



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

Revised February 2019, November 2019

Institution Name: Merritt College

Date: February, 2020

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

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

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

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

Equity Considerations

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

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

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

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

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i> | Next Steps Toward Implementing Practice at Scale & Timeline |
|---|---|---|---|
| <p>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</p> | | | |
| <p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? | | | |
| <p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p> | <p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>The Merritt GP Core Team has consulted with counterparts at Laney who had a successful rollout of meta-majors, which Laney is calling “Interest Areas.” To ensure consistency across our 4-college district, Merritt will use the same terminology. The Core Team intends to mirror Laney’s development process as well.</p> <p>In 2019-20, to ensure a firmer foundation on which to build meta-majors, our Pillar 1 Lead and Curriculum Committee Chair has prioritized fixing an existing compliance issue: bringing courses and programs up to date in the CurriQnet system. To that end, the GP Team helped Merritt administration launch a public push to compel faculty to uphold this important responsibility. Thus far, compliance has increased from its starting point of 30% to over 60%.</p> | <p><i>Next steps: (1,000 character)</i></p> <p>Spring 2020: begin dialog re: meta-majors (“Interest Areas”) in small groups: student focus groups, Curriculum Committee, Counseling Department. Draft names of Interest Areas and the degrees/certificates belonging to each. Bring draft to Council of Department Chairs for first review.</p> <p>Fall 2020: At Fall Flex (PD) Day, present proposed Interest Areas to campus at large for wider feedback/approval. Take finalized Interest Areas through Shared Governance committees for approval.</p> <p><i>Timeline for implementing next steps:</i> Spring/Fall 2020</p> |
| <p>1. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance xConnections with other GP teams</p> | | <p><i>Challenge or barrier: (1,000 character)</i></p> | <p><i>Support Needed – Detail: (1,000 character)</i></p> |

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|---|--|--|--|
| Regional training x Technology Other | x On campus /individual training x Reporting/data | | How did CCSF create its ingenious “wheel” of Interest Areas with a career interest survey in the middle? We love the design! |
| b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area. | <i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale | <i>Progress to date: (2,500 character)</i> Implementation varies by department. Many of Merritt’s Career Education (CE) programs can substantiate excellent job placement rates post-completion, while others struggle with personnel turnover and related structural challenges. CE Programs consult with their respective Advisory Boards to ensure that courses and programs are relevant to regional employment needs. Merritt’s Associate Degrees for Transfer are typically more successful at leading students to further education than “local” AA/AS degrees. The Merritt Website needs a complete overhaul to effectively convey this information to students. After 18 months without a campus researcher, Merritt’s recent hiring of a full-time Director of Research helps further this goal by using data to determine outcome effectiveness so that resources and support are applied where they are most needed. <i>Term, if at scale or scaling:</i> | <i>Next steps: (1,000 character)</i> Hire Job Placement Counselor Use outcomes data to illustrate the effectiveness and relevance of Merritt’s programs. Make the above information clear and accessible on Merritt’s website and in the Catalog. When reasonable effectiveness cannot be demonstrated, offer resources, support and mentorship to those programs. <i>Timeline for implementing next steps:</i> Job Placement Counselor: Fall 2020 Use of data: Ongoing Website overhaul: 2021 |
| 1. b. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance X Regional training X Technology Other | x Connections with other GP teams x On campus /individual training x Reporting/data | <i>Challenge or barrier: (1,000 character)</i> Labor market data is not readily available for many CE programs. Merritt has “data challenges:” for example, no systematic way to track which colleges | <i>Support Needed – Detail: (1,000 character)</i> Regional coordination, information from local businesses, job development/ agreement to place Merritt students in local businesses. |

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| | | and universities Merritt students transfer to. Each CE Program is responsible for its own job placement data collection, rather than a coordinated college-wide effort. | Software that tracks students after they leave Merritt. At a recent GP workshop, we heard of one CCC using “Alumni Tracker” – tell us more! |
| <p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p> | <p><i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Our Career Education programs used Strong Workforce dollars to hire a web designer to create the “Merritt HUB,” which showcases Merritt’s CE programs through video interviews with faculty, students, and graduates. The HUB is not “live” and has not yet been integrated into the wider college website, so this is the next step that GP Team is helping to plan and finance.</p> <p><i>Term, if at scale or scaling:</i></p> | <p><i>Next steps: (1,000 character)</i></p> <p>Increase number of local businesses in the Merritt Hub and College Central</p> <p>Integrate Merritt HUB into Merritt College website; requires overall website upgrade</p> <p>Info on “further education opportunities” to be developed by non-CE academic departments and integrated into college website and Catalog.</p> <p>Create full program maps for programs and/or departments where more than a 2 year degree is needed. Market these programs as a cost-savings: halfway to BA-History, BS-Engineering, etc. Identify career options for these areas including salary information/student testimonials.</p> <p><i>Timeline for implementing next steps:</i> Website: 2020-21</p> |
| <p>1. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance x Connections with other GP teams X Regional training x On campus /individual training X Technology x Reporting/data Other</p> | | <p><i>Challenge or barrier: (1,000 character)</i></p> <p>Understanding and communicating “Scope of Work” needed for website overhaul. Finding a capable, honest, flexible contractor. Existing website is antiquated, so challenges and delays with website overhaul must be planned for.</p> | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Please share links to “model CCC websites” that have done a particularly good job of implementing Guided Pathways principles.</p> |

