



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

Revised March 2021

Institution Name: Merritt College

Date: March 15, 2021

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 2021. 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 2021.** For more information about the SOAA, please email guidedpathwaysinfo@cccoco.edu.

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

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><i>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</i></p>			
<p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • 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>X Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>In spring 2020, the Guided Pathways Core Team began developing Areas of Interest under the direction of the Guided Pathways Faculty Lead and Acting Vice President of Instruction. Two models (six-area and eight-area) were created and presented for review to the Counseling Department, a student focus group, and the collegewide community at the spring planning summit on May 1. Feedback collected via an online survey led to the recommendation of the eight-area model. The Areas of Interest were vetted and approved through the following participatory governance bodies during the fall 2020 semester:</p> <ul style="list-style-type: none"> • Council of Department Chairs and Program Directors – September 30 • Curriculum Committee – October 8 • Academic Senate – December 3 	<p><i>Next steps: (1,000 character) 2021-2022:</i></p> <p>Reorganize the presentation of programs, program maps, and pathways on the college website based on the Areas of Interest</p> <p>Market academic programs to prospective and new students through the Areas of Interest in outreach, orientation, and counseling</p>

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		The Areas of Interest shall be published in the 2021-2022 Merritt College Catalog.	
<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 Regional training x On campus /individual training xTechnology x Reporting/data Other</p> <p>X Technology X Other (Promotion)</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>The college administration and faculty have not committed to the use of the Areas of Interest as the basis for guiding students into appropriate academic pathways. Outside of the Guide Pathways Core Team, there have been no ongoing discussions about the implementation and promotion of the Areas of Interest. Furthermore, the college website needs to be revamped to reflect Guided Pathways principles.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>How did CCSF create its ingenious “wheel” of Interest Areas with a career interest survey in the middle? We love the design!</p> <p>Fiscal and human resources to improve the college website and advocacy to promote institutional buy in</p>
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<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>Through systematic technical review and curriculum approval processes, the Curriculum Committee ensures that all academic programs are designed to prepare students for further education and/or employment. Program outlines, as documented in CurriQunet, include clear descriptions of instructional content, course requirements, and career opportunities. In addition, CE programs must have documented local labor market information (from the Centers of Excellence) and advisory board meeting minutes to support their justification.</p>	<p><i>Next steps: (1,000 character)</i></p> <ul style="list-style-type: none"> • 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. <p><i>Timeline for implementing next steps: 2021-2022:</i></p> <ul style="list-style-type: none"> • Continue campaign to bring all active programs into

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		Three Career Education Counselors were hired for all CE programs to focus on the entire pathway from designing education plans to career placement.	compliance through a regular cycle of review and updating as part of the program review process.
<p>1. 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 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>Labor market data is not readily available for many CE programs.</p> <p>Merritt has “data challenges:” for example, no systematic way to track which colleges 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.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Regional coordination, information from local businesses, job development/ agreement to place Merritt students in local businesses.</p> <p>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>
<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring 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>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>Add “What can you do with this major?”to every degree page that cross-references to Areas of Interest and Career info like the Merritt HUB and Counseling’s Transfer Center page</p>

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		Term, if <i>at scale</i> or <i>scaling</i> :	<p>which details many 4-year transfer opportunities.</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>Upgrade all CE program web pages to clearly state where students currently work, what they are earning and most recent jobs info for each program.</p> <p><i>Timeline for implementing next steps:</i> Website: 2021-2022</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</p> <p>X Regional training x On campus /individual training</p> <p>X Technology x Reporting/data</p> <p>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></p> <p>Not occurring Not systematic X Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> Since the 2019-2020 academic year, Merritt has collaborated with independent contractor Irving Chin (DBA Tassel Software) to develop 75 program maps for associate degrees and certificates of achievement. Curriculum information and scheduling data have been provided to Mr. Chin to build preliminary program maps and a validation check using his program mapping software. Faculty review of the program maps began in Spring 2020, followed by feedback from the Counseling Department in Fall 2021. This semester, department chairs and program directors will complete evaluation and refinement of the program maps for adoption.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</i></p> <p>2021-2022</p> <p>Finalize and publish program maps in the college catalog and on the college website</p> <p>Develop program maps for part-time students</p> <p>Implement two-year class scheduling plans to ensure that students can complete programs in a timely manner</p>
<p>1. 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 X Regional training On campus /individual training X Technology x Reporting/data Other</p> <p>X Policy guidance X Technology X Other (Faculty ownership of curricular matters) X Other (Effective enrollment management)</p>		<p><i>Challenge or barrier: (1,000 character)</i></p> <p>College faculty have not fully committed to the task of program mapping given the challenges in enrollment management such as technological limitations on class scheduling and student registration, ongoing class cuts due to declining enrollment, and a lack of comprehensive institutional planning. Ongoing challenges: Many Merritt students have jobs and other responsibilities and can only attend school</p>	<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Definitive strategic enrollment management plan and policies</p> <p>Online schedule planning and approval</p> <p>IT support for the maintenance of program maps on the website</p>

