Agenda
Mendocino College Academic Senate
Thursday, December 14, 2017
Room 1220 1:00-2:00 PM

Approval of Agenda (Action Item)

Approval of Minutes (Action Item): November 16 and November 30

Public Comment
Members of the public may address the Senate on any agenda item after being recognized by the Chair. Due to the brevity of the meeting and the length of most agendas, the total amount of time for public comment will be limited to 10 minutes.

Reports
- **President's Report**
- **Senator's Report - Taylor Cannon**

Discussion Item:
1. **Guided Pathways***
   a. Update on *Guided Pathways Self-Assessment* ………………..…….. (5 minutes)
   b. Next steps and plans for Spring 2018 ...……………….…………. (5 minutes)
   c. The role of the Faculty in the development of Guided Pathways ….. (5 minutes)
   d. The role of the Academic Senate in managing / leading the process of Guided Pathway development and in the establishment of the pathways .... (30 minutes)

*Guided Pathways documents:
- *Guided Pathways Self-Assessment:* attached
- ASCCC Fall 2017 Resolutions:
  o https://asccc.org/resources/resolutions?field_resolution_number_value=&title=guided+pathways&field_year_tid=1515&field_status_code_tid=All&title_1=
- ASCCC Rostrum Publications:
  o *Guided Pathways Two Professors Perspective on Why We Need the GPS*
    (https://asccc.org/content/guided-pathways-two-professors%E2%80%99-perspective-why-we-need-college-gps)
  o *Guided Pathways – What Are They and Where Are We Going*
    (https://asccc.org/content/guided-pathways%E2%80%94what-are-they-and-where-are-we-going)
  o *The Vision for Success and Guided Pathways – Responding to Change*
    (https://asccc.org/content/vision-success-and-guided-pathways-responding-change)
- *Redesigning America's Community Colleges* (Bailey, Jaggars & Jenkins)

Open Forum
Members of the public, as well as senators, may address the senate with comments that are within the purview of the Academic Senate. The total amount of time allotted will be determined and announced by the chair based upon the scheduled adjournment time.

Next Scheduled Meetings
Academic Senate (12:30-2:00) on February 1 and Faculty (12:30-1:30) on February 8,

GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

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

INQUIRY (1-3)				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
1. CROSS-FUNCTIONAL INQUIRY College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.	○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.	◉ Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes. Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.	○ Inquiry is happening in cross- functional teams that include faculty, staff and administrators. Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s). Guided pathways are consistently a topic of discussion.	○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators. Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings. Research on student success and equity are systematically included and focused on closing the equity gap(s). Guided Pathways are consistently a topic of discussion.
Please respond to the following items (500 word maximum per item)				

1. Please briefly explain why you selected this rating. *While there has been much progress on our campus in the area of examining research and local data, little of this work has been done around Guided Pathways. Around issues of equity and closing the gaps, Mendocino College has some of the characteristics described in Scaling in Progress. However, there has been a limited amount of student voice captured in the analysis of data and research, and the conversation is just now shifting toward Guided Pathways.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *Through our Student Equity work with the Center for Urban Education, faculty and staff have engaged in a deep look at achievement data and examined the campus for equity gaps and obstacles for students. An evidence team was formed to examine achievement data and to understand equity gaps, particularly in math and English. Additionally, a Faculty Institute was implemented to lead faculty in examining their own achievement data and to participate in peer observations of their classroom practices done through equity lenses. The English and Math departments also are examining data to understand the success of their acceleration courses. The Mendo Lake Adult and Career Education Consortium (AEBG consortium) brings together educators throughout the region to understand the needs of adult students (current and prospective).*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *Getting a cross-functional inquiry group together is challenging because of the limits on people's time. The individuals we need in the room are often the same ones participating in multiple committees already. Additionally, there is still uncertainty and/or apprehension among faculty and staff. We need to find a way to get more student voices incorporated, including pre and post assessments related to their experiences.*

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

INQUIRY (1-3)
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

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

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

1. Please briefly explain why you selected this rating. *Mendocino College regularly measures and sets Student Achievement Standards which are reviewed annually at a Planning and Budgeting Committee (PBC) meeting, shared with the Board of Trustees and shared at convocation for all faculty and staff. There is disaggregated student achievement data provided to departments and available on the Institutional Research site; however, more can be done to incorporate this information into all levels of planning at the college. The data is made available for departments to refer to in program review. This does become part of the analysis departments incorporate into their planning requests and becomes a part of the decision-making occurring in committees which influence the allocation of resources. Additionally, the CTE departments and our AEBG Consortium is beginning to collaborate with state and regional organizations to better track employment data.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *A regular review and re-setting of Student Achievement Standards has been institutionalized over the past three years so that the process and the benchmarks are familiar data points for the college community. Data around achievement gaps have become more widely recognized and are a more regular part of the conversations across campus as a result of Student Equity, SLO work, and the work of the English and Math departments around acceleration.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *Mendocino College has work to do to create a culture of inquiry which occurs at all levels of decision-making. We need to link student service activities to data related to academic progress in order to evaluate effectiveness of those activities. Our current information systems do not easily allow for tracking the changing goals of our students, so that a student might indicate a major goals at the time of the application and continue to be monitored in terms of that goal, even if it has changed.*

