



**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
AACC PATHWAYS COLLEGES' ASSESSMENT OF PROGRESS IN IMPLEMENTING PATHWAYS AS OF FALL 2021**

November 2021

Institution Name: Mt. San Antonio College

Date: 2/14/2022

Please list the names and titles of the individuals involved in completing the SOAA: Shiloh Blacksher, Professor of Psychology and Guided Pathways Co-Coordinator and Sara Mestas, Professor of Counseling and Guided Pathways Co-Coordinator

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. 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) and in several [CCRC guided pathways projects](#).

In column two, indicate the extent to which each essential practice listed in the first column is currently implemented at your college as of fall 2021 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 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 (and impacts >50% of new students)
<i>At scale</i>	Practice is implemented at scale—that is, for all students in all programs of study (and impacts >80% of new students)

In column three, describe any updates in 2021 toward implementing each practice at scale. For practices that are *scaling* or *at scale*, please indicate which semester a practice first reached this point. Finally, in column four, indicate significant next steps your college plans to take in spring and fall 2022 toward implementing the given practice at scale. If your college does not have any updates for 2021 and/or does not have significant next steps in the coming year, you may leave the response blank.

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.

Your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals by using the “Equity Considerations” questions listed in each practice area. 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.

Please email the completed SOAA to Hana Lahr by January 14, 2022. If you have questions about the SOAA or follow-up interviews, please contact Serena Klempin (sck2130@tc.columbia.edu) or Hana Lahr (lahr@tc.columbia.edu).

NOTE: This is the sixth and final Scale of Adoption Assessment that CCRC is conducting as part of the AACC Pathways Project.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Recent Progress 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 in Spring and Fall 2022
<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.</i></p>			
<p><u>Equity Considerations in Area 1:</u></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 underrepresented 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? • As faculty make curricular changes to ensure a coherent educational pathway, is there also a required process for curriculum review to address race and equity issues in coursework (for example, in criminal justice, health careers, social and human services, American history, and so on across the curriculum?) 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input checked="" type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> • Updated GPS website, counseling workshops, and marketing materials to include "Student How to Guides." Sent regular email announcements to the campus community of the marketing 	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> • Provide training and marketing to the campus on EAB Navigate.

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<p>“meta-majors”. <i>(Note: This practice was added to the SOAA in 2019)</i></p>		<p>materials to support sharing with students and posted links on department/division websites.</p> <ul style="list-style-type: none"> Updated the College’s career clusters (meta-majors) and card sort activity with annual changes in the college catalog (new and deleted programs). Developed the Career Cluster proposal that outlines who manages the career clusters (Counseling faculty), process (to include faculty experts), and the timeline for updates. GPS maps for all certificates, AA/AS, AAT/AST are loaded onto EAB Navigate to ensure students have a course recommendation guide to assist with "one-click" registration beginning with 2019 Catalog programs. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	<ul style="list-style-type: none"> Provide training and marketing to the campus on Career Coach. Coordination and planning will begin Spring 2022. Career Cluster proposal will be sent to the Mapping & Catalog committee to request for adoption of the proposal as a permanent process.
<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><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p>X At scale</p>	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> New certificates added in 2021: Artificial Intelligence in Business, CIS in Cloud Computing for Amazon Web Services, Fashion Historical Costuming, Computer Networking Technology Fundamentals, Electronics Technology (muti-level 	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> Continue to evaluate the addition of new ADTs (ongoing). Spring 2022. Meet with 4-year colleges that provide transfer program on Campus (e.g. SIU, Mt. Saint Mary's,

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		<p>certificates), Electronics Engineering Technology, Music Studies, Fashion Retailing Fundamental Online, Geotech, Graphic Design (multilevel certificates-Generalist, Marketing, Motion Graphics, Web Design)</p> <ul style="list-style-type: none"> • Participation in CCLA19's partnership with 18 regional colleges to create shared partnerships with local industries and address gaps in employment skills in course content. Senate appointed a faculty liaison with expertise in career education and strong work force initiatives. • ADT Transfer Degree Communication Guides. This project is creating 25 comprehensive ADT communicating guides that will include links to "What Can I Do With This Major?", "Career Coach" GPS map, program site, podcast interviews with faculty and student voices sharing major insights, transfer-related sites. Two expert consultants were hired to develop both the 25 communication guides and podcasts. Drafts are being reviewed by discipline faculty and GPS mapping coordinator, Articulation Officer, and other "experts" to ensure information accuracy. Each guide will highlight an ADT and will include discipline faculty content, 	<p>ULV., etc.) to develop GPS maps for their programs.</p> <ul style="list-style-type: none"> • Continue to evaluate regional labor market need for noncredit CTE training (ongoing). • Continue to utilize GPS funding to encourage all departments/programs to develop a career handbook for students. • Evaluate fields of importance in the college's service area. Ensure the College provides opportunities for preparation to enter these fields or engagement in work experience for students at Mt. SAC (ongoing). • Complete the ADT Transfer Degree Communication Guides project. • Continue to have annual Transfer Symposiums every Fall semester as a standard practice of engaging in conversation about equity as a pathway to transfer for the college.

