



**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019

Institution Name: Modesto Junior College | Date: 4.9.19 |

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). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. 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.

A new addition to the SOAA in fall 2018: 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.

The SOAA was recently 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 initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019.** For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

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<p>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</p>			
<p>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? <u>NO</u>. • 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>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. We need to consider the benefit of multi-lingual presentation of information as well. The website needs to be mobile device friendly as well. Our app needs to be more than a mobile/web interface. All pertinent student information should be no more than 2-clicks away.</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> • 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? <ul style="list-style-type: none"> ○ 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 and jobs. 			
<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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</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 semester is focused on completing program maps, which is an extension of the schools and flexible 15s. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Construct a map through each degree and certificate that clearly illustrates the pathway. • Connect programs, degrees and certificates to occupations so students may understand employment options available through particular courses of study.

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		Term, if <i>at scale</i> or <i>scaling</i> : [Fall 2019]	<ul style="list-style-type: none"> • Ensure that students experience an orientation that includes career counseling and guidance. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • [Fall 2019]
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • We have identified discipline experts and related counseling faculty, gone through three trainings on the types of information needed in program profiles and program roadmaps. Two trainings in May and August of 2019 are set to produce preliminary materials for campus-wide editing and adoption. • 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><i>Next steps:</i></p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • [May 2019 Retreat to train discipline and counseling experts. • Summer 2019 work on Program Mapping and determination of career competencies and Program Learning Outcomes • Fall 2019 edits and adoption of Program maps including Program Profiles. • Review enrollment data for high wage earning programs, and close the gap for low-income students.]
<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</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 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • [As our program maps take more definition, and as we define the technology we will use to bring together our curriculum and online catalog, 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.

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		<p>Salary information on Modesto Junior College’s website.</p> <ul style="list-style-type: none"> 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.] <p>Term, if <i>at scale</i> or <i>scaling</i>: [Fall 2020]</p>	<ul style="list-style-type: none"> 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> <ul style="list-style-type: none"> Pilot for Program Profiles April 2019 Training for Program Profiles May 2019 with September 2019 deadline]
<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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> This year is our year to complete program maps. While there are areas that have maps created, they also need to be re-examined through the lens of Guided Pathways to ensure that the maps cohere with the established schools and flexible 15s. Program Profiles are under construction for 6 pilot transfer and transfer-CTE areas with training for the rest in May. First pilot has been successfully completed.] <p>Term, if <i>at scale</i> or <i>scaling</i>: [Fall 2020]</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Construct a map through each degree and certificate that clearly illustrates the pathway. 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. On each map, include milestones such as counselor contact, transfer applications, and graduation application.]

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			<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Pilot for Coursework Roadmaps April 2019 Training for Coursework Roadmaps May 2019 with September 2019 deadline
<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> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale </p>	<p><i>Progress to date:</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 order to accomplish AB705 compliance. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Due to the determination of schools, all programs have the correct type of math aligned. 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 <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2019 AB705 Fall 2019 Schools and Math appropriate to all programs within

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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, we are encompassing all courses in the High Schools (whether 2+2, CCAP, etc.). We are the recipient of a CAPP Grant that will assist in promoting this discussion. The basis of our proposal is to dovetail courses between HS 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.</i> 			
<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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> Increased attention to advising accessibility (e.g. Pathways Centers) and the FTIC and Guidance courses has 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 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Expand programming to capacity so all students have career testing and educational planning. Leading from the Middle is developing School specific career modules in a revamped FTIC for students who are exploring career paths in general interest areas.

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		<p>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.</p> <ul style="list-style-type: none"> Increased the number of Counselors through the 3SSSP fund to address the undecided students to help them get onto a program map. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	<ul style="list-style-type: none"> Orientation events and onboarding activities are planned according to schools and careers. An onboarding workgroup is being formed to plan these things. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring 2019 LFM working on FTIC revamp Spring and Fall 2019 outreach and new student days are planned using the Schools as framework.
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p><input checked="" type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> New Tutoring Plan is under consideration. It extends embedded tutoring, SI, and peer tutoring. 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-requisite courses as needed. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019 for AB705, Fall 2020 for full-scale rollout</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Devise holistic learning support and implement Audit is underway and mostly complete for active courses for pre- and co- reqs and determine systematic course of action for addressing potential obsolete suggestions Determining course sequences in coursework roadmaps will be the basis for a new scheduling matrix for the college. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2019 implementation Coursework roadmaps completed September 2019