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

INQUIRY (1-3)
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
3. INTEGRATED PLANNING College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to): • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes	○ College is currently not integrating or planning to integrate planning in the next few months.	◉ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.	○ Some conversations have taken place, with all of the key constituency groups at the table. Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are	○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students. All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions. Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key

| | | | beginning to routinely inform and engage their constituents around integrated planning. | overarching strategies across the main college initiatives.

Integrated plans and over-arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.

College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts. |
|---|---|---|---|---|
| and Transformation Program (BSI/BSSOT)
• Equity Planning (Student Equity/SE)
• Strong Workforce Program (SWF) | | | | |

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

1. Please briefly explain why you selected this rating. *If this key element was not described in terms of Guided Pathways, we would have been able to score ourselves higher than Early Adoption. Much work has been done toward integrated planning and a broad base of constituencies have been brought into this discussion. However, we are just beginning to explore the Guided Pathways framework as the overarching structure of the college's main planning and resource allocation processes. We have been using the current committee structure around Student Equity, SSSP and BSI to develop and disseminate the goals of the Integrated Plan and a new Student Success Council has formed to move this work forward. College governance bodies such as Academic Senate ant the Planning and Budgeting Committee have been kept apprised of the processes occurring.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *Even before the Integrated Plan Template was introduced, Mendocino College was engaged in leveraging initiatives and creating coherence among the many programs on campus with overlapping goals and activities, including SSSP, BSI, Equity, AEBG, and CTE programs. Also, the*

College recently received an HSI grant to develop a First Year Institute (FYI). This will serve as a prototype for considering students in cohort groups and integrating services for all students.

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *Concern that Guided Pathways may threated the diversity of course offerings is presenting a challenge. We need to dispel the notion that the Guided Pathways work will force students into a "track" without flexibility.*

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

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
4. INCLUSIVE DECISION-MAKING STRUCTURES College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.	⦿ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.	○ Workgroups or teams have been created, but they are *not* yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.	○ Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.	○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice). Cross-functional teams are in communication and collaboration with college governance bodies.

9

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

1. Please briefly explain why you selected this rating. *While cross-functional teams have been involved in the integrated planning process and exist across our committee structure, we are at the beginning stages of infusing these structures with Guided Pathways work. Our emerging Student Success Council, which will provide oversight for the Integrated Plan will likely lead the Guided Pathways implementation. Our first real work on Guided Pathways is to reflect on this Self-Assessment tool.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *The College has a solid committee structure which is inclusive of all constituent groups. Our recent work on Integrated Planning has been inclusive and transparent. Faculty have appointed a "Guided Pathways Faculty Liaison."*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *There has been a voice of opposition to some of the goals of Guided Pathways. Those that champion Guided Pathways will need to understand that opposition and address the concerns in a thoughtful manner.*

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

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

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

1. Please briefly explain why you selected this rating. *Our district has a strong connection with the K-12 districts in our region. We also partner regularly with the Mendocino County Office of Education and the Lake County Office of Education on events and initiatives. Mendocino College has made a concerted effort to partner with all districts to create a healthy pipeline of high school students to the college. It also familiarizes students with the college process and promotes a college-going culture. We have dual/concurrent enrollment opportunities at every public high school in our district. Additionally, a Middle College will begin in Fall, 2018. Adult Education partnerships are also very strong through our AEBG Consortium. Recently, those partnerships have branched out to local employers through an Adult and Career Education Summit. Our College has also developed strong partnerships with other community colleges through CTE initiatives. Because our campus does not have a*

close local four-year university, those partnerships are more challenging; however, we still host transfer events and have strong partnerships through MESA.