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		<p>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>Determining a way to indicate milestones (e.g. pre-requisites) in a visual format easily discernable for the students</p>	
<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><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>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</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Creating effective online teaching pedagogy for students from an equity lens - Enroll faculty in equity training for instructors (ask dan about this)</p> <p>MESA Program - establish a MESA program for urban students with an interest in STEM</p> <p>Engage math and science faculty to start a career exploration track in STEM fields - Mathematics/Physics/Computer Science fields (summer CE program)</p>

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		<p>default placement for incoming students.</p> <p>Due to the pandemic, there has been a need to shift instruction from face to face to online. Many math faculty were not prepared for this change and had to learn how to deliver quality instruction as they worked with their students. There will be a focus on continuing to offer transfer level math courses but also with an emphasis on using quality online tools and equity minded teaching pedagogy to deliver a relevant and engaging learning experience in these math courses</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	<p>Hidden Genius program STEM CORE are organizations designed to serve underrepresented youth in STEM fields during 2019 - 2020. outreach efforts were established, neither program was able to enroll the target enrollment or retention of students in Math 1 or Math 3A. Students were able to complete Calculus Prep sequence in 1 semester (math 1 and Math 50) to have the skills needed to be successful in Calculus and calculus based science courses.</p> <p>High school pre-collegiate courses such as intermediate algebra are being requested by OUSD, but generally the college is engaging in offering dual enrollment in Math 13 (statistics) and Math 1 (precalculus)</p> <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>Students are counseled online and to enroll into math courses based on their career goal. Would like to develop an online tool that would help the</p>

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			<p>students self-identify the adequate level of math courses through their responses to a quick survey</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p>							
<p>1. 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>x On campus /individual training</td> </tr> <tr> <td>xTechnology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	x On campus /individual training	xTechnology	Reporting/data	Other		<p><i>Challenge or barrier: (1,000 character)</i></p> <ul style="list-style-type: none"> • How to sustain Communities of Practice for Precalculus, Trig and Calculus I? • Lack of interest from faculty to participate in communities of practice. • Pandemic impacting the quality of instruction from some faculty • Inadequate faculty preparation for online instruction as a modality (use of videos/manipulatives etc) • Lower enrollment in math classes being offered online due to reduced enrollment cap • Expense of online resources available to faculty and students 	<p><i>Support Needed – Detail: (1,000 character)</i></p> <ul style="list-style-type: none"> • Institutional support for Math Communities of Practice. Examples of other CCCs that have addressed this. • Institutional support for online teaching pedagogies and tools / equity • Open source math tools to make learning accessible to more students • Marketing for math and STEM related fields - helping students understand student experience (create professional pathways videos for STEM - from students and employees)
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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><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>Recommend that there be a “Career Coach” Button on the Merritt College Home page to lead student to take interest inventories, get to the Career Counselor’s Website and get to the</p>

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		<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 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</p>	<p>Merritt Hub and College Central where there is a Job Developer who has leads to positions currently open as well as relationships with employers in the community.</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, Histotechnology, Radiologic Science and Child Development already follow this practice.</p> <p>Explore options for institutionalizing in-person Orientation in addition to online 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: 2021-2022</i></p>

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		<p>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>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>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Website is getting a full overhaul. To maintain and continuously update the overhauled website, Merritt has hired a permanent, full-time Webmaster. PIO/marketing position also strongly recommended.</p> <p>Online Orientation has been overhauled and provides online as well as Zoom orientation. This must be made mandatory and regularly updated. Maria Spencer has been working on this With Dr. Chavez, VPSS.</p> <p>Coordination with District Office re: removing unnecessary enrollment holds Susana Dela Torre deals with the High School Hold. OUSD sends a list to Peralta with student high school graduation dates then Susana</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>How to fund the PIO position named in previous column?</p> <p>How to remove the hurdles of Registration (CCCApply, Apply, Wait 24-48 hours for codes, apply at Merritt, the codes don't work, Try Change password)</p> <p>We have a well trained Welcome Center to help students enroll. Students often get frustrated and then go register elsewhere without the hurdles. I recommend that the Welcome Center be front and Center on the front page of Merritt College and accentuated in the Apply and Enroll tab so students find help before they give up.</p> <p>SAS will hire a Student Navigator to help our students and others in the Welcome Center to register</p>