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|--|---|---|--|--------------------------------|--------------|------------------|-------|--|--|--|--|
| <p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</p> | <p><i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>The Merritt GP Team, under leadership of Pillar 1, has contracted with a software developer to draft program maps. Prototypes are in progress with revisions pending GP Team feedback.</p> <p><i>Term, if at scale or scaling:</i></p> | <p><i>Next steps: (1,000 character)</i></p> <p>Involve academic departments, Counseling faculty and GP committee in making 2nd draft of the program maps.</p> <p>Compile program maps and vet them through shared governance for feedback, improvements and approval.</p> <p>Integrate scheduling functionality with program mapping tool to plan timing of course offerings.</p> <p><i>Timeline for implementing next steps: 2020-21</i></p> | | | | | | | | |
| <p>1. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>X Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>X Technology</td> <td>x Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table> | Policy guidance | Connections with other GP teams | X Regional training | On campus /individual training | X Technology | x Reporting/data | Other | | | <p><i>Challenge or barrier: (1,000 character)</i></p> <p>Delays in contract approval for Program Mapping contractor.</p> <p>Many Merritt students have jobs and other responsibilities and can only attend school part-time: how do we create program maps for them?</p> <p>CCCCO and SCFF are biased toward full-time programs: 4 sequential semesters @ 15 units/semester. Not realistic for the majority of Merritt students. Solutions?</p> <p>Including scheduling information for program requirements (ease of planning for the student) – Integration with PROMT scheduling info or BI tool?</p> | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Institutional support to update program maps</p> <p>IT support to include scheduling information in program maps</p> <p>Relevant examples from other colleges: has anyone done both full-time and part-time program mapping?</p> |
| Policy guidance | Connections with other GP teams | | | | | | | | | | |
| X Regional training | On campus /individual training | | | | | | | | | | |
| X Technology | x Reporting/data | | | | | | | | | | |
| Other | | | | | | | | | | | |

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|---|--|--|---|
| | | Determining a way to indicate milestones (e.g. pre-requisites) in a visual format easily discernable for the students | |
| <p>e. Required math courses are appropriately aligned with the student's field of study <i>(Note: This essential practice was moved from Area2)</i></p> | <p>Place an X next to one:</p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>X At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Merritt's Math Department has developed two Math Pathways for incoming students: BSTEM for business, science, technology, engineering and math majors, and SLAM for social science and liberal arts majors. The foundational course for BSTEM is Precalculus, with the option to add a support course per AB705. Foundational course for SLAM is Statistics, with the option to add a support course per AB705.</p> <p>On both the BSTEM and SLAM pathway, transfer-level math is the default placement for incoming students.</p> <p>Term, if at scale or scaling: Fall 2019</p> | <p><i>Next steps: (1,000 character)</i></p> <p>Promote enrollment in BSTEM math courses</p> <ul style="list-style-type: none"> - Reach out to high school math instructors in Merritt service area? <p>Make it clearer to students (via website, online orientation, and initial counseling session) that their choice of 1st math course depends on their career goal in broad terms: liberal arts/social sciences vs. business/lab sciences/engineering.</p> <p><i>Timeline for implementing next steps:</i> Fall 2020</p> |
| <p>1. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training x On campus /individual training</p> <p>xTechnology Reporting/data</p> <p>Other</p> | | <p><i>Challenge or barrier: (1,000 character)</i></p> <p>How to sustain Communities of Practice for Precalculus, Trig and Calculus I?</p> <p>Lack of interest from faculty to participate in communities of practice.</p> | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Institutional support for Math Communities of Practice. Examples of other CCCs that have addressed this.</p> |

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|---|---|---|--|
| <p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? | | | |
| <p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>While not “every” new student receives this level of guidance and attention, the following programs and K-12 partnerships provide a more holistic onboarding experience for incoming students:</p> <p>(1) First Year Experience: 4 cohorts (45 students each) progress together through a yearlong series of linked Counseling and English courses. These students are recruited from area high schools and are walked through the application and enrollment process with help from Merritt faculty/staff. Their required Counseling courses include units on College Success, Career Exploration, field trips to 4-year institutions, and development of a Comprehensive Student Education Plan (CSEP). This program has had retention rates as high as 100%.</p> <p>(2) Puente: 2 cohorts, similar Learning Community to FYE, Latinx focus, with goal of transfer; college/UC visits.</p> <p>(3) Sankofa: Affinity Group for students with AFRAM focus: dedicated</p> | <p><i>Next steps: (1,000 character)</i></p> <p>Continue/enhance partnerships with local high school counselors to help new students enter one of Merritt’s existing onboarding programs.</p> <p>Improve website and online orientation such that existence of these programs is clear to incoming students who may then self-select/apply for these programs.</p> <p>Start campus-wide dialog on whether a Counseling course should be required for all new students, thereby catching those students who don’t fall into existing Learning Community or Affinity Groups.</p> <p>As an interim step, strongly urge all faculty to require their students to turn in a Comprehensive Education Plan as an assignment. Nursing, Radiologic Science and Child Development already follow this practice.</p> <p>Explore options for institutionalizing in-person Orientation in addition to online</p> |

