GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

Key Element		Pre-Adoption	Early Adoption	In Progress	Full Scale
			Scale of Adoption		
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		

Self-Assessment Items

INQUIRY (1-3) Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
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.	X Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes. 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.
   a. We are making improvements in the area of examining research and local data on student success and discussing overarching strategies to improve student success. Our successes include a Program Review/Annual Program Update (APU) process that relies heavily on data analysis, a more robust and college-wide use and understanding of outcomes assessment at the course, program, and institution level for all areas; our College Education Master Plan Committee (CEMPC) that initially facilitated the development of our Education Master Plan (EMP) and now is involved in the biannual Summit review of the EMP and related data points; our current efforts to develop a data-informed Strategic Enrollment Management (SEM) plan, and our recently completed SSSP/Equity/BS Integrative Planning wherein we have looked at student success data and begun to define how to coordinate programs and resource allocation to better address student learning and support needs.
2. Describe one or two accomplishments the college has achieved to date on this key element.
   a. Without a doubt, our recent efforts to attain 100% outcomes assessment and 100% completion of APUs across the college is a huge success for Merritt College.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   a. Because of the increased data needs at our institution to support and evaluate our efforts, such as SSSP, SEP, BSST, and SWF, we will need more access to not only data reports but user-friendly data visualization and analysis of data. This will mean more staffing to support the College. Also, we will need to develop a more powerful system of convening faculty, staff, administrators and community constituents to create a more effective process for dialoguing and addressing student success needs.
   b. The College needs to develop the means/capacity to transform our available data into meaningful action. This may mean increased staffing and/or more focused, action oriented conversations.
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.	X 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.
   a. Like many colleges across the state, we are working diligently to respond to the influx of new initiatives and new accountability measures. While we have made strides, there is simply not enough bandwidth at the College to fully integrate and align our efforts. As a result, we have faculty and staff who are working diligently and passionately on key efforts toward student success (FYE, embedded tutoring, online tutoring, accelerated English and Math, multiple measures for assessment and placement, learning communities, counselors specifically assigned to instructional or support programs, non-credit to prepare for credit courses, etc.) but we do not have a unified vision for (or consistent means to evaluate) our efforts. Recent collaborative work to integrate BSI, SSSP, and Equity as well as to develop a comprehensive college Enrollment Management Plan have taken good steps toward more coordinated thinking, but we have yet to "live" this new reality. We have also improved the college's knowledge of Institutional Set Standards (ISS) and of the institutional effectiveness framework.
2. Describe one or two accomplishments the college has achieved to date on this key element.
   a. We have a developing understanding of metrics like the Institutional Set Standards and the Institutional Effectiveness framework and have had campus-wide conversations about them, including within the Academic Senate, College Council and related participatory governance committees such as the College Educational Master Planning Committee and during bi-annual planning summits.
   b. Merritt College is dedicated to social justice and is very attuned to viewing disaggregated data, and has incorporated the analysis of Equity-related data in the Program Review process. Departments and programs have access to data disaggregated by gender, race/ethnicity, age group, DSPS, low-income, and foster youth and veteran status.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   a. Realigning our thinking to a more fully integrated approach to serving students that does not mark out territory through funding stream, silos, pet projects or identity politics may prove to be a challenge. Again, it will be important to develop a comprehensive system of campus-wide communication and information sharing wherein shared commitment to integrative planning and decision-making is achieved. It is important that college leadership be fully invested in this process.
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 and Transformation Program (BSI/BSSOT) ● Equity Planning (Student Equity/SE)	X 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 beginning to routinely inform and engage their constituents around integrated planning.	○ 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 overarching strategies across the main college initiatives. Integrated plans and over-arching strategic goals drive

● Strong Workforce Program (SWF)				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.

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

1. Please briefly explain why you selected this rating.
    While there have been sporadic efforts to align our College around the new Guided Pathways framework, it has not been with much intention nor coordination. We are just now introducing the concept and have work ahead of us.

2. Describe one or two accomplishments the college has achieved to date on this key element.
    a. Our executive administrative team has gone to the workshops and agrees that Guided Pathways make sense at Merritt College.The college is only beginning to discuss the feasibility of Guided Pathways at Merritt College (e.g., administrators, staff and faculty attended GP workshop). We have assembled a cross-functional team to complete this self-assessment. Also, the Academic Senate has agendized Guided Pathways, and is beginning to address how faculty will assert leadership with respect to developing Guided Pathways within college policy and procedures.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
    a. As with all new initiatives, it will take time and effort to raise awareness about Guided Pathways, to localize this framework, and engage all stakeholders.
    b. As noted above, with respect to communication, the combined leadership-faculty, staff, and students must develop a clear vision and commitment to developing Guided Pathways that is readily understood and accepted by college constituents.
    c. There may be resistance by some faculty to revise curriculum (course and program)
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
    a. The college would benefit from including community stakeholders when planning for Guided Pathways. Such inclusion will assist the college learn in what manner our Guided Pathways initiatives may address their needs. For example High schools with large numbers of juniors and seniors who are undecided about their majors could benefit from concurrent enrollment in college level career counseling courses to help them decide early on majors. A second example are high schools with career related "academies" (such as Life Sciences) who may find our Guided Pathways in clinical careers an easy next-step to help their students obtain degrees that lead to gainful employment in their areas of interest and expertise. A third example is the Child Development program working already with community based organizations assisting child care workers attain required education to ensure to continue employed and moving into higher pay scale steps.

DESGN (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.	X College currently has not organized or is planning to organize cross-functional teams or shared 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.

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

1. Please briefly explain why you selected this rating.
   a. We are at the very early stages of designing our Guided Pathways. We have a nascent understanding of Guided Pathways. Few individuals at Merritt and in the Peralta Community College District know of GP. We do have experience working in cross-functional teams on isolated projects, but have not embarked on truly cross-divisional transformative efforts in recent memory.
2. Describe one or two accomplishments the college has achieved to date on this key element.
   a. Our willingness to collaboratively explore and attempt new ideas. We are also a small College and can quickly build consensus and move forward..
   b. We have completed Integrative Planning for SSSP/Equity/BS, and we are working on a similar endeavor to complete an Enrollment Management Plan.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   a. Because we are a smaller college, we have a relatively small cohort of "key players" who end up wearing many hats...getting new faculty/staff to engage with GPs may take some work.
   b. The College's participatory governance structures have either been recently revised or are in the process of being revised. We are not fully engaging our participatory governance structure in decision-making. The reasons for this are varied and complex, yet we are committed to engaging in collaborative decision-making going forward.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
   a. The College will need to establish an "owner(s)" of the Guided Pathways framework who can ensure that the initiative keeps moving forward.
   b. GPs will need to become and institutional priority.

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.	X 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.
   a. Through work in the CCPT 1 and 2 and Adult Education Block Grant funding, the College has established good relationships with our local High School district, Community Based Organizations, Adult Education schools and Charter Schools. We also have strong relationships with our four-year institutions (to greater and lesser degrees) through transfer agreements and ADTs. Our CTE programs are linked to many industry partners.
   b. Even with all of this, we can do more to create clearer and more reliable pathways.
2. Describe one or two accomplishments the college has achieved to date on this key element.
   a. As mentioned above, we offer a good number of dual enrollment courses. Merritt has many vibrant CTE programs with good relationships with industry partners (such as our Radiologic Science, Cyber Security, and Nursing programs).

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   a. We will need to more fully align ourselves with High School, CBO, and industry partners. We will need to make better use of data to ensure that the CTE programs we offer lead to quality and good-paying jobs.
   b. Although as all community colleges we engage in articulation agreements for transfer into 4-year universities and offer information to students on several other kinds of agreements to help them graduate and/or transfer as quickly as possible, not all students return for additional counseling and guidance appointments. Through guided pathways we could engage those students by offering them access to computer based programs they may use for "what if" career related scenarios. This may be an avenue to engage the reticent students to seek counseling services to tailor the "what if" scenarios to their particular circumstances (work two jobs, have dependent children, cognitive barriers, homelessness, etc.)
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**
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.	X 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.
   a. Our discussion around meta-majors has not yet happened. We have a sense of identity around our department and division structure and in some pockets (Allied Health) we have a sense of clustering our majors. Because of our work on Perkins and Strong Workforce Project, we do think in terms of CTE clusters but have not worked to create a cluster.
2. Describe one or two accomplishments the college has achieved to date on this key element.
   a. We have several Counseling courses that focus on career exploration.
   b. We have a Summer Bridge program that works with approximately 60 high school students transitioning into college (two cohorts of 30 students each).
   c. We have several programs (such as First Year Experience, Real Estate, and Cyber Security) that started with small cohorts and scaled as demand increased. These programs include a career counseling course in the first semester.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   a. There may be the sentiment that clustering will mean a loss of autonomy and that requiring early career/pathway exploration may mean taking away a student's ability to chose/explore freely.
   b. The college will need to discuss with the Financial Aid Office potential consequences for students who obtain degrees before reaching transfer-ready status. The Guided Pathways materials should include information for students to understand clearly what next steps to take after graduation; those steps should include direct employment and additional courses required if they choose to continue their education for transfer into 4-year 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.

