



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

Revised February 2019, November 2019

**Institution Name:**

**Date:**

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

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2021. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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

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

## Equity Considerations

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

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

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2021.** For more information about the SOAA, please email [guidedpathwaysinfo@cccoco.edu](mailto:guidedpathwaysinfo@cccoco.edu).

For assistance in obtaining access to the NOVA system, please email [nova-support@productops.com](mailto:nova-support@productops.com).

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</p>			
<p><b>Equity Considerations in Area 1:</b></p> <ul style="list-style-type: none"> <li>• Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education?</li> <li>• How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?</li> <li>• 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?</li> </ul>			
<p><b>1. MAPPING PATHWAYS TO STUDENT END GOALS</b></p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p>Place an X next to one:</p> <p>Not occurring</p> <p>X Not systematic</p> <p>Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>We have selected a broad framework. Now it is a matter of developing the details of that framework with input from the broader campus community (students, faculty, classified professionals, shared governance groups, etc.) and ensuring that this framework meets the needs of constituent groups.</p> <p>Students have access to the Mesa Journeys intake survey which connects them to valuable career resources. Assessing existing orientation and info sessions, evaluating intake methods to limit confusion.</p> <p>Student Goals Framework will provide resources to assist students in making these decisions.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>We are currently conducting student focus groups. That work will be completed by the end of Fall 2020.</p> <p>Based on that feedback we will develop the framework further and then present it to the broader campus community for input and feedback.</p> <p>MPC approved communication process and glossary is in progress.</p> <p><i>Timeline for implementing next steps:</i></p> <p>We plan to have a framework decided upon by the end of Spring 2021 to implement by the End of Spring 2022.</p>

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		Website redesign underway to make website student facing. Meta-majors marketing is occurring for Career Ed/Allied Health programs.  Term, if at scale or scaling:	
<b>1. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance      X Connections with other GP teams Regional training      On campus /individual training X Technology          Reporting/data Other		<i>Challenge or barrier: (1,000 character)</i> Time. Money. Need for more robust cooperation between the workgroups. Clearer guidance on website redesign and software that would be available/implemented by the campus or district.	<i>Support Needed – Detail: (1,000 character)</i> ESU's or Release Time so faculty and classified professionals can devote more time and energy to this work.
<b>b.</b> Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	<i>Place an X next to one:</i> Not occurring Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i>  Term, if at scale or scaling:	<i>Next steps: (1,000 character)</i>  <i>Timeline for implementing next steps:</i>
<b>1. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance      Connections with other GP teams Regional training      On campus /individual training Technology          Reporting/data Other		<i>Challenge or barrier: (1,000 character)</i>	<i>Support Needed – Detail: (1,000 character)</i>

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<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><i>Place an X next to one:</i>            Not occurring            X Not systematic            X Planning to scale            Scaling in progress            At scale</p>	<p><i>Progress to date: (2,500 character)</i>            Program webpages are being updated with employment info. RIASEC Career Interest Survey website is being created and will be available to students.             Website redesign is in Planning to scale and in progress.             Term, if <i>at scale</i> or <i>scaling</i>:            To debut in 2021.</p>	<p><i>Next steps: (1,000 character)</i>            Go live with the website changes, updates, and refine as needed.   <i>Timeline for implementing next steps:</i>            Spring 2021-Spring 2022</p>
<p><b>1. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i>            Policy guidance      Connections with other GP teams            Regional training      On campus /individual training            Technology              Reporting/data            X Other</p>		<p><i>Challenge or barrier: (1,000 character)</i>             Mesa only has 1 web designer for the campus.</p>	<p><i>Support Needed – Detail: (1,000 character)</i>             Additional web designer support, possibly hourly support.</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><i>Place an X next to one:</i>            Not occurring            Not systematic            X Planning to scale            Scaling in progress            At scale</p>	<p><i>Progress to date: (2,500 character)</i>            We have collected multiple maps. We are currently collecting and reviewing the maps to determine the best way to make this information available.             Term, if <i>at scale</i> or <i>scaling</i>:            Spring 2021</p>	<p><i>Next steps: (1,000 character)</i>            Collect maps from remaining programs, decide on a plan for making these maps accessible in a way that will best serve the needs of programs and students.   <i>Timeline for implementing next steps:</i>            Choose a plan by the end of Spring 2021. Implementation pending upon what technology is decided on.</p>