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		<p>student quotes about major, career/major information, transfer links, GPS sites, and other information relevant to providing information on a one-page guide. The guides are printable, website and social media ready.</p> <ul style="list-style-type: none"> • A team of credit and non-credit counselors and career specialists completed a self-paced certification course through Career Thought Leaders (CTL) Resume Writing Academy (RWA). CTL is a think tank for coaches, counselors, resume writers, and other professionals looking to stay up to date on trends, expand their practice, and guide clients to success. The team developed and implemented a common language and process for the development of resumes and cover letters using modern strategies and trends that create compelling marketing documents for students to compete well in today's competitive job market. • Created an Ethnic Studies department and hired new faculty which will meet student demand and CSU transfer Area F requirements. • Paralegal studies partners with an alumni group on LinkedIn where career opportunities are regularly updated. 	

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		<ul style="list-style-type: none"> • GPS funded a Transfer Symposium in Fall 2021 to engage the Mt. SAC community in a conversation about transfer as a pathway to equity in education and how faculty, staff, and administrators can contribute to the normalization of the transfer function of Mt. SAC as an institutional priority. The Keynote speakers were Dimpal Jain, Santiago Bernal, and Alfred Herrera, the authors of the equity-centered transfer book <i>Power to the Transfer: Critical Race Theory and a Transfer Receptive Culture</i>. All attendees of the Transfer Symposium received a copy of the book and were eligible for professional growth increment credit through POD. Ninety-eight faculty, staff, and administrators attended this event. • Transfer Agent Trainings were held throughout the month of October 2021. These trainings were created for any Mt. SAC employee to engage in a conversation about validating students' experiences and transfer aspirations via the personal statement review process. • Transfer Application Review (TAR) Days were held during the month of November in 2021. These TAR Days offered the opportunity for any Mt. SAC employee to get involved in supporting 	

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		<p>students through the transfer application process.</p> <ul style="list-style-type: none"> A Canvas module was created to guide students through career exploration and increase career development so that faculty can embed it into their course modules. Training to use the module in the classroom is being provided. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> Visitors who navigate to the College Catalog or to the Guided Pathways page can easily find courses to help them achieve their educational goals. The Mt. SAC website pulls career data from Onet, courses from the College Catalog, and academic plans set up by the College Counselors to show students a clear path towards their educational goals and what steps it will take to achieve them. The catalog API integration makes this interaction possible. The Mt. SAC website’s modern design takes advantage of commonly used tools such as bulleted-lists and accordions to present information to viewers similar to the way they view information elsewhere around the 	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> Create a more seamless experience across college websites and platforms. Review webpages to ensure accessibility and student-centered formatting and navigation (ongoing). Evaluate program websites to ensure consistency and currency of career and employment information (ongoing). Continue to analyze the College’s online presence, including usefulness and inclusivity for underrepresented and/or underserved students (ongoing). Career Readiness Task Group will provide training to faculty on how to use Career Hub in their classrooms. Marketing campaign development to include a campus and community launch, Spring 2022.