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		(Admissions and Records) has to fill out a change of major form in order to change the student's status from high school to College student. This results in delays for new graduates who want to register for Fall classes because if they are not automatically on the list, they need to bring in their diploma or a letter from their counselor or Principal in order to then fill out the Change of Major form (Name is confusing for students)	Confer with District to confirm if they will provide support in this area by sharing their PIO.
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>	<i>Place an X next to one:</i> Not occurring X Not systematic X Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> 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. 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	<i>Next steps: (1,000 character)</i> Increase the number of transfer level math and English courses taught with support. Continue to develop the effectiveness of the support courses. Begin exploration of “gateway courses” in meta-majors, once meta-majors are developed. Increase the number of faculty trained to teach “gateway courses.” <i>Timeline for implementing next steps: 2021-2022</i>

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		<p>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>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<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. (Note: This practice was added to the SOAA in February 2019)</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><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>

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		<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>Timeline for implementing next steps:</i> Fall 2021</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 xTechnology xReporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>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.</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 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.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019)</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>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	<p>How to find ongoing funds for Math Jam?</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 English courses with and without support.</p> <p>Increase effectiveness of support courses through training and professional development</p> <p>Discuss development of English Jams or other summer/winter bridge programs to improve students’ readiness for ENGL 1A.</p> <p><i>Timeline for implementing next steps: 2021-2022</i></p>
<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 Not systematic X Planning to scale Scaling in progress</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,</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Very few faculty used 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. We are no longer using Starfish.</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								
	At scale	<p>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>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>SAS (Student Accessibility Services) has recommended that our students also enroll in LRNRE 272 in order to get technical help with Canvas and other technical areas. We are working on making that a non-credit course so it will be free to our 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 2021</p>								
<p>2. 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>x On campus /individual training</td> </tr> <tr> <td>X Technology</td> <td>x Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	x On campus /individual training	X Technology	x Reporting/data	Other			<p><i>Support Needed – Detail: (1,000 character)</i></p> <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><i>Challenge or barrier: (1,000 character)</i></p> <p>Many poorly prepared students do not persist until the end of the course and 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>
Policy guidance	Connections with other GP teams										
Regional training	x On campus /individual training										
X Technology	x Reporting/data										
Other											

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>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress X 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>It would be helpful for the outreach teams to coordinate their activities so there is consistency. Recommend we create an Outreach Page on the website so we know about all the events that are taking place on campus and so we do not overlap our programs and services.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>Merritt offers the Adelante Summer Bridge program for graduating high school Seniors.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	<p><i>Timeline for implementing next steps:</i> 2021-2022</p>
<p>2. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i> Syncing OUSD and PCCD calendars Batch enrollment process needs help</p> <p>High School Hold needs to be revised. Fall, 2021</p>

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 3:</p> <ul style="list-style-type: none"> • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • 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> Carried over from 2020 SOAA: 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”</p>	<p><i>Next steps: (1,000 character)</i></p> <p>If personnel increases are financially impossible, building out enrollment software’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</p>

		<p>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 Department. Another is to build out our enrollment software'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>faculty and staff willing/able to advise students on their progress? What support is needed? <i>Timeline for implementing next steps:</i> 2021-2022</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:</i> Unknown</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 supports in place to intervene in ways that help students get back on track.</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>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. Merritt is phasing out Starfish as no one was using it.</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><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></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>Explore alternatives to Starfish like Connect Ed. Explore BCCs model using Connect Ed.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</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 culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></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><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>Better inform all stakeholders on alternatives to limited-access programs more open to all students. Areas of Interest will help with clarifying these alternatives.</p> <p><i>Timeline for implementing next steps: Fall 2021</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></p> <p>How are other CCC’s addressing this issue? Can you share specific examples?</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>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</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>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>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 Bioscience, 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>Even prior to the pandemic, Merritt had vastly increased its online sections to</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 Mapping can address some of these challenges. Another alternative is for departments and programs to clearly state online and 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: 2021-2022</i></p>
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		accommodate distance learners and employed/busy students.	
<p>3. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<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>

