of service learning and methods for effectively integrating this into course design, plus training for how to create effective partnerships with community stakeholders in order to create internships for our students.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> • Approximately 85% of our students are part-time. • Many of these teaching tools and concepts, while not new, are rarely or consistently found across many disciplines, not because of resistance to the idea, but because of lack of knowledge about them and the institutional resources needed to support them. Professional development and institutional organizational resources and will are needed to effectively scale these efforts in a more centralized manner. Ongoing funding for these efforts is essential to ensure we institutionalize teaching that effectively makes use of one or more of these tools in the classroom. The Teaching and Learning Center in the process of being organized, the Professional Development Coordinating Committee, and the Career Services Center would lead these efforts.
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
X Other											

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<p>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.</p>	<p><i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>The increased professional development surrounding assessment and the utilization of eLumen continues to facilitate progress toward assessing at scale, though there is still opportunity to grow in this area. The institution has an aspirational goal of 100% compliance with assessments; however, we are not there yet. Through development of a 6-week online assessment course, there is opportunity to improve the final part of the assessment process: analysis of data and improvements in the programs.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Attain 100% completion of assessments. Schedule and conduct routine analysis of data Analyze how PLOs connect with skills employers are requesting and program needs at transfer institutions Create programmatic improvements as needed Implement improvements and reassess Additional Leading from the Middle project is designed to research and recommend teams that oversee Schools. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Mapping through the majors (and PLO alignment) phase will be completed Spring Summer 2020
<p>4. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other</p>		<p><i>Support Needed - Detail: (1,000 character)</i></p> <p>Funding for professional development activities around the effective construction and use of CLOs, PLOs, and GLOs in improving courses, programs and allocation of institutional resources.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Although the institution is compliant with regard to learning outcomes, there is a sense among faculty that it adds few benefits to continued quality improvement. While faculty understand the difference between grades and outcomes, grades remain the favored tools for assessing students' discipline competence.</p>

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<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> A new program review incorporates a question about assessment of program outcomes. Use of a SWOT analysis in the 2019 program review will result in stronger conversation about teaching and learning and the connection between learning outcomes and instruction. Senate Resolution to create a Teaching and Learning Center passed. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Complete all of the assessment and learning outcomes measures including closure conversations and planning Develop a system for Sustained Continued Professional Development (Teaching and Learning Center) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Teaching and Learning Center Proposal begins in Spring 2020
<p>4. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Funding for professional development activities around the effective construction and use of CLOs, PLOs, and GLOs in improving courses, programs and allocation of institutional resources.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Although the institution is compliant in regard to learning outcomes, there is a sense among faculty that it adds few benefits to how the institution goes about its business and that the work amounts to busywork intended to satisfy accreditation. While faculty understand the difference between grades and outcomes, grades remain faculty’s favored tools for assessing students’ discipline competence.</p>
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> While individual instructors may help students measure and document their progress in ways such as e-folios or portfolio work, this type of documentation of 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Institutional conversation about how to utilize means other than transcripts to document learning (prior learning assessment).

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	At scale	<p>learning is not systematic. The Career Services Center provides a platform for students to capture portfolio work to share with potential employers. There are resources that exist, but that are not fully leveraged (e.g. digital course badges, skills certificates, etc.). There needs to be broader discussion about the direction the institution wishes to go with regard to learning documentation outside of the transcript. The efforts need to be true to the discipline of study while still being standardized for consistency of utilization within the institution</p> <ul style="list-style-type: none"> Professional and Transferable competencies were identified in the Program Profiles that link to PLOs <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<ul style="list-style-type: none"> Establish parameters for these types of documentation (whether badging, e-folios, certificates, etc.) <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2019 institution-wide conversation begins.
<p>4. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training X Technology Reporting/data X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Funding for software module for tracking learning outcomes/competencies/badges.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Common perception that badges/portfolios have limited value in and of themselves.</p>
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ul style="list-style-type: none"> The institution implements the CCSSE every two years for students. While results are made available, 	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> Schedule regular, consistent college-wide discussions in