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<p><b>1. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  Technology              Reporting/data  Other</p>		<p><i>Challenge or barrier: (1,000 character)</i>  Maps are quite varied based on the particular needs of individual programs, so it will be challenging to identify a way for presenting these that will still serve the needs of individual programs.</p> <p>Some groups done but not systematic.</p>	<p><i>Support Needed – Detail: (1,000 character)</i></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><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  X Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i>  The Office of Communications have created information pieces with Math Paths to support this.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:  Fall 2021</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</i></p>
<p><b>1. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  Technology              Reporting/data  Other</p>		<p><i>Challenge or barrier: (1,000 character)</i></p>	<p><i>Support Needed – Detail: (1,000 character)</i></p>

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<p><b>Equity Considerations in Area 2:</b></p> <ul style="list-style-type: none"> <li>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?</li> <li>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?</li> <li>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?</li> </ul>			
<p><b>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</b></p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i>  Hired 2 faculty ESU’s to research career exploration models across the state in other CCCs.</p> <p>Students have access to the Mesa Journeys intake survey which connects them to valuable career resources. Assessing existing orientation and info sessions, evaluating intake methods to limit confusion.</p> <p>Student Goals Framework will provide resources to assist students in making these decisions.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i>  Once research for the career exploration models is complete, present results and make recommendation to MPC for implementation.</p> <p>The Mesa Journeys tool will continue to improve the way it is connecting students to services especially in regards to career exploration.</p> <p>Continue to develop the student goals framework and identify appropriate support services based on the identified goals of students.</p> <p>Develop a structure for Faculty Advising where discipline specific faculty who can offer information on programs and career opportunities to students.</p> <p><i>Timeline for implementing next steps:</i></p>

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			<p>We plan to have a framework decided upon by the end of Spring 2021 to implement by the End of Spring 2022.</p> <p>Develop proposal for discipline-specific faculty advisors by end of Spring 2022</p>
<p><b>2. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      X Connections with other GP teams</p> <p>Regional training      On campus /individual training</p> <p>X Technology      Reporting/data</p> <p>X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>We need additional faculty and classified professionals to be involved in all stages of implementation. Funding for release time will be needed. One option would be to offer some compensation to increase participation.</p> <p>The Mesa Journeys tool needs a communication platform for better reach to students.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Need support with funding and release time for faculty and classified professionals involved in the implementation phase of the career exploration model.</p> <p>Long term funding resources to support the work of discipline specific faculty related to the student goals framework.</p>
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s <b>major program areas</b>.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring</p> <p>Not systematic</p> <p>X Planning to scale</p> <p>Scaling in progress</p> <p>At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Tutoring, Acceleration / Coreqs in math and English as well as the Mesa Journeys tool.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Institutionalize. Scale.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p>
<p><b>2. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams</p> <p>Regional training      X On campus /individual training</p> <p>Technology      Reporting/data</p> <p>Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p> <p>Funding faculty training.</p>	<p><i>Challenge or barrier: (1,000 character)</i></p> <p>Funding</p>