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		<p>Internet. Also, processes are broken down into steps, and checklists allow students and families without prior higher ed experience, to know their status and where they are in each process.</p> <ul style="list-style-type: none"> • Career Readiness Task Group completed a redesign of the College’s Career Hub website in October 2022 that encompasses career development across campus, including tools, links, workshops, etc. • All CE and non-CE websites contain widgets that auto populate employment information from career coach (i.e. average salary, industry growth). • Increased the involvement of student graphic designers (i.e. Studio13) and student feedback in the design and updating of program websites. For example, engineering co-designed their media with student assistants in the programs from historically marginalized communities. • Developed career/major information guides, update ADT website, and partner with Magic Mountie Podcast to record faculty and students/alumni for transfer programs, beginning with ADT degrees and continuing with non-ADT transfer programs (e.g. Engineering) to 	<ul style="list-style-type: none"> • The website has come a long way, but additional ease of navigation and personalized content delivery that dynamically changes for each user, could make the Mt. SAC website even more appealing and useable for students and families without prior experience with higher education and for historically underrepresented students. Students who are comfortable with the website are more likely to explore and access more of its content. • Develop a process to coordinate the updates that faculty are tasked with making to department/program webpages.

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		<p>share their experience in learning and career experiences.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	
<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><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p>X At scale</p>	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> • Integrated noncredit courses that support credit programs in GPS course sequence maps to increase knowledge of support opportunities more equitably. • Engineering has developed 13 embedded certificates that have received local and regional approval and are in the final stages of approval. • GPS funded Online College catalog upgrade to integrate GPS maps across multiple software platforms which provides an easier to navigate transition between the catalog and the GPS suggested course sequence maps. • Matcher tool updated 2021-2022 catalog (excel format). • Magic Mountie Podcast series, hosted through POD, provides podcasts on various topics for students and faculty. The podcast is primarily an exploration of professional development related topics by and for faculty at Mt. San 	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> • Add snippets to all program websites so that students can easily navigate to maps. • Continue to improve and develop partnerships with transfer institutions to guide students and increase transfer opportunities. • Continue implementing and improving marketing plan for GPS course sequence maps. • Mapping Coordinators continuing to work with individual departments to identify specific discipline milestones like clubs, internships, and research. • Further develop and capitalize on an associates and certificates degree "matcher" tool to help students identify what certificates they are doing along the way to a degree and see the overlap between multiple degree options. Discussion on how to develop an interactive tool to be brought to the

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		<p>Antonio College, but some episodes allow students to explore programs and hear other student and faculty voices. A frequent theme of the podcast is improving the success of students from designated campus equity populations. There have been 16,313 downloads to date.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	<p>Mapping & Catalog committee, Spring 2022.</p>
<p>e. Required math courses are appropriately aligned with the student's field of study (<i>Note: This essential practice was moved from Area 2</i>)</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p>X At scale</p>	<p><i>Updates in 2021:</i></p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2020</p>	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> • Continue to monitor the effects of AB705 implementation on student success, with special attention on identifying and closing equity gaps (on going).

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<p><u>Equity Considerations in Area 2:</u></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><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p>X At scale</p>	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> • Counseling expanded online scheduling services so that academic counseling appointments were more accessible and offered in a variety of modalities (phone, zoom, in-person). • Expanded “Quick Question Counseling” (15 minute drop-in sessions) to phone and zoom. • Counseling courses expanded to multiple modalities (online-synchronous, online-asynchronous). • Late night counseling appointments (7-10pm) were offered through the equity center. • Counseling courses were specially designed to meet the needs of DREAM students. 	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> • Continue to market to students the importance of developing a comprehensive educational plan by the end of the first semester (ongoing). • Continue with the implementation of EAB Navigate as a new advising tool. • Continue to grow Mt. SAC’s Summer Transition Enrichment Program (STEP) so that all new students are participating, and have access to a counselor in their first semester at Mt. SAC • Evaluate whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower-wage careers. Consider how underrepresented students can be helped to raise their educational and career expectations while at the same

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		Term, if <i>at scale</i> or <i>scaling</i> : Fall 2021	<p>time meeting their more immediate economic needs.</p> <ul style="list-style-type: none"> • Counseling is developing an online Undecided workshop. A recent study of the Undecided Workshop in person showed an increase in student completion who participated in the workshop and met with a counselor after the intervention. • Counseling courses will be specially designed to meet the needs of Rising Scholars/system impacted students.
<p>b. Special supports are provided to help students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> • Sociology faculty researched and surveyed sociology majors and used data to refine and promote sociology pathways. In collaboration with Studio 13, the department developed digital and print media to market the program and relevant career pathways to students. In planning stages is A Day of Dialogue Series and a Cultural Capital Series. • Noncredit Academic Intervention for Math and English (AIME) collaborates with ESL/Nursing/Counseling/English/Math to identify student skills necessary for success in transfer level English, math, 	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> • Continue to enroll students in STEP and Summer Bridge, conduct research to evaluate the effectiveness and make & implement improvement recommendations (on going). • Increase communication efforts between credit and non-credit faculty, staff, administrators, and students to expand cross-campus collaboration (ongoing). • Build and further coordinate academic and student support services for increased student success in major program areas (on going).