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			<ul style="list-style-type: none"> Analytics from Ad Astra and Hobson’s Starfish will assist with the determination of the appropriate number of sections of gateway courses.
<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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</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 reconceiving what it means to support underprepared students. New Tutoring Plan is under consideration. It extends embedded tutoring, SI, and peer tutoring. Noncredit modules available in our Math Emporium to assist with just-in-time remediation for math concepts. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Devise holistic learning support and implement Audit is underway and mostly complete for active courses for pre- and co- reqs and determine systematic course of action for addressing potential obsolete suggestions <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2019
<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</i></p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress	<p><i>Progress to date:</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. English is in its 	<p><i>Next steps:</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.

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<p>practice was added to the SOAA in February 2019)</p>	<p>X At scale</p>	<p>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 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"> New Tutoring Plan is under consideration. It extends embedded tutoring, SI, and peer tutoring. <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"> Ongoing
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</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. A Tutoring Plan extending learning support throughout the student experience is under consideration. It extends embedded tutoring, SI, and faculty and peer tutoring. Student Success Skills and the Affective Domain are infused throughout the curriculum of Accelerated courses in English and also in the co-requisite courses for English and Math that achieve AB705 compliance. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> 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><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2019 AB705 Fall 2020 Schools and Contextualized Math and English

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		<ul style="list-style-type: none"> Coordination of Counseling faculty, classroom faculty, and appropriate support are occurring through Hobson's Starfish Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019 AB705 – Fall 2020 Schools and Contextualized Math and English 	
<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> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</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 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. Soft rollout of MJC's Schools at New student day in April to inform 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>	<p><i>Next steps:</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. Develop CCAP programs and Concurrent enrollment to engage the motivated learners. Continued planning and implementation of revamped Dual Enrollment programs <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Ongoing – Increasing access April 13 and June 13, New Student Day Rollout of Pathways Framework Ongoing – Development of CCAP and increasing dual enrollment.

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.</i> <i>We have begun instituting Hobson's Starfish to promote information sharing amongst the surround team. 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, etc, work to address the specific needs and concerns of identified populations.</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. With regard to Student Service support programs, students are assessed during onboarding to connect them to support programs that enhance probability of success.</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; Food Pantry; there is a Social Worker on Campus which connects students to public services; Extensive Health Services (including medical and mental health); Bus Passes for students enrolled in a minimum of 9 units; Prime Shine Shuttle between Campuses to assist with transportation; Micro-loans through the MJC Foundation established through donations of employees; significant increase in Student Services Success Specialists so that there is person-power to connect students with needed services. All of these services are currently offered, and there are efforts to scale these up and increase our services to students. 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> 			
<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><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> The Hobson's Starfish program will assist in the monitoring of student progress toward completion. This program is being pilot tested in the Baccalaureate for Respiratory Care. At this point in time, special programs (e.g. TRIO, DSPS, EOPS, etc.) have consistent monitoring of student progress and offer the supports 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Grow Hobson's from the Pilot program 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>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"> • Cohort Counselors are implementing the progress to date to monitor student progress • 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. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Campus-wide Hobsons Training for Summer 2019
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • In some programs, this is better established than others. While the 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. • 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 program maps so that students know exactly where they are on their educational plan <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2020</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Implement Starfish campus wide • Comprehensive training on Starfish • Comprehensive training for Intrusive Advising <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Summer 2019 Trainings • Ongoing trainings at Starfish Bar

<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p><input type="checkbox"/> Not occurring Not systematic Planning to scale X Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</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. 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>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Continue to share out best practices from special programs that might be scalable to the institution. Full implementation Starfish Early Alert Comprehensive training for Starfish Comprehensive training for Intrusive Advising Coordinate with faculty to use canvas grades and Starfish to share information with Counselors. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Fall 2019 trainings for Starfish
<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>Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale X Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</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 We now have Schools to help identify students who are pursuing particular limited access programs (e.g. nursing) but who are not likely to be accepted 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 specialist in that particular area to assist with determination of interest area/program. Limited access programs are hosting career option meetings (e.g. Nursing) 	<p><i>Next steps:</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 must transition from one program to another. Provide clear maps for students that include multiple career options they can pursue if not accepted into limited-access programs