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| | | <p>counselor, career and college success workshops, HBCU and college visits</p> <p>(4) EOPS/CARE/CalWORKS/NextUP: Affinity Group like Sankofa, but for low-income, 1st-time college students, CalWORKS recipients, and former foster youth. Each gets dedicated counselor, develops CSEP, and receives financial/material support.</p> <p>(5) Veterans Services: Affinity Group for Veterans and Military Family: each gets dedicated counselor, career planning, CSEP development and financial/material support.</p> <p>(6) Athletics: Team athletes move as a cohort through Kinesiology courses appropriate to their team; coaches act as recruiters/case managers and all athletes have a dedicated counselor for CSEP and career development.</p> <p>(7) Street Scholars Peer Mentoring Program offers onboarding and ongoing support services to formerly-incarcerated and systems-impacted students</p> <p>(8) Any student who enrolls in Counseling 24 (College Success), 30 (Personal Growth & Development) or 57 (Career & Life Planning) receives the guidance specified in 2A and develops a CSEP.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | <p>Orientation. Conduct student focus groups to learn what students wish they would have known in their first week, and how best to convey that information.</p> <p>Gather data re: what proportion of Merritt students are members of groups listed at left?</p> <p><i>Timeline for implementing next steps: 2020-21</i></p> |
| <p>2. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance x Connections with other GP teams</p> <p>X Regional training x On campus /individual training</p> <p>xTechnology x Reporting/data</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Website needs full overhaul. To maintain and continuously update the overhauled website, Merritt needs a permanent, full-time</p> | <p><i>Challenge or barrier: (1,000 character)</i></p> <p>How to fund the two permanent positions named in previous column?</p> |

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| Other | | <p>Webmaster. PIO/marketing position also strongly recommended.</p> <p>Online Orientation must be overhauled, made mandatory and regularly updated.</p> <p>Coordination with District Office re: removing unnecessary enrollment holds</p> | <p>Who will do this and how will it be funded?</p> <p>District willingness?</p> |
| <p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s <u>major program areas</u>.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>All students have the option to enroll in transfer-level Math and English courses accompanied by a support course. Students are recommended or required to take one or more of these support courses based on their overall high school GPA and grades/completion of high school English and Math, per AB705. Support courses include embedded tutors, more time with instructors, more individualized attention, and time to address students’ knowledge gaps in foundational areas.</p> <p>While such widely-available support courses have not yet been developed for “gateways” to specific majors, faculty typically use the major’s initial course (e.g. RadSci 1A, ADJUS 21) to assess student preparedness and ensure students get the support they need. Examples include referrals to: free tutoring available in the campus Learning Center, wraparound support offered by the onboarding programs listed in Section 2A, and courses, support and accommodations offered by Student Access Services.</p> | <p><i>Next steps: (1,000 character)</i></p> <p>Increase the number of transfer level math and English courses taught with support. Continue to develop the effectiveness of the support courses.</p> <p>Begin exploration of “gateway courses” in meta-majors, once meta-majors are developed.</p> <p>Increase the number of faculty trained to teach “gateway courses.”</p> <p><i>Timeline for implementing next steps: 2020-21</i></p> |

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| | | Term, if <i>at scale</i> or <i>scaling</i> : | |
| <p>2. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Examples of “Gateway Courses” in disciplines other than Math and English</p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
| <p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” <u>math</u> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p> | <p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress X At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>In Fall 2019, Merritt’s Math department rolled out 2-unit Support Courses that students may take concurrently with Statistics and Precalculus. Preliminary student success data shows a stunning improvement in first-time math pass rates: in Fall 2015, 15% of first-time math-takers passed transfer-level math within 2 semesters. In Fall 2019, with support courses fully implemented, that number rose to 48% - after just ONE semester!</p> <p>Merritt’s Math department also increased the number of Math Jams to 3 per year (one winter and two summer math jams, each one week long). Students gain math confidence in a self-paced environment with the aid of a math instructor.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p> | <p><i>Next steps: (1,000 character)</i></p> <p>In the “course search” function of the student enrollment system, clarify the notation of Math courses with and without support.</p> <p>Increase effectiveness of support courses through training and professional development</p> <p>Explore enhancing Math Jam to support STEM programs, i.e. CIS, NURS, etc.</p> <p><i>Timeline for implementing next steps:</i> Fall 2020</p> |
| <p>2. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> <p>While the first-time pass rate of transfer-level Math courses skyrocketed, the</p> |