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		<p>and credit classes. These include Pre-Stats, B-Stem, Healthcare math, and ATI TEAS preparation.</p> <ul style="list-style-type: none"> The Nursing program hired an academic advisor to support students in the nursing program. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	<ul style="list-style-type: none"> Expand liaison relationships between academic and student services faculty to clarify joint roles and responsibilities. Explore opportunities to build community and support networks between students within majors (e.g. department orientation days). Continue to work towards meeting common student success metrics (e.g., disproportionately impacted groups) across tutoring centers. Within programs, leverage data coaches to disaggregate enrollment, pass rate, and subsequent success data by student characteristics, and implement equity-based success strategies.
<p>c. Special supports are provided to help students to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in 2019)</i></p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale</p>	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> Noncredit provides contextualized courses with embedded counseling to provide skills and increase academic confidence to encourage students to register for credit math courses during their first year of enrolling in college. Co-requisite support courses (MATH 7, 11, 13, 14, 15, 16, and 18) are offered for college-level mathematics from Elementary Algebra through Calculus I in multiple modalities (i.e. Online, 	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> Deeper discussion of the disaggregated retention and success data for math courses to address why the degree of support services in place have not had greater impact on reducing equity gaps.

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		hybrid, and face-to-face) to meet student needs. <ul style="list-style-type: none"> • Math and computer science department published data on their webpage from student and faculty surveys, assessment and placement, enrollment, success and throughput, equity, CSU transfer, math community of practice and AIME success (noncredit). <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	
d. Special supports are provided to help students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in 2019)</i>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress X At scale	<i>Updates in 2021:</i> <ul style="list-style-type: none"> • Developed an Introduction to American Language course (AMLA 1A) for non-native speakers that meets the written communication requirement and is transferrable to CSUs & UCs. • Noncredit provides contextualized courses with embedded counseling to provide skills and confidence to encourage student to register for credit English courses during their first year of enrolling in college. • ENGL 80 is offered as a co-requisite to Freshman Composition (ENGL 1A) in multiple modalities (i.e. Online and face-to-face) to meet student needs. 	<i>Significant Next Steps for Spring and Fall 2022:</i> <ul style="list-style-type: none"> • Deeper discussion of the disaggregated retention and success data for English courses to address why the degree of support services in place have not had greater impact on reducing equity gaps. • A workgroup is strategizing how to make existing supports more effective for first year students and determining what (if any) additional supports maybe needed to increase student success and reduce equity gaps.

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<p>e. Intensive support is provided to help students to succeed in college-level courses as soon as possible.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> Retention and Persistence Committee is prioritizing reviewing disaggregated success data and making recommendations to help the College adopt stronger intervention strategies. Hired classified professionals to partner with faculty on EAB navigate early alert campaigns to connect students who are struggling in their courses with just-in-time resources. Every fall and spring semester, the ASAC organizes a comprehensive schedule of events and tutor availability in preparation for finals week. The event provides a comfortable, convenient space for students to study, get free tutoring, and relax while preparing for the final stretch of the semester. Academic Support for Math & English (AIME) program provides intensive accelerated noncredit courses to prepare for college level math and English. Course scheduled to target first year students preparing for Fall and 	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> Develop systematic processes for tracking which support services students are using and when so that data can be disaggregated and leveraged to strategically identify and market services to students who need the services most. RIE in collaboration with the Retention and Persistence Committee will begin a 5-year longitudinal study in Fall 2022 to better understand the educational experience/journey of students of color. Explore additional supports outside of academics that could be provided to students to increase success (e.g. housing security, mental health, child care) and strategize ways to increase the usage of existing supports in these areas. Title V Grant will work to Identify new measures to accurately reflect usage of the Mountie Student Hub.