2. Describe one or two accomplishments the college has achieved to date on this key element. *The development of a robust dual enrollment program has been appreciated by the K-12 districts in our region. Our AEBG Consortium has been highly successful at collaborating to map pathways and streamline programs for adult learners.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *Distance from four-year universities makes deep collaboration challenging. While some collaboration does exist, more can be done, in particular with Humboldt and Sonoma State Universities.*

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

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES *(Help Students Choose and Enter a Pathway)* College has structures in place to scale major and career exploration early on in a student's college experience.	⦿ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.	○ Discussions are happening about ways to cluster programs of study into broad interest areas.	○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies. College has not yet implemented meta-majors/interest areas. College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.	○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies. Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on. Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs.

				Student input is systematically included into the process.

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

1. Please briefly explain why you selected this rating. *While some discussions are occurring in this area, they have not begun among faculty in an active manner. There are faint beginnings in this area through a recent Hispanic Serving Institution Grant which organizes students into cohorts in our First Year Institute. These are very broad cohorts such as: CTE and Transfer. Additionally, Faculty Advisors are being trained to work with cohorts and share their discipline expertise. These faculty can be key participants in the move forward to support students in early major and career exploration. There is also some work in categorical programs such as CalWorks which includes career counseling at intake. Also, we recently developed a position and hired an Adult and Career Education (ACE) counselor with AEBG and CTE funding. CTE faculty meet monthly and are taking on Guided Pathways as a key topic but are still at the beginning exploration stages.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *The efforts described above include the hiring of an Adult and Career Education counselor who focuses on finding the best starting point for a student based on their educational and career goals, and current skills. Some pathways have been mapped through the work of the AEBG Consortium.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *The College has historically relied on this work to occur within departments or in special programs. There will need to be a shift to provide broad opportunities for students to explore and narrow their career goals. The development of a career center is a need in this areas.*

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

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
7. IMPROVED BASIC SKILLS *(Help Students Choose and Enter a Pathway; Ensure Students are Learning)* College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to: - The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement - Co-requisite remediation or shortening of developmental	○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.	○ College is currently piloting one or more of the evidence-based strategies listed in the "key element" description to increase access to and success in college and/or transfer-level English and math courses.	◉ College has scaled one or more instance of the evidence-based strategies listed under "key element," but others are still in the pilot stage.	○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.

sequence • Curricular innovations including creation of math pathways to align with students' field of study.			

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

1. Please briefly explain why you selected this rating. *There has been much work done in acceleration in both the Math and English Departments. English has developed a class one level below transfer with no prerequisite requirements but a co-requisite lab. This pathway for students has been highly successful. In Math, a pre-statistics course was developed that reduces the pathway for developmental students by two-levels and is continually refining its pathways for various cohorts. Math has implemented the use of high school performance for placement. The College is engaged in reviewing and revising all of its placement tools and will soon include high school performance in English as well.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *The successes described above have been accomplished by a strong commitment of the faculty to examine its own practices and also the support of administration to allocate resources for professional development in this area. Recent data indicates that acceleration in English is highly successful among all student groups. Acceleration has been supported by multiple initiatives (BSI, Equity and AEBG). In math, in addition to the pre-statistics course, a quantitative reasoning course has been developed as a capstone Associate Degree course and as a pre-statistics course.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *In order for the accelerated courses to be successful, instruction must be highly effective. Scaling this work means identifying and developing highly effective instructors. We have excellent instructors, but since so many are part-time, it is difficult to insure that the instruction is being reinforced in all classrooms. Additionally, with the development of multiple pathways in math, there needs to be more clear guidance for students to pick the correct pathway.*

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

DESIGN (4-8)				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
8. CLEAR PROGRAM REQUIREMENTS *(Clarify the Path)* College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies	○ College is currently not providing or planning to provide clear program requirements for students.	◉ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty. A few course offerings and schedules are designed to meet student demand. Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences. Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences. Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences. Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion. Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their

and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).				programs of study in a timely fashion.

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

1. Please briefly explain why you selected this rating. *Mendocino College has been engaged in this work; however, it has not been in the context of Guided Pathways. Through regularly scheduled curriculum review, programs are consistently modified. Our College has also been very active in developing Associate Degrees for Transfer. Additionally, there has been a recent effort to update and publish departments' four-semester sequences. Scheduling patterns are also being analyzed each semester to increase opportunities for students to develop a full and efficient schedule. However, this work has not begun in developing meta-majors or interest areas and have not yet occurred with cross-discipline teams.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *One potential model for guided pathways is the Theater Conservatory Program that has been recently developed. In this program, students are guided in cohorts through a series of courses which model a conservatory program. The theater courses are typically scheduled in the late afternoon to early evening to leave morning open for general education requirements. There are also CTE programs which are very well designed with clear pathways, such as Auto and Nursing. These models will help in imagining and designing additional pathways.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *In order to achieve cross-discipline collaboration, faculty will need to be fully engaged in these efforts. Additionally, academic and student services need to continue to increase and improve communications in a structural manner. For example, educational planning data needs to be made available to Instructional departments for schedule planning.*