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<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” <b>math</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic X Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> MMAP Self Placement. Embedded tutors placed in coreq classes. Elimination of non-transferable pre reqs has led to X series for math with the tutorial. Work still needs to be done here. Also, the employment of the Mesa Journeys tool.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:  Fall 2021</p>	<p><i>Next steps: (1,000 character)</i> Institutionalize. Scale.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p>								
<p><b>2. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>X On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	X On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i> Additional training for both student and faculty tutors.</p>	<p><i>Challenge or barrier: (1,000 character)</i> Funding</p>
Policy guidance	Connections with other GP teams										
Regional training	X On campus /individual training										
Technology	Reporting/data										
Other											
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” <b>English</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> Tutoring, Acceleration / Coreqs. “ENGL 31” support courses includes additional support and embedded tutoring. Peer Navigators were involved in this effort.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2021</p>	<p><i>Next steps: (1,000 character)</i> Institutionalize. Scale.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p>								
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X Other			
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	Place an X next to one: Not occurring Not systematic Planning to scale X Scaling in progress At scale	Progress to date: (2,500 character) Tutoring, Acceleration / Coreqs. Outreach programs are in place and strong with lots of support programs for math, English, and STEM programs. Also, Umoja, Puente, EOPS, Former Foster Youth, Veterans programs.  Term, if <i>at scale</i> or <i>scaling</i> : Spring 2022	Next steps: (1,000 character) Institutionalize. Scale  Timeline for implementing next steps: Spring 2022
<b>2. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance      Connections with other GP teams Regional training      On campus /individual training Technology              Reporting/data X Other		Support Needed – Detail: (1,000 character) Funding	Challenge or barrier: (1,000 character) Funding
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.	Place an X next to one: Not occurring Not systematic X Planning to scale Scaling in progress At scale	Progress to date: (2,500 character) The Outreach office coordinates JumpStart, Reg fests, and CRUISE in collaboration with other services and faculty. They are also expanding outreach to more high schools, as well as Continuing Ed. and middle schools.  We will begin the creation of a campus “View Book” that will provide prospective students information about programs and support services.	Next steps: (1,000 character) Due to the pandemic a F2F Jumpstart event was not possible. We continue to plan for future F2F events.  Instructional Deans and Department chairs are discussing the development of pathway maps for CCAP programs.  Timeline for implementing next steps: The “View Book” timeline is Spring 2021- Spring 2022

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		CCAP programs work with HSs to motivate and prepare student for college-level coursework  Term, if <i>at scale</i> or <i>scaling</i> :	
<b>2. f. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance      Connections with other GP teams Regional training      On campus /individual training Technology              Reporting/data X Other		<i>Support Needed – Detail: (1,000 character)</i> We need funding in order to create the “View Book”.	<i>Challenge or barrier: (1,000 character)</i> Minimal access to graphic designer due to workload of the campus.

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<p><b>Equity Considerations in Area 3:</b></p> <ul style="list-style-type: none"> <li>• How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?</li> <li>• How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?</li> <li>• How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?</li> <li>• 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?</li> </ul>			
<p><b>3. KEEPING STUDENTS ON PATH</b></p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Integrated online/tech support from Canvas student support hub/website/student portal/early alert so that students, faculty, and support services can see progress information at the same time. Conduct a gap analysis on and assess impact of academic and student support services. Improved communication between instructional faculty and student support services, for example combining the former Basic Skills Committee with our Pathways Academic and Student Support committee as well as investigating how to keep students on the path via taking a zoomed-out view working across student groups. Pilot student success teams. Lastly, taking a zoomed in view about how to support specific groups, for example creating a foster friendly environment.</p> <p>We currently assess student records in CTE programs for completion of degrees and certificates. Students are contacted via email and phone call to apply for</p>	<p><i>Next steps: (1,000 character)</i></p> <p>A workgroup is assigned to develop and pilot.</p> <p>Develop a structure of discipline specific faculty who can offer information on programs and career opportunities to students.</p> <p><i>Timeline for implementing next steps:</i>  Develop proposal for discipline-specific faculty advisors by end of Spring 2022.</p>

		<p>graduation if they are complete, or are invited to meet with a counselor if they are one or two courses away from completion.</p> <p>This happens when students make an appointment or attend a drop-in session or if required through a course.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	
<p><b>3. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  X Technology            Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i>  Investigate 3<sup>rd</sup> party software like Starfish.</p>	<p><i>Challenge or barrier: (1,000 character)</i>  Cost, implementation, and seamless integration among technologies.</p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  X Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i>  Currently, if students have logged in to MySDCCD they can choose a “what if report” or if they meet with a counselor, they can have an official ed plan entered into their MySDCCD account and track progress through Click or tap here to enter text.</p> <p>This is not student centered. It makes it up to the student to gather information. It needs to be easily accessible to students.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i>  We will be examining how to improve this practice.</p> <p><i>Timeline for implementing next steps:</i>  Spring 2021</p>
<p><b>3. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  Technology            Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>