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create targeted professional development.	Scaling in progress At scale	<p>there is not institution-wide conversation about the results, potential improvements, and planning and implementation of these improvements. The second piece of the “essential practice” – using the results to create targeted professional development – does not occur. Professional development tends to stem from the major initiatives at the college or is prompted by needs that arise. Stated another way, planning for professional development is reactive rather than directed from analysis of data </p> <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p>established councils and also in the annual Assessment Day to analyze the data from CCSSE along with student outcomes data to shape specific professional development activities that address identified student needs.</p> <ul style="list-style-type: none"> • Plan Professional Development based on the results of the data in conjunction with major college initiatives and strategic goals <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Creation of teaching and learning Center where these needs will be identified.
<p>4. g. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data X Other</p>	<p><i>Support Needed – Detail: (1,000 character)</i> Identify multiple ways to communicate findings from CCSSE and student outcomes:</p> <ul style="list-style-type: none"> • Just the Facts emails • Campus wide trainings/discussions • Small group/department discussions <p>From discussions: recommendations to PDCC for professional development</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>The biggest challenge is finding time for large and/or small discussion where stakeholders can explore the findings and make recommendations for professional development.</p>	

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	<i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.</i>
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	<p><i>Place an X next to one or more:</i></p> <p>Student survey(s)</p> <p><input checked="" type="checkbox"/> Students serve on campus GP advisory committee(s)</p> <p><input checked="" type="checkbox"/> Student focus groups</p> <p><input checked="" type="checkbox"/> Other:</p>
	<p><i>Engagement Efforts - Details: (1,000 character)</i></p> <p>The School designing process began with eight student sorting sessions, where MJC explored metamajor possibilities by asking students to group our degrees and certificates by career, job, and academic similarities. After similar activities were conducted with classified professionals and faculty groups we compiled Venn diagrams exploring what students and staff had in common, and where ideas were identified by particular groups but not necessarily all (e.g. student identified groupings not noted by other constituents). These findings were explored in three campus-wide "Apples-to-Apples" meetings, where all students were invited, and earlier student participants were asked to return. Our final step in creating Schools at MJC was to take the options identified in the final Apples-to-Apples session and send it to a campus-wide vote, including students. MJC will take this process up again this semester as we announce an icon design competition, meant to further student interest in the Fall 2020 rollout and give the students of each School more of a sense of ownership</p> <p>In training faculty to write the First 15 and 2nd 15 curricular pathways (groupings of degree applicable units for each degree/certificate in the related School) for the college's Schools, students voices were an important feature. Three students close to graduation were invited as a panel to share their stories of finding their majors and engage faculty writers in a thought-provoking conversation. Fifty students close to graduation had also been asked to write letters giving advice to themselves as beginning freshman. Each faculty member was presented with a student's personal story in this format as a surprise in sealed envelope under their seat. These letters ranged from inspirational to heartbreaking, and again lead to a thought provoking and meaningful conversation.</p>

	<p>Student leadership has been part of the Pathways Implementation Team since the workgroup was formed. Two of the eighteen members represent the Associated Students of Modesto Junior College (ASMJC). The Guided Pathways Faculty Co-Leads have attended ASMJC sessions to present and have conversation with the Student Senators. Faculty Senate leaders have begun to meet regularly with ASMJC leadership for informal conversation including the direction of Guided Pathways. ASMJC representatives regularly report back from their respective governance bodies, and lead discussions on Guided Pathways within the Student Senate.</p>
<p>COURSE ALIGNMENT</p>	<p><i>How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)</i></p> <hr/> <p><i>Course Alignment - Details: (1,000 character)</i></p> <p>MJC has constructed a map through each degree and certificate that clearly illustrates the pathway as well as Flexible 15s maps (up to 30 degree-applicable units) completed for each School. Counselors now serve cohorts of students organized by School, and have focused on creating education plans for each student in the cohort. The institution has invested in professional development to use Starfish as a place where students can update their Ed Plans as they make progress and continue their educational choices; therefore, the students' curricular needs can be anticipated for future semesters. The college has also invested in the scheduling tool AdAstra, and we are part of the pilot of "Momentum Year." AdAstra has inputted our Schools and are working on program maps, and when that is paired with the Hobsons product, we will have better predictability of scheduling needs. Scheduling processes are being revamped as more technology and data inform of student need. These data will help construct a more precise, accessible schedule.</p> <p>Modesto Junior College has completed three Leading From the Middle (LFM) Projects focusing on Guided Pathways, and has been accepted for two more in 2020. Our most recently completed LFM project concentrated on contextualized learning within the first-year experience. The 2020 projects will expand those efforts beyond the first year and look at how to capture and analyze data within and across our Schools.</p> <p>The Academic Senate is planning a retreat for all faculty in May 2020 that will explore opportunities to contextualize learning within Schools. The focus will be on General Education courses that can be made more meaningful through contextualization, experiential and/or project-based learning, and service learning. In the next phase of Guided Pathways, faculty who wish to participate in this model will be supported through professional development. MJC is</p>

	pursuing a Title V grant, a significant portion of which is dedicated to ensuring the development of contextualized education.
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Additional OPTIONAL questions:

