

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

- Call to Order* Jason Edington called the meeting to order at: 1:00 PM
- Present* Jason Edington, Catherine Indermill, Doug Browe, Taylor Cannon, Rachel Donham, Rodney Grisanti, Rhea Hollis, Martha Klimist Zingo, Conan McKay
- Absent* Maria Cetto
- Guests* Stuart Campbell, Debra Polak
- Agenda Approval* *M/S/C (Donham/Browe/Unanimous)* to approve the Agenda of December 14, 2017 With the following modification: Remove approval of minutes from November 30
- Minutes Approval* *M/S/C (Browe/McKay/Passed)* to approve the Minutes of November 16, 2017  
*Abstentions:* Cannon, Indermill, McKay
- Public Comment* None
- Committee Reports* **Academic Senate President's Report (Edington)**
1. Hiring committees were announced for several positions. The timing of the announcements did not allow time for the committee positions to go through the normal process of having Senate approve them. Edington appointed the following faculty to the listed hiring committees:
    - Music—Rodney Grisanti, Reid Edelman, Deborah White
    - English—Ginny Buccelli, Bart Rawlinson, Jaime Cechin
    - Auto Lab Tech—Doug BoswellTwo (2) other committees need faculty volunteers: Maintenance Tech and Computer Support Tech.
  2. Middle College is starting Fall 2018. Since he is serving on the committee through January, Edington attended 1 of the 3 presentations at Ukiah High School. Applications are being accepted and a presentation was made to the BOT. There is an education plan which outlines the classes, etc. Contact Debra Polak for a copy.
  3. The Strategic Planning Meeting had about 10 faculty present at the December 8 meeting.
    - This session had emphasis on feedback from all of the different communities that we serve (such as the business community, faculty and staff, the Native American community, the Latinx community), and it seems that the college is really listening to what these communities are asking for from us.

- At the close of Friday’s meeting, President Reyes stated that we have heard the community and now we will be held accountable to move forward in the way that the greater community wants and needs us to as a cultural and educational anchor.
- Common concerns and threads that came through from many or all groups included: a career center, housing, and the types of programs that get students ready to be employable in the 21<sup>st</sup> century (“hard and soft” job skills).
- Debra Polak added the following: There are challenges that have a common thread, too. For instance, the uncertainty of what the influence of legalizing marijuana growing will mean for our students. The business community says there are many jobs but no one to fill them. The educational community says there are many looking for jobs but no employment. There is a disconnect here to be explored.
- The “bottom line”—it felt inclusive. The community college coming together to respond to community needs with vision. It was professionally facilitated and outstanding.

### **Senator’s Report (Taylor Cannon)**

Cannon submitted a written report (Attachment 1) concerning the part-time faculty meeting held on November 20, 2017. He hopes to set up the next meeting for some time in February.

### *Discussion Item*

#### **1a. Update on Guided Pathways Self-Assessment (Attachment 2)**

The Guided Pathways Self-Assessment was sent out (with all updates) and then presented to the Board of Trustees where it was approved. It is due in January 2018. The Guided Pathways Implementation Plan, which is described as a ‘living document’ – meaning it can change as we go - covers Spring 2018 through Summer 2019 (18 months). (The funding time frame for Guided Pathways is a total of 5 years.) The Guided Pathways Self-Assessment will become a tool to inform the Implementation Plan (also due on March 30) and provide guidance and accountability over the next 18 months.

Please see the following links for resolutions, rostrum articles, background information, etc.

- ASCCC Fall 2017 Resolutions:
  - [https://asccc.org/resources/resolutions?field\\_resolution\\_number\\_value=&title=guided+pathways&field\\_year\\_tid=1515&field\\_status\\_code\\_tid=All&title\\_1=](https://asccc.org/resources/resolutions?field_resolution_number_value=&title=guided+pathways&field_year_tid=1515&field_status_code_tid=All&title_1=)
- ASCCC Rostrum Publications:
  - *Guided Pathways Two Professors Perspective on Why We Need the GPS* ( <https://asccc.org/content/guided-pathways-two-professors%E2%80%99-perspective-why-we-need-college-gps> )
  - *Guided Pathways – What Are They and Where Are We Going* (<https://asccc.org/content/guided-pathways%E2%80%94what-are-they-and-where-are-we-going> )
  - *The Vision for Success and Guided Pathways – Responding to Change* (<https://asccc.org/content/vision-success-and-guided-pathways-responding-change> )

#### **1b. Next steps and plans for Spring 2018 (Indermill & Edington)**

How do we get there?