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Equity Considerations in Area 4: <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? 			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	<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> <ol style="list-style-type: none"> (1) Program Reviews (due every 3 years) and Annual Program Updates (due every non-Program Review year) address this issue. (2) Student Learning Outcomes are submitted annually and are typically tied to success metrics in each respective field. (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>Term, if <i>at scale</i> or <i>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 2021</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>4. a. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i> Many programs have outdated curriculum that present options to the student that are no longer relevant</p>
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></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>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.</p> <p>Some departments are experimenting with joint assignments, such as Nutrition and English, to improve the writing skills of Nutrition program students.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>Encourage more programs to include an experiential learning component in each of their introductory courses. Track the courses that include these experiences</p> <p>This can also be addressed with Online Equity Training which teaches how to engage students in online learning environments and demonstrates pedagogy that promotes effective communication amongst peers.</p> <p><i>Timeline for implementing next steps: 2021-2022</i></p>
<p>4. b. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character):</i></p> <p>Examples from other colleges</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>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.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline							
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p>	<p><i>Place an X next to one:</i></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>Many CE programs have internship, externship and clinical rotation requirements: Histotechnology, Nursing, Radiologic Science, Medical Assisting, Nutrition, Community Social Services, and Cybersecurity. While common in CE programs, such experiential learning opportunities are less-frequently seen in non-CE academic disciplines.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Encourage more programs to incorporate applied-knowledge experiences such as internships into requirements for program completion.</p> <p>Invest in more functional and enhanced laptop computers for students who don't have access.</p> <p><i>Timeline for implementing next steps: 2021-22</i></p>							
<p>4. c. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>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 how other CCCs incorporate internships, service learning, etc. into program expectations.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams									
Regional training	On campus /individual training									
Technology	Reporting/data									
Other										
<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue to engage in college wide outcomes assessment work</p> <p><i>Timeline for implementing next steps:</i></p>							

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>4. d. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Although outcomes assessment occurs regularly, the degree to which this assessment drives improvements in pedagogy is at each department or program’s discretion.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i></p> <p>Flex Day workshops that offer examples of how a given program’s assessment results prompted a change in their teaching.</p> <p><i>Timeline for implementing next steps: 2021-2022</i></p>
<p>4. e. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Engaging the college as a whole (adjuncts and full-time faculty) to participate in the development of assessment instruments and scoring student work</p>
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring X Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Highlight programs and departments that excel in this area to serve as models and mentors for other departments.</p> <p><i>Timeline for implementing next steps:</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<p>Annual job fairs and the Career Education Open House helps connect students with potential employers.</p> <p>CE programs such as histotechnology and microscopy require student portfolios demonstrating knowledge of microscopy and imaging stained tissue samples.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p>4. f. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p><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>CCSSE being administered Fall 2020 Noel Levitz Student Satisfaction survey administered Fall 2018.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Present results of these surveys to the campus during Flex Days and make them the basis of professional development workshops.</p> <p><i>Timeline for implementing next steps:</i></p>
<p>4. g. Support Needed? <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance Connections with other GP teams</p> <p>Regional training On campus /individual training</p> <p>Technology Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Examples of how other CCCs have tied survey results to professional development.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	<i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor’s Office a system-wide qualitative measure of this effort.</i>
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	<p><i>Place an X next to one or more:</i></p> <p>X Student survey(s) and focus groups: In April 2020, twenty-one students participated in a study for the purpose of collecting information on educational goals, where they received guidance on educational planning, and how effectively the college website answers their questions and directs them to resources. Student filled out a survey and met in small focus groups to discuss their experiences. Results informed the design of the Areas of Interest.</p> <p>X Student survey and other: In February 2021, six students were provided access to the beta version of new website for the purpose of providing feedback on its responsiveness and ease of navigation. Student filled out a survey or provided feedback via email, the results of which informed changes made to top level navigation and the behavior of submenus.</p> <p>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. This will change moving forward.</p> <p>X Other: Ongoing 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. GP is working to improve engagement with student</p>
COURSE ALIGNMENT	<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.) Course Alignment is “next level” for Merritt – see below.</i>

	<p><i>Course Alignment - Details: (1,000 character)</i></p> <p>This statement continues to hold true for 2021: 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. New for 2021:</p> <p>College faculty have not fully committed to the task of program mapping given the challenges in enrollment management such as technological limitations on class scheduling and student registration, ongoing class cuts due to declining enrollment, and a lack of comprehensive institutional planning.</p> <p>For the Career Education plans, the CE Committee has</p>
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Additional OPTIONAL questions:

Success Story	
SUCCESS STORY	<i>Optional: Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.</i>
<i>Title:</i>	
<i>Follow-up Contact Person(s):</i>	
<i>Challenge: (1,000 character)</i>	
<i>Success Story: (10,000 character)</i>	
<i>Outcomes: (1,000 character)</i>	
<i>Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more:</i>	

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.

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

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