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|---|--|--|--|
| xTechnology Other xReporting/data | | Technical support re: notation of Math and English courses with and without support such that students can easily see which is which and the scheduling impact of each. | overall number of students enrolling in math courses in their first semester dropped 40% from 2015. While the cause of this decrease is currently unknown, possibilities include: (a) more students entering CE programs, which may not require transfer-level math; (b) transfer-level math plus a 2-unit support course = 6 units, half a full-time load, which may be off-putting for first-semester students; (c) online “course search” menu does not clearly explain which courses have attached support and which do not and the associated scheduling impact, resulting in student confusion/avoidance of math altogether, (d) it’s unclear whether enrollment numbers included high school students taking Merritt math courses through dual-enrollment. How to find ongoing funds for Math Jam? |
| d. Special supports are provided to help academically underprepared students to succeed in the “gateway” <u>English</u> courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019) | <i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress X At scale | <i>Progress to date: (2,500 character)</i> Support courses for English 1A have been institutionalized: a series of two or three noncredit workshops (free of charge) that students take concurrently with ENGL 1A, per AB705 guidelines. <i>Term, if at scale or scaling:</i> Fall 2019 | <i>Next steps: (1,000 character)</i> In the “course search” function of the student enrollment system, clarify the notation of English courses with and without support. Increase effectiveness of support courses through training and professional development Discuss development of English Jams or other summer/winter bridge programs to improve students’ readiness for ENGL 1A. <i>Timeline for implementing next steps:</i> |

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i> | Next Steps Toward Implementing Practice at Scale & Timeline |
|--|---|--|---|
| | | | 2020-21 |
| <p>2. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology x Reporting/data Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Data on Fall19/Spring20 success rates in ENGL 1A post-rollout of support workshops</p> | <p><i>Challenge or barrier: (1,000 character)</i></p> |
| <p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>For students with learning or intellectual disabilities, support is scaffolded such that those who can succeed in mainstream courses with support are given the accommodations they need, such as alternative test environments, assistive technology, specialized tutoring and note-taking services. For those whose disabilities are severe enough to make success in mainstream courses unlikely even with accommodations, Merritt’s Learning Resources department offers both credit and noncredit courses such as “Basic English for Life and Career Success” and “Basic Math for Life and Career Success,” coupled with career exploration and job-readiness training.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | <p><i>Next steps: (1,000 character)</i></p> <p>Very few faculty are using Starfish to flag students at risk, including those who arrive in their classes “very poorly prepared.” Admittedly, it’s extra work and many faculty aren’t comfortable with the software. To give Starfish one last push before deciding to abandon it, GP has discussed paying small stipends to faculty who use Starfish.</p> <p>As an interim step, we should increase faculty awareness of the many intensive support services available on campus (EOPS, Street Scholars, SAS, Health Center, etc.) so that they can inform struggling students.</p> <p>Student focus groups: make this a topic of upcoming student focus groups – how can Merritt better support</p> <p><i>Timeline for implementing next steps:</i> Fall 2020</p> |
| <p>2. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training x On campus /individual training X Technology x Reporting/data</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> <p>Many poorly prepared students do not persist until the end of the course and</p> |

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i> | Next Steps Toward Implementing Practice at Scale & Timeline |
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| Other | | <p>Institutional support to purchase computer software for students. Computer loan program for students</p> <p>Data on why students leave Merritt: exit interviews?</p> | <p>often the cause of them leaving is unknown.</p> <p>This type of research is difficult, time-consuming and labor-intensive. How can we address this capacity issue?</p> |
| <p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>X Scaling in progress</p> <p>At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Merritt has a robust dual-enrollment program in partnership with Oakland Unified School District. We work with students in disciplines throughout the college. Efforts are being made to engage students to enroll in CE programs connected to their dual-enrollment courses if they are of interest.</p> <p>Merritt hosts two large, well-attended trainings per year for high school counselors to give these crucial referral sources accurate, updated information about Merritt’s programs that they will share with their advisees.</p> <p>Several Learning Communities and Affinity Groups listed in Section 2A conduct outreach on-site at area high schools, thereby actively recruiting Merritt students and helping them onboard with appropriate support.</p> <p>Though Merritt has yet to create an official “Outreach” position or office, a handful of dedicated employees routinely organize tours of Merritt’s campus for local high school students. Similarly, these individuals table for Merritt at community events such as the Laurel Street Fair.</p> | <p><i>Next steps: (1,000 character)</i></p> <p>Increase the number of dual enrollment offerings within OUSD and other high school districts. Improve communication between high schools and Merritt. Develop more opportunities for high school sector and college sector to interact (scheduling, curriculum, teaching pedagogy, rigor, etc.)</p> <p>Many programs and individuals have built strong partnerships with area high schools and community groups, but these efforts are not coordinated; they happen in silos. A solution may be to work with administration to officially assign this task so that we can maximize our outreach more efficiently, sharing resources where appropriate.</p> <p><i>Timeline for implementing next steps:</i> Summer-Fall 2020</p> |