- The (new) Student Success Council will be a way to integrate communication and function of 3 of the current committees (Basic Skills Initiative, Equity, and Student Success & Support Program).
- There will be a need to ensure that the faculty and the Academic Senate are really doing the work outlined, and are present and involved at every level of development.
- The 2 Vice-Presidents will be intimately involved, but will also need faculty.
- Jason and Catherine have suggested to Vice Presidents Polak and Velasco that we start with the 14 areas of self-assessment (as outlined in the document), and have one of the VP's work with one of the senate leaders (president or vice president) to head the task forces.
- As the Academic Senate – we are the representatives for the faculty.
- The idea is to follow the same model that we have in place for accreditation: separate teams for separate areas.

**1c. The role of the Faculty in the development of Guided Pathways** *and*

**1d. The role of the Academic Senate in managing / leading the process of Guided Pathway development and in the establishment of the pathways**

Edington took us through the following resolutions from the Academic Senate for California Community Colleges resolutions (links below).

***17.05 Academic Senate Role in Appointing Faculty***

<https://asccc.org/resolutions/academic-senate-role-appointing-faculty-guided-pathways-framework-design-and>

“...it is the role and purview of the local academic senate to appoint faculty to provide leadership or serve on college or district groups that design and implement a college’s guided pathways framework or program, including those faculty that receive release or reassigned time to serve; and

...the Academic Senate for California Community Colleges urge local senates to establish processes to appoint faculty to provide leadership or serve on college or district groups that design and implement guided pathways frameworks or programs, including those faculty that receive release or reassigned time to serve.”

***17.08 Inclusion of Library Faculty***

<https://asccc.org/resolutions/inclusion-library-faculty-college-cross-functional-teams-guided-pathways-and-other>

“...the Academic Senate for California Community Colleges urge local senates to ensure library faculty are included on cross-functional teams for student success initiatives and guided pathways frameworks.”

***17.02 Local Academic Senate Role in Developing and Implementing Guided Pathways Frameworks***

<https://asccc.org/resolutions/local-academic-senate-role-developing-and-implementing-guided-pathways-frameworks>

“...that the Academic Senate for California Community Colleges affirm the right of local academic senates and senate leaders to play central roles in the development of all elements of a guided pathways framework at their college that are relevant to academic and professional matters; and

...that the Academic Senate for California Community Colleges support local senates with information and resources to help faculty understand their role in developing guided pathways frameworks and the reforms that grow from those frameworks.”

***17.06 Support for Local Academic Senates in Committing to a Guided Pathways Framework***

<https://asccc.org/resolutions/support-local-academic-senates-committing-guided-pathways->

### framework

“...that the Academic Senate for California Community Colleges urge local academic senates to engage in thoughtful and considered deliberation in determining if their colleges will participate in the California Community College Guided Pathways Award Program; and  
...that the Academic Senate for California Community Colleges call on its administrative colleagues, including the Chief Executive Officers, Chief Instructional Officers, Chief Student Services Officers, and Chief Business Officers to support local senates by providing the time required to engage in genuine dialogue and deliberation to determine the best course of action in investigating, designing, and implementing a guided pathways framework at their college.”

### Comments on the resolutions

- These resolutions say how important it is for the Faculty and the Academic Senate to lead the process and not just simply be involved. What we are doing is hugely transformative and a chance to bring everyone (classified, faculty, and administration) together to put student success first.
- We need to define/clarify (as a college) what “student success” is.

Highlights/quotes from 3 ASCCC Rostrum publications regarding agenda items 1c & 1d (Edington)

### ***Guided Pathways – What Are They and Where Are We Going***

<https://asccc.org/content/guided-pathways%E2%80%94what-are-they-and-where-are-we-going>

- The AACC describes its pathways model as “an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.
- This project intends to support “a student-centered approach that can significantly increase the number of students earning community college credentials, while closing equity gaps. Rather than work with a subset of students, guided pathways are a college-wide undertaking that provides a framework for integrating California-based initiatives such as SSSP, Equity, Basic Skills Transformation, the Strong Workforce Program, and the California College Promise.
- The program includes “organizing students’ academic choices in a way that promotes better course-taking decisions” and creating a necessary “framework for colleges to better organize existing student support programs and strategically use existing funding to support student success.”
- The ASCCC has been involved in guided pathway discussions for over a year and strongly encourages the use of innovative strategies and actions that support students in achieving their educational goals.
- Faculty can either be pulled along as decisions are made by others, or faculty, through local academic senates, can take the lead.

### ***Guided Pathways Two Professors Perspective on Why We Need the GPS***

<https://asccc.org/content/guided-pathways-two-professors%E2%80%99-perspective-why-we-need-college-gps>

- About 80% of our students are first-generation college students, and the same percentage arrive on our campus unprepared for college coursework. Less than a third of our students were getting their degrees or certificates or transferring after six years, and only one percent of students who placed into the lowest level of remediation ever reached transfer level coursework... We are also a Hispanic serving institution and recognize that poor educational attainment is a fundamental equity issue.
- ... the cafeteria model fails to provide the proper guidance that today’s first-generation and basic skills students need.
- We mapped out the number of students who start out below college level and do not make it to the next level of remediation. These students were not just taking a long time to get to college level coursework and get their degree; they were giving up entirely.
- The over-arching goal of BC is transforming lives for the better, but that transformation cannot happen for the two-thirds of students who are lost in the higher education maze.