<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p><i>Place an X next to one:</i>  Not occurring  Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i>  Faculty can drop students which may alert a student who then seeks support. Students are informed of academic status issues once grades are posted. Holds are made and students are then forced to seek help. Students in the Promise program fill out self-report which may encourage them to reach out for help.</p> <p>Faculty report that they need clear information about the early alert system. Need to develop a system that provides this as well as ensuring the loop closed. Invest in some technology and work with instructional faculty.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i>  A workgroup is assigned to develop and pilot the alert system as well as investigating and recommending technology that will support this.</p> <p><i>Timeline for implementing next steps:</i>  Spring 2021</p>							
<p><b>3. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>	Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i>  Investigate 3<sup>rd</sup> party software like Starfish.</p>	<p><i>Challenge or barrier: (1,000 character)</i>  Cost, implementation, and seamless integration among technologies. Also identify and secure long-term funding for software to institutionalize the system.</p>
Policy guidance	Connections with other GP teams									
Regional training	On campus /individual training									
Technology	Reporting/data									
Other										
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<p><i>Place an X next to one:</i>  Not occurring  X Not systematic  Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i>  Mesa College’s current system assists students with viable alternative options for students in limited access programs such as Allied Health. Looking at the current model to assess how to expand best practices and other tools for disciplines to reach all students and assist them in developing the best plans for their students.</p>	<p><i>Next steps: (1,000 character)</i>  The Mesa Journeys tool will continue to improve the way it is connecting students to services especially in regards to career exploration at the onset of the educational journey. A new workgroup is planned to explore how to develop a system to support discipline and students with developing viable pathways for credentials and careers.</p> <p><i>Timeline for implementing next steps:</i></p>							

		Term, if <i>at scale</i> or <i>scaling</i> :	Fall 2021 – Spring 2022
<p><b>3. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      X Connections with other GP teams  Regional training      On campus /individual training  X Technology              Reporting/data  X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i>  We need additional faculty and classified professionals to be involved in all stages of implementation. Funding for release time will be needed.</p> <p>The Mesa Journeys tool needs a communication platform for better reach to students.</p>	<p><i>Challenge or barrier: (1,000 character)</i>  Need support with funding and release time for faculty and classified professionals.</p>
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  X Planning to scale  Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i>  Once all the maps are completed, it will be easier to coordinate scheduling of courses, including those in highly impacted areas.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:  Spring 2022</p>	<p><i>Next steps: (1,000 character)</i>  Complete maps as well as identify a system that will support enrollment management efforts based on the program maps and students course progression.</p> <p><i>Timeline for implementing next steps:</i>  Spring 2022</p>
<p><b>3. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  X Technology              Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i>  Identify and select technology that will support the scheduling of courses based on program maps and students course progression.</p>	<p><i>Challenge or barrier: (1,000 character)</i>  Long-term funding for software and maintenance.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline								
<p><b>Equity Considerations in Area 4:</b></p> <ul style="list-style-type: none"> <li>• How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?</li> <li>• 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)?</li> <li>• 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)?</li> <li>• 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?</li> </ul>											
<p><b>4. ENSURING THAT STUDENTS ARE LEARNING</b></p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress X At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Faculty engage in constant reassessment of their courses and outcomes to comply with articulation and workforce needs.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</i></p>								
<p><b>4. a. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale X Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>Active and applied learning strategies are inherent within the course content of introductory courses in some disciplines. At varying levels, students are actively engaged in applied learning which is demonstrated through artifacts which incorporate problem solving, critical thinking, and effective communication skills. Central to the college’s mission is the achievement of its ILO’s which include</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Continue to ensure that students are engaged in active and applied learning as demonstrated through artifacts that incorporate problem solving, critical thinking, and effective communication skills. Continue to provide faculty with professional learning opportunities that address active and applied learning pedagogies, where appropriate.</p>								



Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		critical thinking, communication skills, and global consciousness. All academic programs align their PLOs, course-level outcomes (CLOs), and instruction to these campus-wide goals.  Term, if <i>at scale</i> or <i>scaling</i> : Fall 2018	<i>Timeline for implementing next steps:</i> Fall 2021
<b>4. b. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance      Connections with other GP teams Regional training      On campus /individual training Technology              Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	<i>Place an X next to one:</i> Not occurring X Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> Faculty and Classified professional training for Career Development/Exploration is being offered every semester.  Canvas shell for faculty on Career Development resources is being created.  Mesa College has a robust WBL program that integrates a continuum of experiential activities in to the curriculum. Allied Health programs include directed clinical practices as a part of degree requirements. Work Experience courses are required for many CE programs and are available for students in any career path or major.	<i>Next steps: (1,000 character)</i> Continue to offer professional learning opportunities for the campus. Complete the creation of the Canvas shell.  <i>Timeline for implementing next steps:</i> Spring 2022

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if <i>at scale</i> or <i>scaling</i> :	
<p><b>4. c. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  X Technology            Reporting/data  X Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i>  Hourly support for the completion of the Canvas career resources shell.</p>	<p><i>Challenge or barrier: (1,000 character)</i>  It has been a challenge in getting faculty and classified professionals to participate in professional learning opportunities.</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><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale  X Scaling in progress  At scale</p>	<p><i>Progress to date: (2,500 character)</i>  Programs assess outcomes as part of the program review process. Data is disaggregated so it can be analyzed through an equity lens. Departments have outcome assessment meetings during FLEX week.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:  Fall 2021</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</i></p>
<p><b>4. d. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <p>Policy guidance      Connections with other GP teams  Regional training      On campus /individual training  Technology            Reporting/data  Other</p>		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring  Not systematic  Planning to scale</p>	<p><i>Progress to date: (2,500 character)</i>  We have a robust assessment program that informs professional development opportunities. The college is embarking on a cultural audit of the curriculum, as</p>	<p><i>Next steps: (1,000 character)</i>  A work group has been established to develop the processes and training for the cultural audit of the curriculum. Currently, the campus offers several outstanding professional development</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
	X Scaling in progress At scale	well as many activities designed to address systemic racism.  Budget and resource allocation requests are related to the outcomes data. We have also created a CANVAS shell on authentic outcomes assessment.  Term, if <i>at scale</i> or <i>scaling</i> : Fall 2021	opportunities for the campus to participate in addressing systemic racism.  <i>Timeline for implementing next steps:</i> Fall 2021
<b>4. e. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance      Connections with other GP teams Regional training      On campus /individual training Technology              Reporting/data Other		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<i>Place an X next to one:</i> Not occurring X Not systematic Planning to scale Scaling in progress At scale	<i>Progress to date: (2,500 character)</i> Occurs in only a few programs. College introduced Portfolium through WBL Department for implementation. As of now, information about such practices has not been fully disseminated across campus.  Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps: (1,000 character)</i> Review and assess use of Portfolium by campus and develop plan for promoting and encouraging use of this technology. The college will encourage disciplines to explore the current WBL recommendations and other such possibilities.  <i>Timeline for implementing next steps:</i> Spring 2021
<b>4. f. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i> Policy guidance      Connections with other GP teams Regional training      On campus /individual training Technology              Reporting/data		<i>Support Needed – Detail: (1,000 character)</i>	<i>Challenge or barrier: (1,000 character)</i>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline								
Other											
<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>Place an X next to one:            Not occurring            Not systematic            X Planning to scale            Scaling in progress            At scale</p>	<p><i>Progress to date: (2,500 character)</i>            College has Faculty and Classified Professional Development Committees who assess educational practices and uses results to create opportunities for professional development. Currently, the committees primarily use a campus survey as means of data gathering. In Spring 2019, IR deployed a survey to all graduates assessing ILOs, program and service engagement, and campus climate. The college does not use standardized measurements in this area.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i>            The Committees will continue to administer and analyze the results of campus surveys to determine the professional learning needs and interests of employees. The campus will continue to assess the learning outcomes which should not supersede or be incorporated into the current faculty, peer evaluation process.</p> <p><i>Timeline for implementing next steps:</i>            Spring 2022</p>								
<p><b>4. g. Support Needed?</b> <i>Type of Support - place an X next to one or more:</i></p> <table border="0"> <tr> <td>Policy guidance</td> <td>Connections with other GP teams</td> </tr> <tr> <td>Regional training</td> <td>On campus /individual training</td> </tr> <tr> <td>Technology</td> <td>Reporting/data</td> </tr> <tr> <td>Other</td> <td></td> </tr> </table>		Policy guidance	Connections with other GP teams	Regional training	On campus /individual training	Technology	Reporting/data	Other		<p><i>Support Needed – Detail: (1,000 character)</i></p>	<p><i>Challenge or barrier: (1,000 character)</i></p>
Policy guidance	Connections with other GP teams										
Regional training	On campus /individual training										
Technology	Reporting/data										
Other											