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i> | Next Steps Toward Implementing Practice at Scale & Timeline |
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| | | Merritt offers the Adelante Summer Bridge program for graduating high school Seniors. Term, if <i>at scale</i> or <i>scaling</i> : Fall 2019 | |
| 2. f. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data | | <i>Support Needed – Detail: (1,000 character)</i> | <i>Challenge or barrier: (1,000 character)</i> Syncing OUSD and PCCD calendars Batch enrollment process needs help |

| GUIDED PATHWAYS ESSENTIAL PRACTICES | Scale of Adoption at Our College | Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i> | Next Steps Toward Implementing Practice at Scale & Timeline |
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| <p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? | | | |
| <p>3. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Students in each program mentioned in section 2A get their own dedicated counselor who follows their progress until they leave Merritt. Some programs require students have a minimum of 3 counseling appointments per semester in order to qualify for material benefits like book vouchers and school supplies. Students in these “high touch” Learning Communities and Affinity Groups benefit from “invasive counseling.”</p> <p>Students who do not participate in any of the programs specified in 2A are more likely to see multiple counselors, or no counselor, in the course of their Merritt careers, and confusion about majors and requirements is the likely result. Merritt offers limited online counseling services for distance learners.</p> <p>Since Merritt’s academic advising staff is not large enough to provide “every” student with individualized career and academic advising, other methods of monitoring students’ progress must be explored. One idea is to revive Orientation classes (1 unit) that were formerly taught by the Counseling</p> | <p><i>Next steps: (1,000 character)</i></p> <p>If personnel increases are financially impossible, building out Passport’s “degree and transfer audit” module will help address the shortfall.</p> <p>Increase participation in support programs listed in Section 2A through website and online orientation such that existence of support programs is clear to incoming students who may then self-select/apply for these programs, where they will receive dedicated counseling.</p> <p>As an interim step, strongly urge all faculty to require their students to turn in a Comprehensive Education Plan as an assignment. Nursing, Radiologic Science and Child Development already follow this practice.</p> <p>Explore departmental/program role in progress monitoring: to what extent are faculty and staff willing/able to advise students on their progress? What support is needed?</p> <p><i>Timeline for implementing next steps:</i> 2020-2021</p> |

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| | | <p>Department. Another is to build out Passport's ability to auto-award degrees and track students' progress toward degrees, certificates and transfer. A third is to partner more directly with academic departments/CE programs</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | |
| <p>3. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training x On campus /individual training X Technology x Reporting/data Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p>IT help: Programmer to develop a ruleset to determine all permutations of coursework leading to all awards, degrees, certificates (including progress toward stackable certificates).</p> | <p><i>Challenge or barrier: (1,000 character)</i></p> <p>Counselors currently track program progress by hand; capacity issues.</p> |
| <p>b. Students can easily see how far they have come and what they need to do to complete their program.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>This function is still in development and will be addressed by rollout of Program Maps, as well as clearer messaging in the Merritt website and Catalog.</p> <p>See “Invasive Counseling” in 3A: students in these programs typically have a better understanding of their progress due to regular counseling appointments.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | <p><i>Next steps: (1,000 character)</i></p> <p>Develop online student progress tracker that tells each individual student their progress on their path. Tracker would also determine other areas in which they are close to receiving a degree or certificate.</p> <p><i>Timeline for implementing next steps: 2020-21</i></p> |
| <p>3. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance x Connections with other GP teams Regional training On campus /individual training X Technology X Reporting/data Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Integration of program mapping software with personal student records – or get District to prioritize designing the Degree/Transfer Tracker functions in our existing PeopleSoft/Passport system.</p> | <p><i>Challenge or barrier: (1,000 character)</i></p> <p>Examples of degree tracker software?? District cooperation. If framed as a money-saver (in labor costs) and money-maker (in SCFF), perhaps the district will develop this module.</p> |
| <p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring</p> | <p><i>Progress to date: (2,500 character)</i></p> | <p><i>Next steps: (1,000 character)</i></p> |

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| <p>supports in place to intervene in ways that help students get back on track.</p> | <p>X Not systematic Planning to scale Scaling in progress At scale</p> | <p>Merritt struggles in the “early alert” area as there is no systematic process that enables faculty/staff to easily flag at-risk students. Even when such “flagging” occurs, follow-up may be constrained by capacity issues. Few faculty are using Starfish; referrals for support happen if faculty are comfortable intervening with students in person.</p> <p>The prompts in this section do not explicitly address the life challenges most likely to derail Merritt students in particular: poverty, homelessness, food insecurity, illness/lack of access to medical and mental health care, substance abuse, exposure to violence, and inadequate time to balance work, family responsibilities and classes. Many, though not all, of these student needs are addressed by the programs listed in Section 2A. In addition, Merritt offers free mental health counseling and crisis intervention in our Health Center; referrals for emergency housing, food and medical care; Personal Care Kits for housing-insecure students; and a biweekly Food Pantry.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | <p>Offer faculty stipends as incentive for using Starfish; offer ongoing Starfish training to increase faculty comfort with the software.</p> <p>Offer faculty/staff training in how to approach at-risk students face-to-face, how to have a supportive conversation about student needs and how to give students a “warm hand-off” to the many services available on campus</p> <p><i>Timeline for implementing next steps:</i> Fall 2020</p> |
| <p>3. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training xTechnology x Reporting/data Other</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Identify reliable software that connects students with services (Many colleges have abandoned Starfish)</p> | <p><i>Challenge or barrier: (1,000 character)</i></p> <p>Capacity issues: not enough personnel nor enough resources dedicated to support programs that help students overcome barriers to completion.</p> |
| <p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic</p> | <p><i>Progress to date: (2,500 character)</i></p> | <p><i>Next steps: (1,000 character)</i></p> |