## ***The Vision for Success and Guided Pathways – Responding to Change***

<https://asccc.org/content/vision-success-and-guided-pathways-responding-change>

- The *Vision for Success* contains ambitious goals for the system to achieve by 2022, including the following:
  1. Increase by at least 20% the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for in-demand jobs.
  2. Increase by 35% the number of CCC students transferring annually to a UC or CSU.
  3. Decrease the average number of units accumulated by CCC students earning associate's degrees from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
  4. Increase the percent of exiting career technical education students who report being employed in their field of study from the most recent statewide average of 60% to an improved rate of 69%—the average among the quintile of colleges showing the strongest performance on this measure.
  5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps within 10 years.
  6. 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, with the ultimate goal of fully closing regional achievement gaps within 10 years.
- The report also includes seven core commitments that were designed to support the colleges and the system in achieving the six goals:
  1. Focus relentlessly on students' end goals.
  2. Always design and decide with the student in mind.
  3. Pair high expectations with high support.
  4. Foster the use of data, inquiry, and evidence.
  5. Take ownership of goals and performance.
  6. Enable action and thoughtful innovation.
  7. Lead the work of partnering across systems.
- Change can provoke various responses. A few individuals will react by opposing the change, which may not be particularly useful in addressing the underlying issues. Others may choose to ignore change, assuming that it will pass and eventually life will return to the status quo. For many, change feels like one more thing to reckon with, and, knowing they must respond, they do so halfheartedly. Finally, some among us enthusiastically embrace change and take advantage of the momentum to create an improved experience for students and in the process better themselves, their work, and their colleges.
- The California Community College System and our colleges are about to go through significant changes. We can never stop change, but we can always choose our response to changes and work to make them benefit our communities, our institutions, and our students.

### Comments and Discussion on the rostrum Articles

*RE: Goal # 3 – decrease the average number of units accumulated... (Vision for Success article)*

- Edington – It is not that we want to simply decrease the number of units that students are taking. It is that we want students to complete, and complete sooner. At plenary there was much discussion about this, and many see #3 as a “problem step” since Math/English often require many remedial courses. However, since Mendocino College has been successful in transitioning to an ‘Acceleration Model’, this should help students take less units on their way to transfer/degree.
- Is there any data showing the relative success of students after the decrease?
  - There is data that correlates the success after graduating from CSU (having transferred in). There is a direct link between less units taken and graduation success. The fewer steps students have in remedial

courses, the more likely they are to succeed at transfer level courses.

*RE: "Change can provoke various responses..." (Vision for Success article)*

- This is going to be some of the most important and involved work we will be doing in the near future. We have the opportunity to "make it ours" and have a "home grown" brand.

### General Comments and Discussion on today's presentations and agenda items

#### *Indermill Comments:*

- We will need to open a discussion on 1c & 1d – it is clearly stated that this is to be a faculty job, and there will need to be discussion and planning on what we, as the academic senate, are going to do.
- The roles of the Senate President and Vice-President are to represent the faculty voice in the process, and we will insure that senators have the knowledge and support for representing their constituencies.
- The Senate President and Vice-President are closely working with the two College Vice-Presidents on the 14 elements of the plan.

#### *Edington/Polak/Indermill – What are the Next Steps?*

- As a senate, we need to deeply understand where this movement is coming from (see the book: *Redesigning America's Community Colleges* (Bailey, Jaggars & Jenkins))
- We have to decide what our pathways are.
- Guided Pathways will be a standing item on the agenda.
- Attend meetings and discussions!
- (Polak) There is the immediate need to turn in the plan on March 30, 2018. The First year is the planning year. In order to make the plan "fit" we must understand that the process will be much longer than just getting the document submitted in March. We will build from this self-assessment.

#### *Other Questions and Comments from the Senators*

- How can there be other certificate programs along with transfer? How can curriculum meld?
- We need continued input from the community at large. Is there a way we can get more input from a larger arena? Arts Community? Business community?
- We need relevant branding. Only that which is branded is going to "sell".
- Our Guided Pathways and Strategic Plan can be completely our own still having key performance indicators to similar external goals and comparisons system-wide.

### Open Forum

- o McKay: Distance Ed committee is looking at possibly putting together a pilot program in the spring to get courses ready for the OEI rubric (as a part of the OEI expansion). The committee is also looking at having peer review beginning in the Fall of 2018 for all online courses being offered, so that by Spring of 2019 all online courses would be peer reviewed and exchange ready. McKay will be bringing more

information from the ED committee as this moves forward.

- o Browe: You will see in your mailboxes the results of the trial election (unofficial) via Election Buddy. Will be on the agenda next meeting.
- o Edington: Please make sure you read through a good portion of the book *Redesigning America's Community Colleges*.

*Next Meetings*

Academic Senate: February 1 – 12:30-2:00

Faculty Meeting: February 8 – 12:30-1:30

*Adjournment*

The meeting adjourned at 1:59 pm

Part Time Faculty, Taylor Cannon: Senator's Report for 12/14/17:

1. The first of hopefully ongoing meetings for Part Time Faculty was held on Monday 11/20/17 from 12:00p-1:00p on the Ukiah campus. ConferZoom (video conference app/program) was used to allow video and/or phone conferencing to the meeting for part time faculty not located in ukiah, including distance education part time faculty. ConferZoom also permits for the recording of the conference call to distribute post-meeting when applicable. Attending the meeting was Curriculum Committee representative Kathy Renderman and part time faculty Riba Taylor (via video conference). Please see the agenda below for information and items discussed. The Basic Skills committee representative Machiko Shimada came in briefly to convey that the basic skills committee is currently working on the upcoming teaching conference they sponsor, and expressed desire to attend future meetings; however, for this meeting there was a time conflict with her own scheduled courses. At the end of the meeting, we discussed the steps and form involved to receive compensation as part time faculty for committee representation this semester. As a follow-up to this conversation on compensation, the "PT Fac App Stipend-Committee" form was emailed to all part time faculty who serve on an academic senate committee with information to receive their stipend for service. I hope to continue part time faculty meetings in the Spring 2018 semester, with hopefully more attendance given the first meeting occurred the week of the Thanksgiving holiday.

# Part-Time Faculty Meeting Agenda

Monday November 20, 2017 in LLRC Room 4134, Ukiah Campus

Conference Call-in Options: Meeting ID - 773-442-744 & No Password

- <http://conferzoom.org/>: via computer, laptop or tablet.
- Phone Number: +1 408 638 0968 (US Toll)
- Phone Number: +1 646 876 9923 (US Toll)
- Phone Number: +1 669 900 6833 (US Toll)

## Schedule:

- I. 12:00p-12:15p - Part Time Faculty Introductions:
  - a. Discipline, teaching locations, number of years teaching, one interesting item to share about yourself as part time faculty.
- II. 12:15p-12:25p - Committee Updates:
  - a. General reports from part time faculty serving on committees
  - b. General reports from part time faculty working on projects and/or initiatives on campus.
- III. 12:25p-12:40p – Questions and Answers from part time faculty on Committee or Academic Senate representations:
  - a. What committees are available? What is the process for appointment? What compensation is received? What do your duties include as a part time representative on a committee? When do committee appointments occur? Deans as a resource for part time faculty.
- IV. 12:40p-12:55p: Part Time Faculty Forum
  - a. Open Forum for Questions and Comments from part time faculty on issues or concerns.

## GUIDED PATHWAYS SELF-ASSESSMENT TOOL

### Self-Assessment Outline

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

## Self-Assessment Items

<b>INQUIRY (1-3)</b>				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>1. CROSS-FUNCTIONAL INQUIRY</b></p> <p>College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p><input type="radio"/> College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p>	<p><input checked="" type="radio"/> Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.</p> <p>Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</p>	<p><input type="radio"/> Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided pathways are consistently a topic of discussion.</p>	<p><input type="radio"/> Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p>
Please respond to the following items (500 word maximum per item)				

1. Please briefly explain why you selected this rating. *While there has been much progress on our campus in the area of examining research and local data, little of this work has been done around Guided Pathways. Around issues of equity and closing the gaps, Mendocino College has some of the characteristics described in Scaling in Progress. However, there has been a limited amount of student voice captured in the analysis of data and research, and the conversation is just now shifting toward Guided Pathways.*
2. Describe one or two accomplishments the college has achieved to date on this key element. *Through our Student Equity work with the Center for Urban Education, faculty and staff have engaged in a deep look at achievement data and examined the campus for equity gaps and obstacles for students. An evidence team was formed to examine achievement data and to understand equity gaps, particularly in math and English. Additionally, a Faculty Institute was implemented to lead faculty in examining their own achievement data and to participate in peer observations of their classroom practices done through equity lenses. The English and Math departments also are examining data to understand the success of their acceleration courses. The Mendo Lake Adult and Career Education Consortium (AEBG consortium) brings together educators throughout the region to understand the needs of adult students (current and prospective).*
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *Getting a cross-functional inquiry group together is challenging because of the limits on people's time. The individuals we need in the room are often the same ones participating in multiple committees already. Additionally, there is still resistance and skepticism among faculty.*
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

**INQUIRY (1-3)**

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

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

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

1. Please briefly explain why you selected this rating. *Mendocino College regular measures and sets Student Achievement Standards which are reviewed annually at a Planning and Budgeting Committee (PBC) meeting, shared with the Board of Trustees and shared at convocation for all faculty and staff. There is disaggregated student achievement data provided to departments and available on the Institutional Research site; however, more can be done to incorporate this information into all levels of planning at the college. The data is made available for departments to refer to in program review. This does become part of the analysis departments incorporate into their planning requests and becomes a part of the decision-making occurring in committees which influence the allocation of resources. Additionally, the CTE departments and our AEBG Consortium is beginning to collaborate with state and regional organizations to better track employment data.*
2. Describe one or two accomplishments the college has achieved to date on this key element. *A regular review and re-setting of Student Achievement Standards has been institutionalize over the past three years so that the process and the benchmarks are familiar data points for the college community. Data around achievement gaps have become more widely recognized and are a more regular part of the conversations across campus as a result of Student Equity work and the work of the English and Math departments around acceleration.*
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *Mendocino College has work to do to create a culture of inquiry which occurs at all levels of decision-making.*
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

<b>INQUIRY (1-3)</b>				
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>3. INTEGRATED PLANNING</b></p> <p>College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to):</p> <ul style="list-style-type: none"> <li>• Student Success and Support Program (SSSP)</li> <li>• Basic Skills Initiative/Basic Skills Student Outcomes and Transformation</li> </ul>	<p>○ College is currently not integrating or planning to integrate planning in the next few months.</p>	<p>● Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.</p> <p>There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.</p>	<p>○ Some conversations have taken place, with all of the key constituency groups at the table.</p> <p>Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress.</p> <p>College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are beginning to routinely</p>	<p>○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students.</p> <p>All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.</p> <p>Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key</p>

<p>Program (BSI/BSSOT)</p> <ul style="list-style-type: none"> <li>• Equity Planning (Student Equity/SE)</li> <li>• Strong Workforce Program (SWF)</li> </ul>			<p>inform and engage their constituents around integrated planning.</p>	<p>overarching strategies across the main college initiatives.</p> <p>Integrated plans and overarching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.</p> <p>College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.</p>
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating. *If this key element was not described in terms of Guided Pathways, we would have been able to score ourselves higher than Early Adoption. Much work has been done toward integrated planning and a broad base of constituencies have been brought into this discussion. However, we are just beginning to explore the Guided Pathways framework as the overarching structure of the college's main planning and resource allocation processes. We have been using the current committee structure around Student Equity, SSSP and BSI to develop and disseminate the goals of the Integrated Plan and a new Student Success Council has formed to move this work forward. College governance bodies such as Academic Senate and the Planning and Budgeting Committee have been kept apprised of the*
2. Describe one or two accomplishments the college has achieved to date on this key element. *Even before the Integrated Plan Template was introduced, Mendocino College was engaged in leveraging initiatives and creating coherence among the many programs on campus with overlapping goals and activities, including SSSP, BSI, Equity, AEBG, and CTE programs.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *Concern that Guided Pathways may threaten the diversity of course offerings is presenting a challenge.*
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

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

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

1. Please briefly explain why you selected this rating. *While cross-functional teams have been involved in the integrated planning process and exist across our committee structure, we are at the beginning stages of infusing these structures with Guided Pathways work. Our emerging Student Success Council, which will provide oversight for the Integrated Plan will likely lead the Guided Pathways implementation. Our first real work on Guided Pathways is to reflect on this Self-Assessment tool.*
2. Describe one or two accomplishments the college has achieved to date on this key element. *The College has a solid committee structure which is inclusive of all constituent groups. Our recent work on Integrated Planning has been inclusive and transparent. Faculty have appointed a “Guided Pathways Faculty Liaison.”*
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *There has been a voice of opposition to some of the goals of Guided Pathways. Those that champion Guided Pathways will need to understand that opposition and address the concerns in a thoughtful manner.*
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

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

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

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

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

2. Describe one or two accomplishments the college has achieved to date on this key element. *The development of a robust dual enrollment program has been appreciated by the K-12 districts in our region. Our AEBG Consortium has been highly successful at collaborating to map pathways and streamline programs for adult learners.*
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *Distance from four-year universities makes deep collaboration challenging.*
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

**DESIGN (4-8)**

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES</b></p> <p><i>(Help Students Choose and Enter a Pathway)</i></p> <p>College has structures in place to scale major and career exploration early on in a</p>	<p><input checked="" type="radio"/> College is currently not implementing or planning to implement structures to scale students' early major and career exploration.</p>	<p><input type="radio"/> Discussions are happening about ways to cluster programs of study into broad interest areas.</p>	<p><input type="radio"/> Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.</p> <p>College has not yet implemented meta-majors/interest areas.</p>	<p><input type="radio"/> Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.</p> <p>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are</p>

student's college experience.			College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.	<p>designed to help students choose a major early on.</p> <p>Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is systematically included into the process.</p>
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating. *While some discussions are occurring in this area, they have not begun among faculty in an active manner. There are faint beginnings in this area through a recent Hispanic Serving Institution Grant which organizes students into cohorts in our First Year Institute. These are very broad cohorts such as: CTE and Transfer. Additionally, Faculty Advisors are being trained to work with cohorts and share their discipline expertise. These faculty can be key participants in the move forward to support students in early major and career exploration. There is also some work in categorical programs such as CalWorks which includes career counseling at intake. Also, we recently developed a position and hired an Adult and Career Education (ACE) counselor with AEBG and CTE funding. CTE faculty meet monthly and are taking on Guided Pathways as a key topic but are still at the beginning exploration stages.*
2. Describe one or two accomplishments the college has achieved to date on this key element. *The efforts described above include the hiring of an Adult and Career Education counselor who focuses on finding the best starting point for a student based on their educational and career goals, and current skills. Some pathways have been mapped through the work of the AEBG Consortium.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *The College has historically relied on this work to occur within departments or in special programs. There will need to be a shift to provide broad opportunities for students to explore and narrow their career goals.*
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

<b>DESIGN (4-8)</b>				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>7. IMPROVED BASIC SKILLS</b></p> <p><i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i></p> <p>College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement</li> <li>• Co-requisite remediation or shortening of developmental</li> </ul>	<p>○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.</p>	<p>○ College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.</p>	<p><input checked="" type="radio"/> College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.</p>	<p>○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.</p>

sequence <ul style="list-style-type: none"> <li>• Curricular innovations including creation of math pathways to align with students' field of study.</li> </ul>				
<p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> <li>1. Please briefly explain why you selected this rating. <i>There has been much work done in acceleration in both the Math and English Departments. English has developed a class one level below transfer with no prerequisite requirements but a co-requisite lab. This pathway for students has been highly successful. In Math, a pre-statistics course was developed that reduces the pathway for developmental students by two-levels and is continually refining its pathways for various cohorts. Math has implemented the use of high school performance for placement. The College is engaged in reviewing and revising all of its placement tools and will soon include high school performance in English as well.</i></li> <li>2. Describe one or two accomplishments the college has achieved to date on this key element. <i>The successes described above have been accomplished by a strong commitment of the faculty to examine its own practices and also the support of administration to allocate resources for professional development in this area. Acceleration has been supported by multiple initiatives (BSI, Equity and AEBG).</i></li> <li>3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. <i>In order for the accelerated courses to be successful, instruction must be highly effective. Scaling this work means identifying and developing highly effective instructors. We have excellent instructors, but since so many are part-time, it is difficult to insure that the instruction is being reinforced in all classrooms.</i></li> <li>4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?</li> </ol>				

<b>DESIGN (4-8)</b>				
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>8. CLEAR PROGRAM REQUIREMENTS</b></p> <p><i>(Clarify the Path)</i></p> <p>College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see</p>	<p><input type="radio"/> College is currently not providing or planning to provide clear program requirements for students.</p>	<p><input checked="" type="radio"/> Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.</p> <p>A few course offerings and schedules are designed to meet student demand.</p>	<p><input type="radio"/> Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.</p> <p>Some course offerings and schedules are designed to meet student demand and</p>	<p><input type="radio"/> Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.</p> <p>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.</p> <p>Teams create default program maps and milestones for program</p>

<p>how close they are to completion. College offers courses to meet student demand.</p> <p>In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).</p>		<p>Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>	<p>offered at times and in a manner that enable students to complete their programs of study in a timely fashion.</p>	<p>completion/transfer, so that students can easily see how close they are to completion.</p> <p>Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.</p>
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating. *Mendocino College has been engaged in this work; however, it has not been in the context of Guided Pathways. Through regularly scheduled curriculum review, programs are consistently modified. Our College has also been very active I developing Associate Degrees for Transfer. Additionally, there has been a recent effort to update and publish departments' four-semester sequences. Scheduling patterns are also being analyzed each semester to increase opportunities for students to develop a full and efficient schedule. However, this work has not begun in developing meta-majors or interest areas and have not yet occurred with cross-discipline teams.*
2. Describe one or two accomplishments the college has achieved to date on this key element. *One potential model for guided pathways is the Theater Conservatory Program that has been recently developed. In this program, students are guided in cohorts through a series of courses which model a conservatory program. The theater courses are typically scheduled in the late afternoon to early evening to leave morning open for general education requirements.*
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *In order to achieve cross-discipline collaboration, faculty will need to be fully engaged in these efforts.*