**Additional REQUIRED questions:**

**Student Engagement and Support**

<b>STUDENT ENGAGEMENT</b>	<i>Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.</i>
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	<p><i>Place an X next to one or more:</i></p> <p>Student survey(s)</p> <p><input checked="" type="checkbox"/> Students serve on campus GP advisory committee(s)</p> <p><input checked="" type="checkbox"/> Student focus groups</p> <p>Other:</p>
	<p><i>Engagement Efforts - Details: (1,000 character)</i></p> <p>Mesa Pathways Fellows who will participate on committees, conduct student outreach, and research. Student Success Teams could work with teams of faculty, classified professionals, and administrators to help improve the student experience. Associated students attend GP meetings.</p> <p>GMMWG is using student focus groups to refine and validate the Student Goals Framework.</p>
<b>COURSE ALIGNMENT</b>	<p><i>How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)</i></p> <p><i>Course Alignment - Details: (1,000 character)</i></p> <p>Not happening. Student educational plans are not a reliable or easily accessible data source to guide course offerings and scheduling.</p>

**Additional OPTIONAL questions:**

**Success Story**

<b>SUCCESS STORY</b>	<b>Optional:</b> Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.
<b>Title: Mesa Pathways Fellows</b>	
<b>Follow-up Contact Person(s):</b> Howard Eskew ( <a href="mailto:heskew@sdccd.edu">heskew@sdccd.edu</a> ). Trina Larson ( <a href="mailto:tlarson@sdccd.edu">tlarson@sdccd.edu</a> ), Daniela Perez Padilla ( <a href="mailto:dperez@sdccd.edu">dperez@sdccd.edu</a> ), Mark Manasse ( <a href="mailto:mmanasse@sdccd.edu">mmanasse@sdccd.edu</a> )	
<p><i>Challenge: (1,000 character)</i></p> <p>Mesa has been working to include student voice in our Pathways design process but have found it challenging to achieve this in a way we think necessary: with current and former students who receive ongoing professional learning; who represent the diversity of our student body; who are prepared to share their insights at tables with college leaders from across campus, units, and disciplines; and who can reach other students to elevate student voice in this design process.</p>	
<p><i>Success Story: (10,000 character)</i></p> <p>In January 2021, San Diego Mesa College fully onboarded a diverse team of twelve Mesa Pathways Fellows. The Fellows are current and former Mesa students with cultural competencies, college experiences, and skillsets that have prepared them to serve beside us as equitable Pathways designers. The Fellows will be our primary liaisons to students across campus in our Pathways design work. Their activities and roles will include on the following:</p> <p><b>I. Professional Learning:</b> The Fellows began with an orientation in January and are receiving ongoing professional learning on topics like equity, Pathways design, advocacy, change leadership, and student needs and barriers.</p> <p><b>II. Meeting Participation &amp; Leadership:</b> The Fellows participate in Mesa Pathways Committee meetings, work group meetings, and Associated Students meetings as Pathways peers and leaders. As a part of their cohort experience, the Fellows receive mentoring to prepare them for meetings, to participate in meetings, to debrief following meetings, and to carry out action items accepted during meetings.</p> <p><b>III. Specific Charges:</b> In small groups, the Fellows learn together to develop expertise in methods of gathering and infusing student voice into our Pathways design. For example –</p> <p style="padding-left: 40px;"><b>Research Fellows</b> work with a college mentor team, including members of our Institutional Effectiveness Office, to research promising Pathways practices and to gather student input, using sound qualitative and quantitative methods.</p> <p style="padding-left: 40px;"><b>Outreach Fellows</b> work with a college mentor team to connect with students in service departments and classrooms, to coordinate events, and to gather student voice through video and other means.</p> <p style="padding-left: 40px;"><b>Social Media Fellows</b> work with a mentor team, including members of our Communications Office, to help the College engage with students where they are online and in ways that are relevant and meaningful to them.</p> <p style="padding-left: 40px;">One <b>Lead Fellow</b> coordinates the onboarding process and supports Fellows' professional learning, providing a strong voice from a student's perspective and on behalf of the Fellows cohort.</p> <p><b>IV. Campus Connections:</b> To further strengthen the feedback loop, Fellows currently connect with students and employees through mentoring, with departments and schools, and in the future will connect with students through events and Student Success Teams.</p> <p><b>The Pillars:</b> Because of their diverse lived experiences and those of the larger student body that they will reach, the Fellows will help us envision and create –</p> <ul style="list-style-type: none"> <li>• Clear paths that students can enter with focus and direction.</li> <li>• Paths on which students can persist through nurture, engagement, connection, and a sense of being valued.</li> </ul>	