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| <p>culinary arts, to redirect them to another more viable path to credentials and a career</p> | <p>Planning to scale Scaling in progress At scale</p> | <p>Implementation varies by department. For example, some programs (such as Nursing) assist rejected applicants by suggesting remediation coursework or alternative programs in a related field (such as Medical Assisting)</p> <p>These conversations also occur during Counseling appointments, but students must initiate. Counselors often guide students toward stackable certificates as an entry to the student’s desired field, thereby building the student’s confidence, resume and work-readiness while also affording them a “real-world” view of their chosen career area. Counselors frequently advise students to further explore career options in Counseling 57, Career and Life Planning, and to take advantage of the career exploration software on our website, such as Road Trip Nation.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | <p><i>Timeline for implementing next steps:</i></p> |
| <p>3. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training</p> | | <p><i>Support Needed – Detail: (1,000 character)</i> How are other CCC’s addressing this issue? Can you share specific examples?</p> | <p><i>Challenge or barrier: (1,000 character)</i> Where does “redirection” end and “tracking” begin? How do we keep implicit bias out of recommendations?</p> |
| <p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>Merritt has implemented Block Scheduling so that courses don’t overlap because they all start and end within established time blocks.</p> <p>To meet students’ diverse scheduling needs, Merritt adopted the WHOA campaign, wherein faculty are encouraged to offer more Weekend, Hybrid, Online and Afternoon courses.</p> | <p><i>Next steps: (1,000 character)</i></p> <p>While we’ve greatly increased accessibility by offering courses in multiple formats (online, hybrid, F2F) and in multiple time frames (morning, afternoon, evening, weekend), our next challenge is to think programmatically, not just course by course. For example, certain courses that are required to complete a degree or certificate are rarely if ever offered, and there is no reliable way to predict if a given course will be offered in Summer, Fall or Spring. Program</p> |

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| | | <p>The Peralta District is now using a district-wide scheduling tool called POST that enables colleges to plan schedules from a district-wide perspective. For example, if Business 1A is being offered face-to-face on Mon/Wed mornings at 2 of our 4 campuses, it serves students better to offer Merritt’s sections of Business 1A on Tues/Thurs, in the afternoon or evening, or on weekends.</p> <p>There is a robust evening schedule of courses. In some cases, entire programs are offered at night to accommodate students who work full-time: examples include Child Development, Real Estate, and Community Social Services. All prerequisites for ADN and BSN programs are now offered in both day and evening formats.</p> <p>Merritt has vastly increased its online sections to accommodate distance learners and employed/busy students.</p> | <p>Mapping can address some of these challenges. Another alternative is for departments and programs to clearly state online an in the catalog, “This class is offered in Fall Semester only” so that students and advisors can plan ahead.</p> <p><i>Timeline for implementing next steps:</i> 2020-21</p> | | | | | | | |
| <p>3. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table> | Policy guidance | Connections with other GP teams | Regional training | On campus /individual training | Technology | Reporting/data | Other | | <p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Examples of software or other methods by which colleges ensure that necessary courses are offered when students need them.</p> | <p><i>Challenge or barrier: (1,000 character)</i></p> <p>Many lab courses do not fit into a block scheduling format</p> <p>Some programs offer too many courses in one modality – online vs face-to-face</p> <p>Budget cuts and FTEF reduction causes colleges to offer fewer courses and decrease availability of course sections</p> |
| Policy guidance | Connections with other GP teams | | | | | | | | | |
| Regional training | On campus /individual training | | | | | | | | | |
| Technology | Reporting/data | | | | | | | | | |
| Other | | | | | | | | | | |

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| <p>Equity Considerations in Area 4:</p> <ul style="list-style-type: none"> • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? | | | |
| <p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p> | <p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p> | <p><i>Progress to date: (2,500 character)</i></p> <p>(1) Program Reviews (due every 3 years) and Annual Program Updates (due every non-Program Review year) address this issue.</p> <p>(2) Student Learning Outcomes are submitted annually and are typically tied to success metrics in each respective field.</p> <p>(3) Programs must be kept updated in CurriQnet, per statewide regulations. At present, only 30% of Merritt programs are in compliance. Guided Pathways is collaborating with the Curriculum Committee to (a) incentivize compliance and (b) clarify faculty responsibilities in this area, possibly through better new-faculty orientation and/or system alerts.</p> <p><i>Term, if at scale or scaling:</i></p> | <p><i>Next steps: (1,000 character)</i></p> <p>Highlight further education and employment outcomes targeted by each program in college catalog and college website – could we create an inventory of employment outcomes?</p> <p><i>Timeline for implementing next steps:</i> Dec 2020</p> |
| <p>4. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training</p> | | <p><i>Support Needed – Detail: (1,000 character)</i></p> | <p><i>Challenge or barrier: (1,000 character)</i></p> <p>Many programs have outdated curriculum that present options to the student that are no longer relevant</p> |