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

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

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		
<p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> <li>1. Please briefly explain why you selected this rating. <i>The College has made much recent progress in this area. There is growing collaboration between different student services departments to identify student who are in need of academic intervention. Our instruction and counseling faculty utilize an early alert system; however, its use is not widespread or consistent. In the last year, our SSSP/Equity Coordinator has worked closely with our Admissions &amp; Records Director to identify students who are under academic probation so that those student can be supported with assistance to improve academically. Students are linked to workshops and other resources. However, our institution has not done a good enough job to help students track their progress toward degree completion. We are planning on implementing the Colleague tool Student Planner, which should allow students to have a better understanding of the length of time it will take to complete their degrees.</i></li> <li>2. Describe one or two accomplishments the college has achieved to date on this key element. <i>Our strengths in this area tend to occur within specially funded programs. In the First Year Institute students are monitored closely by their counselors and take a College Career Success course with them. There is communication with instructional faculty through grade checks and faculty advisers to increase the collaboration with instruction and student services.</i></li> <li>3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.</li> <li>4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?</li> </ol>				

<b>IMPLEMENTATION (9-14)</b>				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>10. INTEGRATED TECHNOLOGY INFRASTRUCTURE</b></p> <p><i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i></p> <p>College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including:</p> <ul style="list-style-type: none"> <li>• Link student demand to scheduling</li> <li>• Ability for students to monitor schedule and progress (e.g., Degree Audit)</li> <li>• System for counselors and faculty to monitor students' progress</li> </ul>	<p><input type="radio"/> College currently does not have or plan to build an integrated technology infrastructure.</p>	<p><input checked="" type="radio"/> The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.</p>	<p><input type="radio"/> The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.</p>	<p><input type="radio"/> The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.</p> <p>College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.</p>

<p>(e.g., Starfish, early alert system, etc.)</p> <ul style="list-style-type: none"> <li>• Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other)</li> <li>• Others</li> </ul>				
<p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> <li>1. Please briefly explain why you selected this rating. <i>Our technology is currently not capable of consistently providing long term degree planning and progress. Instead, we have some tools available for faculty and staff to be able to do some small-scale planning processes when advising a student. These technology shortcomings are now well-understood and we have plans for implementing technology that will allow for progress tracking for multiple purposes. Students will be able to track their paths and be informed if they are off-track. Counselors will be assisted by this technology when advising students. Administrators and instructional faculty will be able to obtain more robust data to aid in the creation of schedules and future program planning.</i></li> <li>2. Describe one or two accomplishments the college has achieved to date on this key element. <i>The college has recently successfully implemented Canvas for all of our online and on-ground classes. This allows for much better tracking of student progress in classes and more access for students to their real-time achievement in classes. Also, Canvas will allow for interfacing with other systems.</i></li> <li>3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. <i>Technology implementation takes time and much professional development to be well utilized.</i></li> <li>4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?</li> </ol>				

<b>IMPLEMENTATION (9-14)</b>				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>11. STRATEGIC PROFESSIONAL DEVELOPMENT</b></p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>● Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college's strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p>	<p>○ Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> <li>● Using learning outcomes assessment results to support/improve teaching and learning.</li> <li>● Providing updated information across the college to enable faculty and</li> </ul>	<p>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college's overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> <li>● Using learning outcomes assessment results to</li> </ul>

			<p>staff to refer students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"> <li>• Improvements in those college processes directly serving students.</li> <li>• Leadership capacity and stability for all areas on campus and the college as a whole.</li> <li>• Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.</li> </ul>	<p>support/improve teaching and learning</p> <ul style="list-style-type: none"> <li>• Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary.</li> <li>• Improvements in those college processes directly serving students.</li> <li>• Leadership capacity and stability for all areas on campus and the college as a whole.</li> <li>• Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.</li> <li>• Continued broad engagement in cross-functional decision-making.</li> <li>• Regular and consistent training on the use of technology to support</li> </ul>
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				academic programs and student services.
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Please respond to the following items (500 word maximum per item)

5. Please briefly explain why you selected this rating. *Our professional development opportunities have been intentionally developed to meet the goals of our various initiatives. We are very close to a “Scaling in Progress” in this area as we have been designing professional development opportunities that do support the goals of our initiatives and are helping our staff and faculty to engage in data and research. The shortcoming keeping us in “Early Adoption” is that we haven’t yet fully engaged the planning of professional development with our Integrated Plan or Guided Pathways as that work is just beginning. However, we have leveraged the work of our BSI committee with funding from Student Equity to plan and fund Teacher Institutes and other professional development that supports the goals of both programs. We also intentionally plan our convocation “Inservice” each semester to move forward the strategic goals of our campus and of our initiatives. Overall, the District has supported professional development across all constituent groups; however, in order to rate higher, we will need to develop a broader and more coherent plan.*
6. Describe one or two accomplishments the college has achieved to date on this key element. *Our Classified Leadership are presenting by invitation at their State Leadership conference as a result of their engagement in the work of our Equity Plan. Classified Staff participated in and led workgroups to examine the processes and physical spaces on our campus, which may present barriers for student success. Their recommendations and conclusions are being incorporated into facility proposals, process planning and have resulted in direct services for students. The Center for Urban Education (CUE) commended Mendocino College for engaging the Classified staff in a way they hadn’t seen at other campuses. Another successful professional development effort is related to our work around acceleration. This work is key to the success of goals of most of our initiatives, including BSI, SSSP, Equity, AEBG, our FYI program, and CTE degree completion. The college has invested in the work of our English and Math department to pursue this important work and has supported professional development for full- and part-time faculty.*

7. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *Our challenge in this area has been to better design our program review process and review to engage individual faculty and departments in requesting professional development that supports the goals of the District and our initiatives. Additionally, we need an improved process for evaluating and supporting those requests that originate from the program review process.*
8. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

<b>IMPLEMENTATION (9-14)</b>				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>12. ALIGNED LEARNING OUTCOMES</b></p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.</p>	<p>○ College is currently not aligning or planning to align learning outcomes.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p>	<p>● Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p>

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

1. Please briefly explain why you selected this rating. *Mendocino College had a well established Learning Outcomes cycle that is incorporated into program review and all of our resource allocation processes. Additionally, there is a process for SLOs to inform PSLOs and then be incorporated into ISLOs. In order for us to reach Full Scale, however, there needs to be an improved campus-wide engagement in a deeper analysis of SLOs. Faculty and departments do complete SLO/SAO assessments; however, there can be more done to inform a cycle of improvement as described in the Full Scale rating.*
2. Describe one or two accomplishments the college has achieved to date on this key element. *As demonstrated through our latest accreditation process, all Mendocino College constituent groups are committed to contributing to our SLO processes and recognize the need to include outcome assessment results in our budget allocation decisions*
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *As mentioned in an earlier section, Mendocino College is engaged in creating a more robust culture of inquiry. This will be important in supporting our Learning Outcomes work to be more meaningful and impactful.*
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

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

<p>mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.</p>				
<p>Please respond to the following items (500 word maximum per item)</p> <ol style="list-style-type: none"> <li>1. Please briefly explain why you selected this rating. <i>Early adoption was selected to rate this key element; however, most programs do “examine and use learning outcomes results to improve the effectiveness of instruction.” At this time, though, assessment results are not made readily available for students and faculty to access. As described in the last key element, the District is committed to the Learning Outcome assessment cycle as it has been established and institutionalized.</i></li> <li>2. Describe one or two accomplishments the college has achieved to date on this key element. <i>Recently, during our accreditation processes, every constituent group agreed to have reference to Learning Outcomes assessment included in their evaluation instruments.</i></li> <li>3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. <i>We are in the middle of an implementation of a new information system for Curriculum, SLOs and Program Review. This has taken longer than expected and has challenged our efforts to continue to improve our program review process.</i></li> <li>4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?</li> </ol>				

<b>IMPLEMENTATION (9-14)</b>				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
<b>KEY ELEMENT</b>	<b>SCALE OF ADOPTION</b>			
	<b>Pre-Adoption</b>	<b>Early Adoption</b>	<b>Scaling in Progress</b>	<b>Full Scale</b>
<p><b>14. APPLIED LEARNING OPPORTUNITIES</b></p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p><input type="radio"/> College is currently not offering or planning to offer applied learning opportunities.</p>	<p><input checked="" type="radio"/> Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p>	<p><input type="radio"/> Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p><input type="radio"/> Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p>

Please respond to the following items (500 word maximum per item)				
<ol style="list-style-type: none"><li>1. Please briefly explain why you selected this rating. <i>Mendocino College has a work experience program and some of our CTE programs do incorporate internship requirements and opportunities. These are integral to some programs such as Nursing, Human Services, EMT and Fire Science courses where there are clear requirements for work based learning. Additionally, the campus houses a Mini-Corps program which works with college student prospective teachers. However, there is much room for further developing applied/contextualized learning opportunities.</i></li><li>2. Describe one or two accomplishments the college has achieved to date on this key element. <i>Mendocino College has been actively developing opportunities for students in its CTE offerings. For example, Mendocino College and Shasta College are collaborating to offer a Physical Therapy Assistant program. This program was developed as a result of a thorough analysis of labor market indicators and because of commitments from regional hospitals and clinics to offer internship sites for students. This is a unique program in that the two Colleges are collaborating to share curriculum and faculty to make this a fiscal possibility at two small rural colleges.</i></li><li>3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. <i>In a small rural district such as ours, internship opportunities are limited. There are few large employers and a limited variety of industries represented.</i></li><li>4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?</li></ol>				

## ADDITIONAL QUESTIONS (500 word maximum per item)

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

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

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

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

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

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


## Guided Pathways Award Program Self-Assessment Signature Page

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

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### Name of college

#### Self-Assessment Signatories

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

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

**In lieu of mailing, a scanned copy may be emailed to:** [COGuidedPathways@cccco.edu](mailto:COGuidedPathways@cccco.edu)