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		<p>Spring as well as students who withdraw.</p> <ul style="list-style-type: none"> • Math, English, Learning Assistance, and ABE offer basic skills courses. ABE offers open entry/open exit basic skills reading, math, and writing courses. • Mt. SAC operates a laptop and hotspot loaner program where computers and Internet delivery devices are loaned to students free of charge, allowing students regardless of representation, income, generation, documentation, military service status, impact by the justice system, tribal membership, or ability to participate in classes remotely. For Fall 2021, 5,947 devices were loaned to students. • The student health center provides open drop-in “Zoom at Noon” sessions to answer mental health related questions and check in with students. • Expanded mental health services for students and employees including availability of services online. • FCLT and DL Committee redesigned the Mountie Student Hub in the LMS to create a more user-friendly experience and incorporate more technology tools and support services. • The Mountie Money Management Center (MMMC), developed through 	<ul style="list-style-type: none"> • The Mountie Money Management Center (MMMC) has partnered with Financial Aid and Accounting Department for 2 workshops on student tax preparation.

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		<p>the Mt. SAC Title V Grant, provides students with resources and supports for managing their money and planning for their financial futures. Our goal is to help students stay in college and move towards their career goals. We are doing this by providing resources to help students manage their money and also connect them to additional Mt. SAC support resources.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	
<p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p>X At scale</p>	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> • Opening additional early college high schools in the local service area and continuing to expand dual enrollment opportunities for high school students. • The Mt. SAC Early College Academy (MECA) offers credit and noncredit courses. • With the implementation of AB 554, Noncredit ABE counselors work with feeder adult schools to provide student access to credit courses through the Adult Special Admit program. • Engineering developed an “Engineering Summer Cohort” program that enrolls recent high school graduates; and has 	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> • Continue to evaluate and expand courses offered through dual enrollment and high school partnerships.

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		<p>developed several course articulations with local high school engineering programs.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	

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<p><u>Equity Considerations in Area 3:</u></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><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input checked="" type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> • EAB Navigate software has been further developed to provide more opportunities to connect with students based on their major and/or career cluster. Students can now be grouped by cohort and special programs (e.g., Bridge). 	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> • Leverage data coaching and the Completion Center to help programs pull completion reports for their certificates and degrees. • Explore opportunities to make monitoring more proactive so that intrusive advising and counseling can be scaled.

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		Term, if <i>at scale</i> or <i>scaling</i> : Fall 2021	
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress X At scale	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> Reviewed and recommend implementation of Petitions and Exceptions tool in Degree Works to help with transcript evaluation. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> Improve opportunities for students who have completed course work at other colleges to see how far they have come and what they need to do to complete their requirements by upgrading Degree Works software so that counselors can manually enter course work students have completed outside of the college.
<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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale X Scaling in progress <input type="checkbox"/> At scale	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> Continuing to implement EAB Navigate and promote an early alert culture that provides a timely campus-wide early alert intervention and closes the loop (between the student & the intervention team) when alerts are generated. Piloted EAB Navigate Early alert for students in English and Math classes during Winter 2022. Statistics from the winter pilot: 180 total responses received during the campaign; 52 alerts issued on 50 students by 10 professors (2 Math and 8 English); 25 attendance alerts, 17 kudos alerts, 10 refer to counselling alerts; 10 total cases 	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> Integrating GPS and DEISA efforts to intervention strategies. EAB Navigate Pilot will continue for Spring 2022.

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		<p>opened, 4 cases closed - 3 appointments and 1 no response after multiple attempts, 6 open cases are still awaiting response from students.</p> <ul style="list-style-type: none"> • Respiratory Therapy uses grant funding to pay for Professional Experts to work with students in the lab outside of class time and normalizes attending additional lab hours to practice specific skills. Data supports a correlation between student attendance in extra lab hours with better grades in lab courses. • Data are collected through the multiple means of SEAP reporting (RIE), Argos & Banner reports, Tutor in the Classroom reporting, faculty satisfaction surveys, student satisfaction surveys, WC Online tutoring reports, and focus group interviews to better understand needs and effectiveness of student support services. • Mt. SAC's Basic Needs Committee, composed of faculty, students, staff, administrators, and community members, advises the Basic Needs Resources program to assist with their continuous improvement of its services. • Mt. SAC's Basic Needs Resources program has continued to develop and expand its services to the extent that 	

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		<p>the program now has a physical space with a food pantry with regular hours that houses the Basic Needs Resources Center with staff to promote CalFresh food benefits and assist eligible students with their county CalFresh applications, provide housing in coordination with Jovenes, Inc., basic needs food cards, facilitation of emergency grants through Financial Aid, and case management by social workers to address students' immediate and longer term life challenges.</p> <ul style="list-style-type: none"> • Noncredit special programs use an intrusive counseling model with embedded tutors, progress checks, noncredit/credit options, student support centers, club/organization opportunities, & community events for support. Students attend interventions if grades are deficient. • Noncredit programs monitor student education plans to ensure students stay on their path and complete the correct course of study for their individual goals. 	