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.	X 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.
   a. The College can point to many successes in this element. Our Basic Skills Initiative funding and now the Basic Skills Transformation grant (BSSOT) has allowed us to scale and, in some areas, develop a comprehensive approach to implementing practices that improve basic skills.
2. Describe one or two accomplishments the college has achieved to date on this key element.
   a. The BSSOT Math and English Leads, in conjunction with department chairs, identified faculty members to join special BSSOT Focus Groups that designed and/or adopted accelerated basic skills courses using special methodology and embedded tutorial support aimed to prepare students for college-level Math and English in 1-2 semesters; both Math and English Department launched two courses in fall 2017 and in spring 2018, Math will launch one additional accelerated course. BSSOT continues to fund embedded tutoring for all accelerated Math and English courses. In spring 2018, the English Department will offer an accelerated basic skills English class with a CTE/Allied Health focus.
   b. In fall-spring 2017, our BSSOT Focus Group began meeting regularly with faculty and counselors across the District to implement new placement test instruments and policies that review multiple student readiness indicators including grades in high schools and input from counselors. English faculty members developed a new writing instrument which was state-approved and launched in spring 2017. The Peralta District Writing Assessment (new writing instrument) requires ongoing training/norming and active dialogue among English faculty about student writing, pedagogy and best practices by a wide participation of English faculty. In spring 2017, Math and English faculty members began providing special workshops to prepare students for Math and English placement tests; faculty are currently developing curriculum to create non-credit certificate programs aimed to prepare students for Math and English placement tests and increase student success in first-year Math and English courses.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   a. The College has begun to use Multiple Measures and enhanced placement techniques that include high school transcripts and writing samples. In order to ensure that these new measures are effective indicators for student course placement in

Math and English, the strategic collection of data and analysis are required.

    b. Data and analysis is also required to examine the effectiveness of new accelerated courses, specifically retention and successful course completion rates of both the accelerated courses and first transfer-level Math and English courses.

    c. Ongoing training and professional development are essential components for ensuring that faculty who teach accelerated courses are properly trained and are actively engaged in discourse about student learning.

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

    a. The College needs to ensure that our efforts to support students with Basic Skills needs encompass the breadth and diversity of our student population, including our working adults. This may mean additional instructional support services during the weekend, evenings, and late afternoon. .

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
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 and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).	○ College is currently not providing or planning to provide clear program requirements for students.	X 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 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.
   a. While some elements of higher competency on the scale above exist in isolated pockets for this element, we tend to schedule as a "rollover". Few, if any, conversations occur in a "cross-functional" manner that would impact schedule development. The College has attempted to think about a two-year cycle of course offerings, but those efforts are not in place today. We have taken steps at Merritt to improve our scheduling, but it has not happened in a way that would speak to mapping out program completion.
2. Describe one or two accomplishments the college has achieved to date on this key element.
   a. Some programs have mapped out sequences in the college catalog (Examples: COSER, Nutrition, Radiology, etc.)
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   a. We would need to have more robust data reports to allow us to identify student need and more conversation between Instruction and Counseling to develop a more mindful schedule.
   b. The idea of offering just what students need to complete a program of study may get push back since there are faculty who want to offer particular courses at particular times.
   c. The catalog already shows clear lists of major requirements for every certificate and AA/AS degree, we could improve the lists by also including prerequisites.
   d. Establishing a common understanding of the flexibility and student-driven/centered elements of scheduling classes that lead to degree/certificate completion within the framework of Guided Pathways. Not all students have the same educational goals nor the same required coursework (e.g., English and Math prerequisites) to attain those goals.
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**
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.	X 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 discuss ideas, the challenges students face, and ways to improve coordination and support services.	○ 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.