Success Story	
SUCCESS STORY	<i>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.</i>
<i>Title:</i> Leveraging What's Local: Looking inside for the Experts	
<i>Follow-up Contact Person(s):</i> Jennifer Zellet, Tina Giron, Robert Stevenson	
<p><i>Challenge: (1,000 character)</i></p> <p>A major challenge for MJC was to engage a critical mass of faculty and campus constituents to do the initial work of Guided Pathways, i.e. building metamajors and writing curricular products appropriate for any student in that metamajor who had not yet identified a specific program of study. The promise to the college was that all work would be done in the light of day, by the appropriate discipline experts, and that any products created would be vetted by the appropriate participatory governance councils and committees. We undertook this challenge with the only clearly analogous example being Bakersfield College, so we also committed to do our own research and to train resident experts to perform their own research.</p>	
<p><i>Success Story: (10,000 character)</i></p> <p>MJC was fortunate to have early discussion and campus-wide engagement, resulting in the applying for the California Guided Pathways project. Upon acceptance, cross-functional campus leadership participated in several Institutes. This forged a strong partnership between the President's Cabinet and Academic Senate Executive teams. After agreeing to a three-year plan focused on a Fall 2020 rollout it was further agreed to send a team to the 2018 Leading From the Middle Academy (LFM) that could create a campus-wide engagement plan and a faculty retreat that could train faculty to build the pathways for each School, now identified as First and Second Flexible 15 units. This was a cross-functional team comprised of a Student Services Dean, a Counseling Faculty co-lead, an Instructional Faculty co-lead, a classified specialist, and an adjunct faculty member of the Senate Executive. This LFM team was set up</p>	

as a workgroup of the college's Pathways Implementation Team, with regular meetings, collaboration, and direction from the VP of Instruction, VP of Student Services, and President of the Academic Senate.

Over the Spring 2018 semester these teams conducted eight student, one all faculty, and two classified professionals metamajor sorts, grouping our degrees and certificates by career, job and academic similarities. Simultaneously several "Paving the Path" sessions were set up to engage the college in Guided Pathways discussions on specific issues related to student success data, metamajors, program maps, and program profiles, which also had activities designed to gather input. This activity culminated in three "Apples to Apples" Sessions, campus-wide meetings analyzing the findings of all of the sorting activities to make recommendations regarding Schools at MJC, decided on by a later campus-wide survey.

With the relationships of programs to Schools established, attention then shifted to a May retreat focused on training faculty to write the First and Second Flexible 15 units for each School. The intention was to design up to 30 units that are not only transferrable, but degree applicable for each school, so students who have interest in a school can "explore" for up to 30 units without accruing excess units. This two-day training spent one day focused on creating a shared vision and training Counseling Facilitators and Discipline Experts to accomplish collaborative curricular writing. The second day saw each School led by one or two Counseling Facilitators, who took the Discipline Experts through the progression of steps commonly utilized to establish a student schedule, common major related choices, and common general education recommendations. Forty-one stipended faculty concluded the work on the School's 15s by the end of the summer. All Schools documents were presented at the 2018 Fall in-service day, and were approved later that semester by the Academic Senate, Instruction Council, Student Services Council, and College Council.

The following May (2019) a similar training was devised to train existing and additional faculty to do the work of creating Program Maps and Program Profiles. To ensure that no small programs and that the integrity of general education was retained, all areas with general education courses provided information to other discipline writers on GE trading cards. This information included a short pitch on what the class would teach a non-major, what career competencies are learned in the course, what types of requirements the course fulfills, and what modalities are used to teach the course. All steps in the development of Pathways materials have attempted to extend the training throughout faculty ranks, and there are now seventy faculty who have received training. As of the beginning of the Spring 2020 semester all Program maps have been completed, and the data and information have been collected to begin creating Program Profiles.

Outcomes: (1,000 character)

Collaborative leadership efforts directed campus-wide engagement activities that formed the basis for Schools at MJC, and then designed the necessary trainings for faculty to produce the curricular pathways for those Schools. Further collaborative work led to the completion of Program Maps and the raw materials for Program Profiles. Given the grassroots nature of the evolution of Schools, Flexible 15s, GE cards, Program Maps, and Program Profiles, all successive structural and operational adjustments that may be on the horizon are a mere response to what campus constituents have identified as core principles and values.

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

- X Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- X Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- X Decrease the average number of units accumulated by California Community College students earning associate degrees
Increase the percent of exiting CTE students who report being employed in their field of study
- X Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

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