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		Term, if <i>at scale</i> or <i>scaling</i> : Fall 2021	
<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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress X At scale	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> • Nursing program redesigned program application and rubric to better prioritize and weight prior work experience relative to grades to make program admission more accessible and equitable. • Nursing program added a lottery system to the admission process to give opportunities for admission to students who have met all requirements but rank lower overall on the rubric. • Registered Vet-Tech (RVT) created an application process for admission to reserve class space for students who have declared RVT as their major. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	<p><i>Significant Next Steps for Spring and Fall 2022:</i></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>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress X At scale	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> • The college surveyed students to better identify modality needs. • Programs/departments conducted surveys tailored to their students to identify modalities and times that were in highest demand. 	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> • Develop a systematic process for continuously evaluating student preferences and needs for classes, including modality, to ensure course scheduling is student centered and meeting demand.

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		<ul style="list-style-type: none"> Based on student demand, asynchronous online, synchronous online, and hybrid course offerings have been expanded. For many programs this has increased the number of sections that are not dependent on physical space availability and increased opportunities for students to find a course to meet the needs of their schedule and complete their program faster. The Title V Grant has prioritized open educational resources (OER) for students. The number of sections using OER materials increased from a baseline of 154 to 383 in year 1, and to 553 in year 2. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	<ul style="list-style-type: none"> Divisions will work to build develop schedules which prioritize student demand and adopt more uniform practices for building schedules across departments.

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Equity Considerations in Area 4:

- How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?

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<ul style="list-style-type: none"> As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? 			
<p>4. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> Outcome coordinator developed a process for assessment of PLOs and trained faculty liaisons (trainers) to assess PLOs. GPS funded release time for 7 Faculty Liaisons to help other faculty members assess PLOs and ensure all programs assess their PLOs and report their findings in a four-year cycle. Project also identifies students who are and who are not successful in achieving the PLO and proposes and implements interventions to increase student success. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> Funding for PLO liaisons will continue for Spring 2022.
<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.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> GPS funded a Data Literacy & Assessment Training for Teacher Preparation Institute (TPI) Students. A cohort of students received training in data literacy and assessment, then 	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> Conduct an audit of program introductory course SLOs to assess the percentage that emphasize engaging students in active and applied learning,

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<i>(Note: This practice was added to the SOAA in 2019)</i>	<input type="checkbox"/> At scale	<p>applied this training to an equity-centered research project of their choice. Project topics included disabilities and special education, teachers of color, English language development, and socioeconomic disadvantage students.</p> <ul style="list-style-type: none"> • GPS funded an ACUE (American Council of University Educators) Faculty Co-Coordinator. To provide a faculty facilitator to guide and mentor a cohort of 30 Mt. SAC faculty through a 54-hour ACUE Certificate in Effective Teaching Practices. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.
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 active learning activities that program faculty intentionally embed into coursework.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> • Expanded coordination among Career Specialists, program faculty, and counselors to ensure that these opportunities are embedded into coursework and student advising. • Cohort based models are promoted across campus to encourage building relationships and program partnerships. • GPS funded two music students to apply audio recording and mixing as well as video production and post- 	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> • GPS will continue to promote mini-grant funding to support faculty and programs that engage students beyond classroom learning. • Title V Student Ambassadors are presenting at UNLV Spring 2022 on HSI identity and planning a Student Equity Conference. • Conduct a survey of programs and/or individual faculty to better understand

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		<p>production skills to meet new demands of performance ensembles in the pandemic period. This project supported student learning, providing opportunities for application of recording and video post-production skills in support of Music Department performance ensembles, which are required to meet remotely.</p> <ul style="list-style-type: none"> • GPS funded a Virtual Conversation Café & Grammar Game Night for Japanese and French language students. This project provided extracurricular activities for Japanese and French language students to improve their conversational skills and grammar in the target languages. By establishing a community of practice outside of class for Japanese and French language students to practice the target languages through student-centered and student-run events, students had opportunities to meet, interact and network with native and/or advanced speakers of the target languages from the local communities and in the Greater Los Angeles region. • GPS funded a faculty coordinator and student interns for Studio13. Student 	<p>student opportunities 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 active learning activities that program faculty intentionally embed into coursework.</p>