**Program Coordination:** The Fellows Program is coordinated by members the Mesa Pathways Committee, using an ad hoc and village approach to create structures of learning and support for the Fellows with the primary goals of empowering them, elevating their authentic voices and those of other students, and using this rich input to design an equitable 21<sup>st</sup> century college.

**Successes:** In the planning stages, we recognized that to support the empowerment of the Pathways Fellows, they needed to be brought on board as colleagues, supported as fellow professionals, and integrated into the fabric of the college.

- In January 2020, we focused on taking these first steps of implementation intentionally and successfully.
  - Before the Fellows began work in-January 2021, they were already enthusiastically embraced by the college. They were introduced to the campus community by college leadership at two Fall 2020 campuswide and leadership events: the Mesa Community Forum and the President’s Cabinet Retreat. When our Fellows shared ideas on camera or through the chat, responses were strongly supportive. As a community, we seemed ready to further center the student voice in our work.
- As a next step, we prepared an onboarding retreat for the Fellows in January, which introduced the Fellows to Pathways, identified or deepened their “whys” for this work, and introduced them to the members of their village(s) - teams of mentors who continue to help them take their first steps into the ideas, planning, and people of Mesa Pathways.
- Currently, the Fellows provide feedback that informs our work, encouraging the Pathways design team to plan mindfully for students who “work[] full time or two jobs while in college” (Rosenberg); “wished they’d gotten more help right away at Mesa” (Needleman); don’t “know about [programs like] STAR TRIO where if you apply to the program and get accepted they give you free school supplies” (Mosqueda); and take “3-4 years to transfer to a four-year institution” (Ibarra).

Lead Fellow Daniela Perez Padilla, a Mesa alumna who transferred, obtained a B.A. in Ethnic Studies in 2020, and is applying for an M.A. in Educational Leadership, characterizes her work and the success of the program in this way: “I work among the Fellows and representatives of the Mesa Pathways Committee to help amplify student voices. Being a recent former student at Mesa helps create connections with the students that otherwise would not be made. In other words, students tend to share and communicate their needs more genuinely with someone they can see themselves in. Due to this, finding a diverse cohort of Pathways Fellows was a major key for the Program's expected success. Amplifying student voices is an important aspect of Mesa Pathways. Since the program is an institution-wide effort to prioritize ‘Student Focused’ practices, genuine and honest (qualitative and quantitative) data is important for the improvement of such strategies on campus. I will lead the rest of the Fellows; I will help to coordinate their assigned tasks and carry my own assignments as well. Mesa Pathways' Fellows is a success story from the students to the students.”

In general, this new program has inspired learning and generated experiences that breathe life into our Pathways work. As many of our Fellows-related emails close, “We are so excited!”

*Outcomes: (1,000 character)*

We have laid a foundation for robust student participation in our Pathways work, responding to a key challenge.

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

- Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- Decrease the average number of units accumulated by California Community College students earning associate degrees
- Increase the percent of exiting CTE students who report being employed in their field of study
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