		Term, if <i>at scale</i> or <i>scaling</i> : [Fall 2020]	<p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Continued implementation from Spring 2019-Fall 2020
<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><input type="checkbox"/> Not occurring Not systematic</p> <p>X Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <p>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 is currently coordinated at the division level, thus a holistic picture of when patterns are available is not clear. Scheduling processes are being revamped as more technology and data informs student need. These data will help construct a more precise schedule. The missing component, which is still more trial and error, is knowing when to schedule classes so that the majority of students have access, although there is a component in Starfish that will be activated to assist with this.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: []</p>	<p><i>Next steps:</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 number of sections needed each semester to accommodate access and completion. Complete “maps through majors” so that all areas have distinct sequences and rotations available for planning purposes <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Spring/Fall 2020

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<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. 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 has been in the basic skills areas where English, Math and EL faculty have participated in Acceleration Training. 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 and the desire to be legally compliant, English and Math faculty have created co-requisite courses to support student success and completion.</i> ○ <i>A concept proposal for a teaching and learning center has passed the Academic Senate and is backed by the campus. The proposal is moving forward into implementation.</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 from their sections but also from their department. This allows for analytical conversation about who is succeeding, what contributes to that, who is not succeeding, what may be the barriers, etc. As an Institution, MJC hosted a Great Teachers Retreat 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. 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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</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 “closing 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Complete program mapping; next cycle of assessments • Completion of Program Maps includes the alignment of PLOs to transfer institutions.

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		<p>the loop” on assessment conversations and going from analysis to improvement.</p> <ul style="list-style-type: none"> • The next phase of our Guided Pathways “Mapping through Majors” will encourage alignment of PLOs with the PLOs for transfer institutions. • Mapping through the majors will also include the identification of Career Competencies. • The institution has created Program Profiles for all CTE areas (working on Transfer areas too) that identify employment outcomes and earnings opportunity. <p>Term, if <i>at scale</i> or <i>scaling</i>: </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"> • Fall 2020
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input checked="" type="checkbox"/> Planning to scale</p> <p><input checked="" type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</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 for English and Math that achieve AB705 compliance. • Learning Communities are being utilized to enhance student learning for particular student audiences (e.g. UMOJA, Comunidad, Athletes) • Teaching and Learning Center Proposal for MJC has been approved, and the planning is going forward. • We have established noncredit courses for Math (Math Emporium) and EL. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Embed the skills in the Schools through the Onboarding process and the revamped FTIC course. • Leading from the Middle’s project is to build a FTIC course that is to serve students who are undecided. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • Onboarding and FTIC ready for fall 2020. • FTIC course proposal ready during Fall 2019.

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<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><input type="checkbox"/> Not occurring X Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</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 and public engagement 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>Term, if <i>at scale</i> or <i>scaling</i>: []</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Utilize the revamped Career Center to continue building Internship opportunities 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. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> [Fall 2020]
<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> The increased professional development surrounding assessment 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Attain 100% completion of assessments.

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<p>program, in both arts and sciences and career/technical programs.</p>	<input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>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. 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>	<ul style="list-style-type: none"> 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 <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Program review due Sept 2019 includes results of these conversations Mapping through the majors (and PLO alignment) phase will be completed fall 2019
<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>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> A new program review template is being institutionalized, so as programs make their way through this learning curve, there will be opportunity to strengthen the instrument and perfect our practice to better utilize these results. Beta testing of a SWOT analysis program review will result in stronger conversation about teaching and learning and the connection between learning outcomes and instruction. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Complete all of the assessment and learning outcomes measures including closure conversations and planning <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> Program Review due September 2019

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<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</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 learning is not systematically done throughout the campus. The Career Services Center provides a platform for students to capture portfolio work they want 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>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Institutional conversation about how to utilize means other than transcripts to document learning (prior learning assessment). 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>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> The institution implements the CCSSE every two years for students. While results are made available, 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 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Schedule regular, consistent college-wide discussions in established councils and also in the annual Assessment Day to analyze the data from CCSSE. Plan Professional Development based on the results of the data in conjunction with major college initiatives and strategic goals

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		<p>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><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.]