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		<p>interns gained real-world, graphic design and multi-media experience by completing various design projects to meet the needs of the campus. This experience bridges students from the classroom to building skills in the work environment.</p> <ul style="list-style-type: none"> Title V hired 8 Student Ambassadors and a Student Development Faculty Coordinator. The Student Ambassadors organized and held the First Annual Latinx Professional Development Institute on campus and presented at RP Strengthening Student Success Conference and Power of Our Data Symposium. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	
<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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale</p>	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> Title V funded 7 data coaches (one for each division) and GPS funded a noncredit data coach and a data coach coordinator. Data coaches developed a data literacy training via Canvas modules, meet with faculty one-on-one, hold regular weekly office hours, send out regular campus-wide newsletters, 	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> Organize a Data Deep Dive (D³) convening for data coaches to interpret and evaluate equity gaps with faculty at the division level.

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		<p>hold FLEX workshops, and created a video production testimonial called “Data Matters”. Thus far, 36 faculty have participated in the training and 9 have completed it.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</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><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> • Title V Grant funded Fall 2021 GREAT Reading Group which consisted of 36 faculty engaging in 4 discussions on application of anti-blackness and classroom implications based on readings from <i>Kindred</i>. • In Fall 2021 5 faculty completed CORA training. • ACUE Effective Teaching Cohorts: 29 faculty completed in Spring 2021; 56 faculty currently in progress for 2021-22 cohorts. • Title V hired a Faculty Online Equity Coordinator to collaborate with DL team to infuse SPOT with a DEISA perspective & develop DEISA tools for online teaching and learning. 	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> • Final CORA training cohorts will be Winter & Spring 2022 • Title V will launch Inclusive Teaching for Equitable Learning (ITEL) cohort of 31 faculty/staff in Spring 2022 • Nine Bystander Intervention & Conflict De-Escalation trainings facilitated by Hollaback! in Spring 2022. Separate trainings have been customized for staff, faculty, and managers. • Title V is funding EQ for Diversity: 4 new Facilitators attending March 2022 training, collaborating with Great Staff Retreat team and Employee Counseling Center. • Strategize ways to move beyond self-reported data in assessing whether faculty have implemented equity-based

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		Term, if <i>at scale</i> or <i>scaling</i> : Fall 2021	pedagogical practices and whether success outcomes have improved at the course level.
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> GPS funded the development and facilitation of 10 psychology seminars to provide supplemental instruction to students. Topics include student skills (e.g. APA Writing Style; Library Research in Psychology; Educational Planning in Psychology; Applying to a University; Applying to Graduate School: Graduate School Interviewing) and exploring the discipline and career paths (e.g. Careers in Psychology: General Overview; Careers: Military Psychology; Careers: Police Psychology; Careers: Medical Psychology; Careers: The Prescription Privilege Movement; Careers: Research; Careers: Psychotherapy). Students who complete multiple seminars will be recognized for their accomplishment with a stole at graduation. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> Explore opportunities to earn industry-related badges to demonstrate mastery. Provide professional development in using other means than transcripts to allow students to demonstrate their learning. Support faculty in developing opportunities for students to document learning outside of transcripts. Consider software and/or technology that could be adopted to help students document their work in a portfolio.

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<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> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Updates in 2021:</i></p> <ul style="list-style-type: none"> In collaboration with GPS, Title V, FPDC, and POD, the first annual Power of Our Data Symposium was held in Spring 2021. The event highlights current research on campus, equity-based findings, and promotes data literacy and engagement. There were 110 participants. <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	<p><i>Significant Next Steps for Spring and Fall 2022:</i></p> <ul style="list-style-type: none"> 2nd annual Power of Our Data Symposium will be held in Spring 2022. Review changes over time and determine next steps for Guided Pathways support. (Ongoing) Determine methods to engage the college further with college-wide student data. (Ongoing) Use data to create targeted professional development. (Ongoing) Re-review business processes and students' experiences and make recommendations on changes. Leverage data coaches to disaggregate outcomes data. Continue and expand Student Voices project.