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

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
	SCALE OF ADOPTION			
KEY ELEMENT	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
9. **PROACTIVE AND INTEGRATED STUDENT SUPPORTS** *(Help Students Stay on the Path)* College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.	○ College is currently not implementing or planning to implement proactive and integrated student supports.	◉ The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling. Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently. There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and	○ Collaboration between the instructional and support services occurs in specific programs. Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently. There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.	○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion. Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study. There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		

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

1. Please briefly explain why you selected this rating. *The College has made much recent progress in this area. There is growing collaboration between different student services departments to identify student who are in need of academic intervention. Our instruction and counseling faculty utilize an early alert system; however, its use is not widespread or consistent. In the last year, our SSSP/Equity Coordinator has worked closely with our Admissions & Records Director to identify students who are under academic probation so that those student can be supported with assistance to improve academically. Students are linked to workshops and other resources. However, our institution has not done a good enough job to help students track their progress toward degree completion. We are planning on implementing the Colleague tool Student Planner, which should allow students to have a better understanding of the length of time it will take to complete their degrees.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *Our strengths in this area tend to occur within specially funded programs. In the First Year Institute students are monitored closely by their counselors and take a College Career Success course with them. There is communication with instructional faculty through grade checks and faculty advisers to increase the collaboration with instruction and student services.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *Increasing usage of the early alert system to be widespread on campus has been a challenge. The college will need to engage instructional faculty with student services to create a consistent system for follow through and support services as a part of the early alert process..*

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

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
10. INTEGRATED TECHNOLOGY INFRASTRUCTURE *(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)* College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including: • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) • System for counselors and faculty to monitor students' progress	○ College currently does not have or plan to build an integrated technology infrastructure.	◉ The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.	○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.	○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes**:** career counseling, including employment and salary information; and transfer and bachelor's degree attainment data. College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.

(e.g., Starfish, early alert system, etc.) • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others			

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

1. Please briefly explain why you selected this rating. *Our technology is currently not capable of consistently providing long term degree planning and progress. Instead, we have some tools available for faculty and staff to be able to do some small-scale planning processes when advising a student. These technology shortcomings are now well-understood and we have plans for implementing technology that will allow for progress tracking for multiple purposes. Students will be able to track their paths and be informed if they are off-track. Counselors will be assisted by this technology when advising students. Administrators and instructional faculty will be able to obtain more robust data to aid in the creation of schedules and future program planning.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *The college has recently successfully implemented Canvas for all of our online and on-ground classes. This allows for much better tracking of student progress in classes and more access for students to their real-time achievement in classes. Also, Canvas will allow for interfacing with other systems.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *Technology implementation takes time and much professional development to be well utilized.*

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

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
11. STRATEGIC PROFESSIONAL DEVELOPMENT *(Help Students Stay on the Path; Ensure Students are Learning)* Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.	○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.	◉ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college's strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.	○ Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and	○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college's overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to

			staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.	support/improve teaching and learning • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes. directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support

				academic programs and student services.

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

5. Please briefly explain why you selected this rating. *Our professional development opportunities have been intentionally developed to meet the goals of our various initiatives. We are very close to a "Scaling in Progress" in this area as we have been designing professional development opportunities that do support the goals of our initiatives and are helping our staff and faculty to engage in data and research. The shortcoming keeping us in "Early Adoption" is that we haven't yet fully engaged the planning of professional development with our Integrated Plan or Guided Pathways as that work is just beginning. However, we have leveraged the work of our BSI committee with funding from Student Equity to plan and fund Teacher Institutes and other professional development that supports the goals of both programs. We also intentionally plan our convocation "Inservice" each semester to move forward the strategic goals of our campus and of our initiatives. Overall, the District has supported professional development across all constituent groups; however, in order to rate higher, we will need to develop a broader and more coherent plan.*

6. Describe one or two accomplishments the college has achieved to date on this key element. *Our Classified Leadership are presenting by invitation at their State Leadership conference as a result of their engagement in the work of our Equity Plan. Classified Staff participated in and led workgroups to examine the processes and physical spaces on our campus, which may present barriers for student success. Their recommendations and conclusions are being incorporated into facility proposals, process planning and have resulted in direct services for students. The Center for Urban Education (CUE) commended Mendocino College for engaging the Classified staff in a way they hadn't seen at other campuses. Another successful professional development effort is related to our work around acceleration. This work is key to the success of goals of most of our initiatives, including BSI, SSSP, Equity, AEBG, our FYI program, and CTE degree completion. The college has invested in the work of our English and Math department to pursue this important work and has supported professional development for full- and part-time faculty.*

7. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *Our challenge in this area has been to better design our program review process and review to engage individual faculty and departments in requesting professional development that supports the goals of the District and our initiatives. Additionally, we need an improved process for evaluating and supporting those requests that originate from the program review process.*

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

IMPLEMENTATION (9-14)
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

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

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

1. Please briefly explain why you selected this rating. *Mendocino College had a well established Learning Outcomes cycle that is incorporated into program review and all of our resource allocation processes. Additionally, there is a process for SLOs to inform PSLOs and then be incorporated into ISLOs. In order for us to reach Full Scale, however, there needs to be an improved campus-wide engagement in a deeper analysis of SLOs. Faculty and departments do complete SLO/SAO assessments; however, there can be more done to inform a cycle of improvement as described in the Full Scale rating.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *As demonstrated through our latest accreditation process, all Mendocino College constituent groups are committed to contributing to our SLO processes and recognize the need to include outcome assessment results in our budget allocation decisions*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *As mentioned in an earlier section, Mendocino College is engaged in creating a more robust culture of inquiry. This will be important in supporting our Learning Outcomes work to be more meaningful and impactful.*

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

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
	SCALE OF ADOPTION			
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
13. ASSESSING AND DOCUMENTING LEARNING *(Ensure Students are Learning)* The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are	○ College is currently not assessing and documenting or planning to assess and document individual student's learning.	◉Attainment of learning outcomes are not consistently tracked or made available to students and faculty. Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. Most programs examine and use learning outcomes results to improve the effectiveness of instruction.	○ Attainment of learning outcomes tracked or made available to students and faculty for most programs. All programs examine and use learning outcomes results to improve the effectiveness of instruction.

mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.				

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

1. Please briefly explain why you selected this rating. *Early adoption was selected to rate this key element; however, most programs do "examine and use learning outcomes results to improve the effectiveness of instruction." At this time, though, assessment results are not made readily available for students and faculty to access. As described in the last key element, the District is committed to the Learning Outcome assessment cycle as it has been established and institutionalized.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *Recently, during our accreditation processes, every constituent group agreed to have reference to Learning Outcomes assessment included in their evaluation instruments.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *We are in the middle of an implementation of a new information system for Curriculum, SLOs and Program Review. This has taken longer than expected and has challenged our efforts to continue to improve our program review process.*

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

IMPLEMENTATION (9-14)
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
14. APPLIED LEARNING OPPORTUNITIES *(Ensure Students are Learning)* Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.	○ College is currently not offering or planning to offer applied learning opportunities.	◉ Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.	○ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.	○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.
Please respond to the following items (500 word maximum per item)				

1. Please briefly explain why you selected this rating. *Mendocino College has a work experience program and some of our CTE programs do incorporate internship requirements and opportunities. These are integral to some programs such as Nursing, Human Services, EMT and Fire Science courses where there are clear requirements for work based learning. Additionally, the campus houses a Mini-Corps program which works with college student prospective teachers. However, there is much room for further developing applied/contextualized learning opportunities.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *Mendocino College has been actively developing opportunities for students in its CTE offerings. For example, Mendocino College and Shasta College are collaborating to offer a Physical Therapy Assistant program. This program was developed as a result of a thorough analysis of labor market indicators and because of commitments from regional hospitals and clinics to offer internship sites for students. This is a unique program in that the two Colleges are collaborating to share curriculum and faculty to make this a fiscal possibility at two small rural colleges.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *In a small rural district such as ours, internship opportunities are limited. There are few large employers and a limited variety of industries represented. The development of a career center would support this work with a centralized resource for internships and other career information.*

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

ADDITIONAL QUESTIONS (500 word maximum per item)

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

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

   Please briefly explain why you selected this rating: *The simple reason "Early Adoption" best describes Mendocino College's overall guided pathways work is that it was the rating most often chosen throughout the self-assessment. This rating also makes sense for us because our college has a strong foundation in almost all of the Key Elements described in this tool. However, we are at the early stages in guided pathways work. We still have to engage faculty leadership and make this a campus wide efforts. Executive and middle leaders are strong champions of this work and some faculty and staff are as well. We have been developing the committee and workgroup structure and many of us are looking forward to next steps.*

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe: *It would be very helpful to have continued opportunities for colleges to learn from one another and share best practices, challenges and solutions.*

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

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

Guided Pathways Award Program Self-Assessment Signature Page

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

Name of college

Self-Assessment Signatories

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

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

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccco.edu