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i> | Next Steps Toward Implementing Practice at Scale & Timeline |
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| Technology Reporting/data Other | | | |
| b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i> | <i>Place an X next to one:</i> Not occurring X Not systematic Planning to scale Scaling in progress At scale | <i>Progress to date: (2,500 character)</i> Many programs have active learning components – lab courses / field trips/ internships / discovery-based learning / self-paced learning / project-based learning / presentations / poster sessions. This is currently done at the department or program’s discretion. Some departments are experimenting with joint assignments, such as Nutrition and English, to improve the writing skills of Nutrition program students. <i>Term, if at scale or scaling:</i> | <i>Next steps: (1,000 character)</i> Encourage more programs to include an experiential learning component in each of their introductory courses. Track the courses that include these experiences <i>Timeline for implementing next steps: 2020-21</i> |
| 4. b. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Regional training Technology Other Connections with other GP teams On campus /individual training Reporting/data | | <i>Support Needed – Detail: (1,000 character):</i> Examples from other colleges | <i>Challenge or barrier: (1,000 character)</i> Ensuring that adjunct faculty include rich learning experiences for students – ensuring a consistently rich experience for students. Many students at Merritt take teachers and not courses. |
| c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework. | <i>Place an X next to one:</i> Not occurring X Not systematic Planning to scale Scaling in progress At scale | <i>Progress to date: (2,500 character)</i> Many CE programs have internship, externship and clinical rotation requirements: Nursing, Radiologic Science, Medical Assisting, Nutrition, Community Social Services, and Cybersecurity. While common in CE programs, such experiential | <i>Next steps: (1,000 character)</i> Encourage more programs to incorporate applied-knowledge experiences such as internships into requirements for program completion. |

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| | | learning opportunities are less-frequently seen in non-CE academic disciplines. Term, if <i>at scale</i> or <i>scaling</i> : | <i>Timeline for implementing next steps: 2021-22</i> |
| 4. c. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other | | <i>Support Needed – Detail: (1,000 character)</i> Examples of how other CCCs incorporate internships, service learning, etc. into program expectations. | <i>Challenge or barrier: (1,000 character)</i> |
| d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs. | <i>Place an X next to one:</i> Not occurring Not systematic Planning to scale X Scaling in progress At scale | <i>Progress to date: (2,500 character)</i> Efforts have been made to assess all student learning outcomes in all courses at the college over the course of 3 years. The SLOAC committee meets bi-weekly to track progress of program outcomes assessment. Term, if <i>at scale</i> or <i>scaling</i> : Fall 2018 | <i>Next steps: (1,000 character)</i> Continue to engage in college wide outcomes assessment work <i>Timeline for implementing next steps:</i> |
| 4. d. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other | | <i>Support Needed – Detail: (1,000 character)</i> | <i>Challenge or barrier: (1,000 character)</i> |
| e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. | <i>Place an X next to one:</i> Not occurring Not systematic X Planning to scale Scaling in progress | <i>Progress to date: (2,500 character)</i> Although outcomes assessment occurs regularly, the degree to which this assessment drives improvements in pedagogy is at each department or program’s discretion. | <i>Next steps: (1,000 character)</i> Flex Day workshops that offer examples of how a given program’s assessment results prompted a change in their teaching. |

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| | At scale | Term, if <i>at scale</i> or <i>scaling</i> : | <i>Timeline for implementing next steps: 2020-21</i> |
| 4. e. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other | | <i>Support Needed – Detail: (1,000 character)</i> | <i>Challenge or barrier: (1,000 character)</i> Engaging the college as a whole (adjuncts and full-time faculty) to participate in the development of assessment instruments and scoring student work |
| f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts. | <i>Place an X next to one:</i> Not occurring X Not systematic Planning to scale Scaling in progress At scale | <i>Progress to date: (2,500 character)</i> Assistance with resumes and portfolios occurs at the discretion of each department and/or program. Students may also get help with resumes and interview prep through resources such as Interview Stream and Road Trip Nation on our website, in courses such as Counseling 30, 57 and 207C Annual job fairs and the Career Education Open House helps connect students with potential employers. Term, if <i>at scale</i> or <i>scaling</i> : | <i>Next steps: (1,000 character)</i> Highlight programs and departments that excel in this area to serve as models and mentors for other departments. <i>Timeline for implementing next steps:</i> |
| 4. f. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other | | <i>Support Needed – Detail: (1,000 character)</i> | <i>Challenge or barrier: (1,000 character)</i> |
| g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development. | <i>Place an X next to one:</i> Not occurring X Not systematic Planning to scale | <i>Progress to date: (2,500 character)</i> CCSSE being administered Fall 2020 Noel Levitz Student Satisfaction survey administered Fall 2018. | <i>Next steps: (1,000 character)</i> Present results of these surveys to the campus during Flex Days and make them the basis of professional development workshops. |

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i> | Next Steps Toward Implementing Practice at Scale & Timeline |
|---|----------------------------------|--|---|
| | Scaling in progress At scale | Term, if <i>at scale</i> or <i>scaling</i> : | <i>Timeline for implementing next steps:</i> |
| 4. g. Support Needed? <i>Type of Support - place an X next to one or more:</i> Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other | | <i>Support Needed – Detail: (1,000 character</i> <i>Examples of how other CCCs have tied survey results to professional development.</i> | <i>Challenge or barrier: (1,000 character)</i> |