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

1. Please briefly explain why you selected this rating.
   a. We offer the typical suite of instructional support programs yet the collaboration, tools for monitoring, purposeful meetings, underlying support structures, and mechanisms to intervene are not in place.
2. Describe one or two accomplishments the college has achieved to date on this key element.
   a. There are multiple courses that include embedded tutoring; the learning center offers in person and online tutoring services.
   b. The Library now offers extended hours to better serve the needs of evening students.
   c. Support services like Veterans Affairs, EOPS, DSPS, etc… effectively support students.
   d. Programs like Adelante, FYE, Puente, and Sankofa/Umoja provide support and guidance for students leading to degree completion/transfer.
   e. Financial aid requires that students attach to their financial aid petitions a copy of their comprehensive student educational plan. The request is made to assist in the decision to extend funding in spite of students reaching the 90-unit limit or withdrawal from courses. It plans to deny the extension if the major mentioned in the plan or the courses listed in the plan do not match the courses students are currently enrolled in. They plan on requesting the student to meet again with their counselor to arrive to a clear educational goal the student will commit to pursue. This approach acts as a reminder to students that they must utilize the support services offered and to honor the agreements they make with the college.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   a. Working in an environment where the District manages key technology systems can make change very difficult/slow. Implementing degree planning, for example, would be hard.
   b. One problem for financial aid is that aligning the major on PROMT with the student education plan can be challenging. Students must go to the Admissions Office to request the change and wait many weeks for the change to happen.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
   a. One of the very real problems is that management[1] is not available to help, sometimes for weeks. Management have fewer meetings may be a real solution[2].

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

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

1. Please briefly explain why you selected this rating.
   a. There are challenges for students in the matriculation process due to technical limitations. The collection of data at each delta of the pathway has data collection issues. Our ability to monitor student progress toward degree/certificate completion is very limited. The District will be implementing Starfish soon, especially focusing on their early alert function.
2. Describe one or two accomplishments the college has achieved to date on this key element.
   a. The Counseling department uses PROMT to create student educational plans that students can view in their student portals. SARS, another electronic tool, is used to document counseling services provided and to enter case notes about meetings between students and counselors.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   a. While access to tools from the CCCCO and other sources are available, like Salary Surfer, Launchboard, etc., the college would benefit from additional staff support in research and planning to provide outreach and training to the faculty and staff so they can use the information provided by these tools in working with students and making improvements to their programs. We are often operating in a data rich, but information poor environment.
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.	X 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 staff to refer students to academic and non-	○ 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 support/improve teaching and learning ● Providing updated information across the

			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.	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)

1. Please briefly explain why you selected this rating.
   a. Merritt College has a well-funded professional development program that is used for faculty travel and for Flex Day professional development. Additionally, we run a biannual Strategic Summit to take stock of our efforts to date on various initiatives. At the same time, we have not taken advantage of this culture of professional development to guide the college toward a particular goal (such as Guided Pathways). We have not come up with an effective means to reflect on the results of assessment or to draw a straight line between measures for success and activities to impact those measures. In other words, it is commonly known that our success rates in Math and English are lower than the state average; however, we have not come up with a focused way connect the dots between that measurement and our activities to improve student learning.
2. Describe one or two accomplishments the college has achieved to date on this key element.
   a. Regular Flex Day activities.
   b. Well-funded professional development.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   a. The Professional Development Committee is charged to review and recommend professional development activities. We would need for this committee to engage in a relentless mission to inform the College about Guided Pathways and to link professional development activities to the "inquiry, design, and implementation" of Guided Pathways.
   b. Including Student Services personnel and other classified professionals in professional development Flex Days since they are usually serving students when these activities take place (e.g., the beginning of the term).
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**
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.	X 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.
   a. Assessment of learning is happening across the college at the course, program, and institution level for SLOs, SAOs, and AUOs; however, the results of that assessment are difficult to get to due to TaskStream's inherent technical difficulties. We link our outcomes assessment to our planning but it may appear more *pro forma* than actual. The College needs to be more intentional about reviewing the results of assessment leading toward course, program, and institutional improvements.
2. Describe one or two accomplishments the college has achieved to date on this key element.
   a. Regular and systematic review of outcomes assessment.
   b. Consistent support for faculty through a cadre of outcomes coordinators (one linked to each division.)
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   a. We are experiencing "accountability" fatigue since we have been on sanctions for this. We would need to use GPs as an opportunity to engage in a culture of intentionality around assessment.
   b. Sustainability of the current Outcomes Assessment cadre of coordinators has been considered not viable for much longer; after three years of reassign time of its faculty members to perform this function, the college has determined that the high level of assistance expected by faculty is not sustainable.
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**
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 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.	○ College is currently not assessing and documenting or planning to assess and document individual student's learning.	X 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.

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

1. Please briefly explain why you selected this rating.
   a. As mentioned above, the College can do better at having robust, campus-wide discussions about the results of assessment of student learning. We can do better at drawing a straight line between assessment and measurable improvements.
   b. More departments need to use the results of assessment for improved instruction and program improvements.
2. Describe one or two accomplishments the college has achieved to date on this key element.
   a. 100% assessment of all courses and programs this term.
   b. The College has a high-functioning Student Learning Outcomes and Assessment Committee (SLOAC).
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
   a. We have just transitioned to a new tool for tracking outcomes assessment. It may be difficult to train faculty and staff on this new tool while at the same time asking them to think differently about the results of assessment.
   b. Communication of the results of assessment needs to be more accessible to students and faculty across disciplines.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?
   a. Are the results of learning outcome assessments available to students? Faculty cannot see the results of other learning outcomes assessment easily. In addition, are we at a point where we can compare year over year change in the actual assessment results, not just completion of an assessment. I think we are somewhere between early adoption and scaling.

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.	X 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.
    a. Many of our CTE programs have a work based learning component, including internships/externships. We are revitalizing our Career and Job Center and the associated opportunities to learn not only about careers and jobs but about the soft skills necessary to get and keep a job. PCCD does offer Study Abroad.
2. Describe one or two accomplishments the college has achieved to date on this key element.
    a. Existing Cooperative Education courses in many disciplines. Existing efforts to create non-credit workshops on soft skills.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
    a. Our Career and Job Center needs to be re-opened and staffed. We also need staff to expand our efforts to develop more externship opportunities.
    b. Our Career Center needs a Career Counselor to guide and coordinate services while also working on career counseling for individual students.
    c. The College needs to review and revise the expectation of our COPED faculty and their role relative to supporting the skill development of students.
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
   X Early Adoption
   ○ Scaling in Progress
   ○ Full Scale

   Please briefly explain why you selected this rating:
   a. Stepping back and reflecting on Merritt College's progress on the key elements with "inquiry, design, and implementation" reveals that we are at various stages of development toward Guided Pathways. We have many of the key ingredients necessary to be successful but will need to engage the various constituencies to commit to this framework. Key in these efforts will be strong leadership from the administration, faculty, staff, and students. In particular, our administration needs to make the development and implementation of GPs a top priority. Additionally, we will need expand our institutional research capacity to get the data necessary to "see" our challenges more clearly and to allow us to set metrics and evaluate our progress along the way.

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:
   a. We will need to dedicate our resources (people, time, dollars, technology, etc) to this framework. Without a doubt, if we don't make this a priority, it will not likely succeed.
   b. The College needs to further develop a culture of inquiry and evidence-based planning and evaluation. This means not only leadership, staff support, and resources for research and planning, but creating the structured times and places to discuss student achievement and outcomes data, as well as ensuring the implementation of determined plans of action. We need to systematically address the hard facts and truths about our student success and achievement and review our current plans and initiatives in order to integrate them and refocus them toward this framework.
   c. The College welcomes outside assistance in the form of IEPI PRT visits, statewide conferences, and other professional development opportunities.

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your college.
   a. Aside from the various existing initiatives to support student success (highlighted above) which could be considered foundational elements of guided pathways, the explicit discussion/ implementation as a Guided Pathway, does not exist.

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?
   a. Our college will need to do a comprehensive "step back" to review our current planning and strategic goals and directions to see where we can adapt or modify our current efforts toward the Guided Pathways framework.
   b. We will need to consider "inquiry, design, and implementation" within a multi-college District to ensure appropriate coordination.

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 info Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team of the college. With submission of this document, we indicate our commitment to adopt a guided pathways frame

Merritt College

_____

Name of college

Self-Assessment Signatories

	Julina Bonilla	
Signature, President of the Governing Board	Printed Name	Date signed
	Dr. Marie Elaine Burns	
Signature, Chief Executive Officer/President	Printed Name	Date signed
	Dr. Mario Rivas	
Signature, Academic Senate President	Printed Name	Date signed
	Dr. Jeffrey N Lamb	
Signature, Chief Instructional Officer	Printed Name	Date signed
	Dr. Carlos McLean	
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