Additional REQUIRED questions:

| Student Engagement and Support | |
|---|--|
| STUDENT ENGAGEMENT | <i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor’s Office a system-wide qualitative measure of this effort.</i> |
| In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required) | <i>Place an X next to one or more:</i> X Student survey(s): Completed the Noel Levitz Student Satisfaction Survey in Fall 2018. Will be administering CCSSE in Fall 2020. Throughout the year, students complete Satisfaction Surveys in student service areas such as the Welcome Center and Counseling. X Students serve on campus GP advisory committee(s) – students have been invited/recruited through student government, InterClub Council and personal relationships with GP leadership, but follow-through has been spotty. X Student focus groups: in planning stages. X Other: Inter-Club Council President’s Address at FLEX day Spring 2020: presented student-administered research on various student satisfaction measures. |

| | |
|-------------------------|---|
| | <p>X Other: GP-led recruitment of students to serve on existing Shared Governance committees.</p> |
| | <p><i>Engagement Efforts - Details: (1,000 character)</i> See explanations above. In addition, GP presented at a student-government-run event on 2/19/20, “Student Soiree,” during which students signed up to be website testers and focus group participants. GP has gone to multiple student-government and Club meetings to gather input and recruit students for committee participation.</p> |
| COURSE ALIGNMENT | <p><i>How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college’s answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)</i> Course Alignment is “next level” for Merritt – see below.</p> |
| | <p><i>Course Alignment - Details: (1,000 character)</i> This is a growth area for Merritt: to function well enough as an institution that Student Education Plans drive course availability, rather than the other way around. As we continue to adopt and embrace the Guided Pathways mindset, a primary goal is to increase understanding and communication between Instruction and Student Services so that such a thing is possible in the future.</p> |

Additional OPTIONAL questions:

| Success Story | |
|--|--|
| SUCCESS STORY | <p>Optional: Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor’s Office will not share the information with outside parties without first obtaining your college’s consent. Note: All fields are required should you choose to include a success story.</p> |
| <i>Title:</i> Electronic Messaging to all Merritt Students | |
| <i>Follow-up Contact Person(s):</i> Lowell Bennett, Pillar III Lead: lbennett@peralta.edu | |
| <p><i>Challenge: (1,000 character)</i> Historically, Merritt has struggled to communicate important information to students in a timely, effective manner. Students missed crucial deadlines (such as the last day to drop a class and receive a W, last day to add classes, due date for degree petitions) because these</p> | |

deadlines were only published in the Course Schedule and their significance was not widely explained. Food from our biweekly Food Pantry would go unclaimed because students didn't know this service existed. Well-intentioned events such as transfer fairs, job fairs, skills workshops and presentations from visiting speakers were poorly attended because these events were advertised via flyers and word of mouth. Scholarship application deadlines were frequently extended for lack of student participation because students had not seen the handful of flyers advertising the scholarships. Event and scholarship organizers typically tried to reach students through the best-available means: sending the information to all faculty and staff through the campus email system, with a plea for faculty/staff members to make an announcement in their classes and service areas. There was no way to send the email directly to students: the Peralta District Office controlled access to students' contact information and only used mass messaging to announce emergencies such as earthquakes and health hazards resulting in campus closures.

Success Story: (10,000 character)

Since "knowing what's going on" is integral to "Staying on the Path," our Pillar III team chose to tackle Merritt's information gap as its signature 2018-19 project. Mr. Lowell Bennett, Pillar III Lead, persevered through thickets of red tape at both the campus and district level in his effort to gain access to technology that would allow messaging to all Merritt students through their personal email and mobile phones. Merritt has never had a Public Information Officer, let alone a Marketing Department, so Lowell conferred with PIOs at our Peralta sister, Berkeley City College, to acquire the training and information he needed. After getting buy-in from Merritt administration, Lowell investigated software and partnered with the District Office to harvest email addresses and mobile phone numbers for all students currently or recently enrolled at Merritt. He also studied best practices in student messaging and applied these principles as he crafted initial text and email announcements to students. Since the software tracked the number of messages opened, Lowell learned what type and format of message was most successful at reaching students. Event organizers now routinely forward their flyers to Lowell for inclusion in his next email/text blast, and Lowell has established a practice of prompting key players at Merritt to apprise him of upcoming deadlines affecting student success.

Outcomes: (1,000 character)

Now that Lowell is using GovDelivery to send regular informational updates to all students currently or recently enrolled at Merritt, attendance at events has soared, the Food Pantry "sells out" within the first hour, and more students are applying for scholarships and submitting degree petitions on time. Lowell's "We Want You Back" campaign reminds students to enroll early and encourages students who have left Merritt to return. Alerts that "late-start" and "2nd 8-week" classes are starting have resulted in better attendance and fewer drop/no-shows in these classes - particularly those in online format, where it's the student's responsibility to signal their "attendance" by logging into the course in Canvas. These outcomes have captured the attention of Merritt administration, resulting in a commitment to institutionalize mass messaging by creating a Public Information Office which will assume responsibility for maintaining this practice once the Guided Pathways grant ends.

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

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

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

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

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

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

Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults