MINUTES
Mendocino College Academic Senate
Thursday, November 30, 2017
12:30pm- 2:00p.m., MacMillan 1220

Call to order   Edington called the meeting to order at 12:32 pm

Present   Doug Browe, Maria Cetto, Rachel Donham (left at 1:30), Jason Edington, Rodney Grisanti, Rhea Hollis, Catherine Indermill, Martha Klimist-Zingo, Conan McKay

Absent   Taylor Cannon,

Guests   Ulises Velasco, Tascha Whetzel, John Rall, Ginny Buccelli

Recorder   Janice Timm

Agenda Approval

M/S/C (Browe/McKay/Unanimous) to approve the agenda as amended.
- Remove Item 1 (Committee Appointments) from Action Items/Old Business.

Minutes Approval

M/S/C (Indermill/Browe/Unanimous) to approve the Minutes of October 26, 2017 as corrected.
- Typos were corrected and some abbreviations were spelled out.

Public Comment

None

Reports

SLOT (Student Learning Outcomes Team) Committee Report
A written report was provided by Dan Jenkins, team leader
(Attachment 1)
Report Summary comments and Report Highlights:
- Assessment compliances are in the written report.
- There is continued conversation about service areas and who will be shepherding/leading in each area.
- Regarding eLumen implementation
    o Complete implementation is not in the near future – people are still being trained and the interface is not fully operational.
    o The original thought was that with eLumen there would be ease and efficiency in the integration of Student Learning Outcomes with data, but it is different than expected.
    o It is easy to pull information from assessments into program review (a positive aspect).

- o Having a single sign-in authentication is still unresolved.
- o Curriculum is now ready, but the bulk transfer of documents over from Canvas is still not possible.
- o Institutional SLOs are now mapped and entered.
- Committee is in agreement that we need to create an "institutional uniform mastery/grading scale (0-4) to standardize and/or normalize grading scales and numerical assessments of Student Learning Outcomes and assessments so that comparisons can be made across areas and subjects (i.e. "apples to apples" comparisons).
  - o Common terminology is needed.
  - o As noted in last week's verbal report, he intent is that the departments can decide what level within their department would constitute a 0, 1, 2, 3, or 4, but that the definition of each of these be the same (a 4 might be an 'A', but the percentage to obtain that 'A' might vary among departments, or perhaps even among courses).

Other Comments:
- In looking at the overall ISLO, in all the aligned courses, we can see that students may achieve a high degree of familiarity as opposed to mastery or achievement. It is the hope that through the ISLO, we are driving how we change and adapt courses and SLOs to achieve proficiency and mastery.
- While we are really still in the "beta" phase of eLumen, using the new system should make it easier for faculty to use self-reflection and evaluation to result in action (equipment, money, etc.).
- Once all the pieces are in place (eLumen), there will be a full report.

Old Business/Action Items

Action Item **2. Integrated Plan (BSI, Equity, SSSP) Report** **(Edington/Velasco, Attachment 2)**
Accept the Integrated Plan Report due to the Chancellor's Office, including edits
M/S/C McKay/Cetto/Unanimous

NOTE: This document goes to the board next week, and if approved, will then be submitted to the Chancellor's Office. If the board does not approve, or changes the document that we accept, it will come back to the Academic Senate for further discussion and approval.

Rationale for changes and additions (Edington)
- There was a concern that the document as presented was not fully representative of how it was developed. The changes are to point out that the development process was imperfect, and to reflect on how to correct and improve the process.
- The new committee that is being formed (Integrated Plan Committee) will have great responsibility; while the impetus was originally from Equity, this is an example of the beginning of change.

Comments on changes and additions
- Re: Change to page 8, letter B.
  - o Edington stated that the new statement is attempting to say that we

recognize that input from all constituent groups is essential.

- o What can we do to assure that we are moving forward in a manner that guarantees this? We need a mandate or actionable item.
- o What we have in place is the committee process, and that needs to link back to this statement. The committee process needs to be defined/stated.
- o There is a general perception that the committee process was not followed in the development of this document.
- o Velasco stated that the change to the text may seem vague – and that this is intentional as further into the document there are more specifics.
- o This statement is a reflection of what happened—not what will happen in the future.
- Re: Changes to page 19, number 4, the Integrated Plan Committee
  - o Edington stated that there was a need to have a stronger statement about exactly how the committee is formed and what the process is.
  - o There will be a faculty member as co-chair along with the two Vice-Presidents. This ensures Academics and Student Services are represented.
  - o Committees will continue as workgroups or sub-committees.
  - o Committees make recommendations – when recommendations are rejected or not honored, then the reasons for doing so should be clearly communicated. There needs to be transparency and clear communication regarding decisions made and actions ultimately taken.
  - o The value of making this strong statement in this document is that this new committee is very important and caveats in this document will be a good model for all committees.
  - o Reflecting the discussion, the senate added the following wording: ***Changes in decisions will be communicated back to the committee and included in the minutes and any relevant documentation.***
- Re: Changes to page 20, number 6, Professional Development
  - o This change emphasizes Professional Development targeted to faculty so that training can be obtained to coordinate with Guided Pathways, SLO's, and integrated Planning.
  - o Faculty needs priority for professional development monies.

Other Comments and Discussion:
- There is a meeting on Wednesday, December 6, 8-10 am in 4112
  - o This is not a closed meeting, and more faculty are to be invited by Debra Polak.
  - o It was stated that while there is not much notice, it is hoped that there will be good attendance.
  - o This meeting will not change the outcome of this document.
- It has been asked why the document has been written in narrative rather than concise bullet points. There was no deliberate decision here and the presentation and writing style will be taken under advisement for the future.
- Re: Page 12- 18 -- Five Goals
  - o How were these goals chosen? Why was one goal for only Native

Americans (this is one of three named targeted groups- page 16 --why weren't African Americans and Foster Youth Named)?

- o Velasco answered these concerns: We are asked to select 5 integrated goals for the purpose of this document (Page 11). If a group, an activity, a goal, or an issue is not addressed in this document doesn't mean that a program or activity will be ended.
- o There is still flexibility within the smaller committees to continue work begun with targeted groups.
- o Other constituent or targeted groups (such as African Americans or Foster Youth) can be named in activities and actions.
- o On page 12 – clarify statement under BSI and add "embedded counseling".

Action Item　　**3. Guided Pathways Self-Assessment (Velasco – Attachment 3)**
　　　　　**Accept the Integrated Plan Report due to the Chancellor's Office, including
　　　　　 edits**
　　　　　M/S/C McKay/Browe/
　　　　　Ayes: Browe, Cetto, Donham, Grisanti, Hollis, Klimist-Zingo, McKay
　　　　　Abstention: Indermill

- The only changes made to the document that was presented to the Senate on November 16 were typographical errors.
- The next steps forward would possibly be a Guided Pathways super-committee.

Discussion Items/New Business

1. BP 4020 and AP 4020.1 – Program Curriculum and Course Development
　　　　　**Curriculum Chair present a proposed revision of BP 402 and a new AP 4020.1
　　　　　(Whetzel, Attachment 4- BP4020 and Attachment 5 AP 4020.1)**

Whetzel Summary comments and Highlights:

- Board Policy 402 has been renumbered to BP 4020
- The curriculum Committee will see these documents tomorrow (Dec 1)
- In general, it is easy to compare/contrast what other colleges in the system are doing with our own structure.
- In Attachment 4 BP 4020:
    - o The red text is the revision (per Whetzel), and the black text is the "boilerplate" statement used as a guideline.
    - o Page 1, final paragraph: A senator highlighted the statement that the Board delegates the Superintendent/President as the final authority on courses and curriculum (as opposed to having faculty be the final authority).
- In Attachment 5 AP 4020.1:
    - o Language was added to stress that curriculum is of primary importance.
    - o On page 3 – do we need the language referring to "trimester houring"? A decision was made to cross out the phrase.
    - o Regarding the committee membership (paragraph 3, page 3): the phrase "one must be a counselor" is taken from the handbook. An ongoing

regular counselor in meetings opens up transparency and communication. Counselor need to know that this is a committee they are needed on. The counselor on the Curriculum Committee does not necessarily have to be a full-time employee.

- Please communicate any concerns directly to Committee Chair Tascha Whetzel.
- This document will go through the "normal" PPAC process in which the Academic Senate will see it 2 more times.

2. Electronic Voting

Update on Goal to investigate and possibly implement a process for electronic voting for Senate (Browe)

- Senate members will receive a "request to vote" later today via Election Buddy.
- It's a test of the system to get the online voting up and running.

Open Forum

- Browe stated that the Annual Ceramics Club Holiday Sale is in the Student Center on December 1.
- Edington highlighted the upcoming College Choir concert on December 13. Please put a poster up near your office, or take some postcards to distribute, and plan to attend.

NEXT ACADEMIC SENATE MEETING: December 14, 2017

Meeting Adjourned   2:10 pm

SLOT Report to AS

11/30/17

Assessment compliance

- CSLOs**: 87 – 93.5%** assessed: range = all applicable (all "assessable" courses/those assessed) to all applicable minus courses in disciplines with no FT faculty.
- PSLOs not being assessed to my knowledge; this was put on "hold" pending eLumen implementation
- SAOs not being assessed to my knowledge; unclear who is shepherding this endeavor

eLumen implementation

General Impressions

- Still somewhat hazy: interface changes; lack of full operability make it difficult to test features
- eLumen GUI and processes are alien to us; anticipate anxiety and resistant on the part of end-users. Procedurally, it will be much like starting all over with SLOs.
- Our forms and processes are alien to eLumen; however, there are frequent positive comments regarding the quality and efficiency of our forms and procedures. Where we use one assessment form, they use several (rubric; "reflection"; assessment/mastery level)
- eLumen makes pulling in SLO assessment "needs/actions" into Program Review easy
- The integration between Canvas and eLumen still being refined. Unclear how this will actually work

Challenges

- Implementation has been difficult – the relationship between parties is rather challenging technically.
- Authentication (login) unresolved
- Curriculum ready after major inaccuracies regarding CSLOs, etc.
- No PSLOs loaded, after weeks of working on this
- Loading archived SLO assessments into eLumen "library" manually intensive

Successes

- ISLOs manually entered
- CSLOs have been mapped to ISLOs

For faculty consideration

- Identify "mastery" levels for all types of assessment
  - Exceeds expectations/meets expectations/partially meets/does not meet/not applicable
  - Expert/competent/familiar/lacking skill or knowledge
- "Map" other rating scales to mastery levels to create "apples-to-apples" comparisons
  - Numerical: 1/2/3/4

- o Percentile: 90%/80%/70%/60%
  - o Varied cut-off levels (80% = "familiar"; 85%=competent; etc.)
- Identify varying "weights" of courses aligned with ISLOs with respect to mastery levels:
  - o See attachment

Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**

- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.

- Integrated fiscal reports will be required on an annual basis.

- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.

- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.

- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set , Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS
*Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle**.*

1. Assess your college's previous program efforts:
    a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
The percentage of students from Math 11 (Basic Mathematics to Math 45 (Pre-Algebra) will increase 2% annually in 2014-2015, 2015-2016, and 2016-2017 over the rate in 2011-2012	Since this goal was originally written in 2014-15 as a long-term goal and then included in the 15-16 plan, Math 11 and Math 45 were discontinued to create and accelerated pathway through the Math program. A new course--Math 46 (Pre-College Mathematics) --was added as the basic skills entry point. Students who previously placed into Math 11 or 45 are placed into this class which leads to either Math 60 (Beginning Algebra for STEM and Business Majors) or Math 51 (Algebra and Logic for Statistics). Math 51 is the prerequisite for Statistics.
The percentage of students who enroll in English 12 (two levels below transfer) and succeed in English 200 within four semesters will increase by 2% annually beginning Spring 2015 (students enrolled in English 12 Fall 2013) through Spring 2016. This percentage increase will be measured against the success recorded from Fall 2010 to Spring 2012	Since this goal was written in 2014-15 as a long-term goal and then included on the 15-16 BSI plan, the English department has created an alternative accelerated pathway to English 200. Students placing in English 80 or lower (English 10 or 12) can enroll in English 85 (Accelerated Preparation for College Writing) which leads directly to the first transferable level, English 200 (Reading and Composition).
By Fall 2017, student participation in acceleration programs in both ENG and MATH will increase by 2% annually, and persistence to transfer level courses will also increase by 2%	Enrollment in English 85 has increased by 34% from Fall 2016 to Fall 2017. Enrollment in Math 51 has increased by 67% from Fall 2014 to Fall 2015. From Fall 2015 to Fall 2016, there was a slight decrease of 29%. From Fall 2016

annually, beginning in Fall 2019.	to Fall 2017 there was a slight decrease again of 16%. The Math department has redesigned its math pathways to allow for further acceleration and implemented its redesign in the Fall of 2016.
By Fall 2017, 2% more multilingual students in basic skills level ENG courses will complete ENG 80 and ENG 200.	In the Spring of 2013, Mendocino College introduced a remedial level course designed for multi-lingual students (one level below college level). Since then, the accelerated English 85 course has been designed and implemented with a section for multilingual students. The English 85 multilingual section was offered for the first time in Fall 2017 (current term), and no data is available.
	However, looking at historical completion data, in Spring 2013 71% of multilingual students successfully completed English 80, and of those who completed and enrolled in English 200, 75% were successful.
	For Fall 2014, 46% of multilingual students successfully completed English 80, and of those who completed and enrolled in English 200, 100% were successful.
	For Spring 2015, 88% of multilingual students successfully completed English 80, and of those who completed and enrolled in English 200, 59% were successful.
	For Fall 2015, 65% of multilingual students successfully completed English 80, and of those who completed and enrolled in English 200, 91% were successful.
Increase access to all college services and programs for all students with special focus on targeted populations—Foster Youth, African American students, and Native	A large focus of Mendocino College's 2015-2016 Student Equity Plan involved data analysis and better comprehension of our institutional shortcomings regarding access. While an initial activity to better understand ease of access for students was to conduct USC's Equity Scorecard, our institution decided to take this a bit further. We entered into a 2-year partnership with USC's Center for Urban Education (CUE). This

American students.	partnership led to a very comprehensive review of multiple access points for the institution. For example, a classified workgroup reviewed different access points on campus through various student services departments and provided vital feedback for continued improvement. As part of this process we have updated various campus signs with bilingual information making it easier for students to find their way around campus. While the partnership with CUE is almost over, the workgroups created during our partnership will continue to provide vital feedback to our District as we move to continue improving access at our institution.
Increase course completion rates for all students with special focus on targeted populations—Foster Youth, African American students, and Native American students.	Mendocino College's 2015-2016 Student Equity Plan Identified these three student groups as the most disproportionately impacted. Among the activities outlined in the plan to help reduce the course completion gap were: provide students with starter kits, hire a worker for the Native American Student Resource Center and to hire a Native American Outreach Specialist. The starter kits began as an idea adapted from the EOPS program which provides students with binders, paper, pens and other supplies to help them start their academic year with some items. This idea morphed into the creation of a Student Equity Lending Library where students identified in our equity plan as disproportionately impacted could borrow textbooks for their courses. Also, this was further expanded by providing calculators and ChromeBooks for students to borrow as needed to complete their coursework. In the Native American Student Resource Center we've been able to provide additional resources including a part-time worker that provides assistance and linked the center with our thriving MESA program and Learning Center for Tutoring and support services. Lastly, we were able to hire a full-time outreach specialist that focuses on providing information and outreach to our Native American students, but also works with other students identified in our student equity plan as being disproportionately impacted. In 2014-2015, there was a 73.65% course completion rate for all students. In 2016-2017 that rate had increased to 73.76%. The change has been minimal when we look at all students, but we've had significant

	success with the course completion rates of the three identified groups. Foster youth had a 51.74% course completion rate in 2014-2015, but by 2016-2017 that rate had increased to 66.08%. African American students had a 56.44% course completion rate in 2014-2016, by 2016-2017 that rate increased to 64.92%. Lastly, Native Americans had a 57.60% course completion rate in 2014-2016, by 2016-2017 that rate increased to 63.01%.
Increase success in Basic Skills courses for all students, with special focus on targeted populations—Foster Youth, African American students, and Native American students.	Mendocino College has undergone a significant review of its basic skills offerings and there have been mixed results among our students. While there have been significant improvements for Foster Youth, African American, and Native American students, we have seen a slight decline in our overall student basic skill course success rates. In Fall 2014 our students overall had a 69.17% success rate, but by Fall 2016 that success rate dropped to 68.56%. While not significant, we are trying to better understand the slight decline in our student's success rates. However, all three disproportionally impacted student populations have seen a significant success rate improvement during the same timeframe. In Fall 2014, foster youth had a 57.15% success rate, by Fall 2016 their success rate had increased to 76.04%. African American students had a 52.26% success rate in basic skills courses in Fall 2014, by Fall 2016 their rate was 59.07%. In Fall 2014, Native American students had a 38.23% success rate, but by Fall 2016 their rate increased to 63.41%. Based on these early findings, we can clearly see that our focus on the disproportionally impacted student groups have yielded significant success which we hope to improve upon.
Increase degree and certificate completion among all students with special focus on targeted populations—Foster Youth, African American students, and Native American students. 2% increase.	One of the desired outcomes was that "College employees will have a better understanding of topics related to multiculturalism, and the needs of populations experiencing disproportionate impact." This desired outcome stems from having a welcoming campus environment for all students, inclusive of their different cultural backgrounds. By having a welcoming environment, students will be more likely to remain enrolled and be on a good path to complete their certificate or degree. To that end, Mendocino College has greatly increased the organization and promotion

	of culturally diverse events on campus. We've had campus celebrations recognizing the Native American community we serve, film screenings relating to the history of African Americans and had better collaboration within the institution to promote these events within our community. In 2014-2016 we had a total of 382 students earn a certificate or degree. By 2016-2017, that number improved to 397. We did not have any increase in degree/certificate completion during that time for foster youth. We have a less than 1% increase in completion for African Americans, but we did see an almost 2% increase for Native American students.
Increase percentage of students who transfer to a four-year college or university for all students, with special focus on targeted populations—Foster Youth, African American students, and Native American students. 3% more students will access Career-Transfer Center Services.	After many years of having a Career-Transfer Center on campus, the center itself went from understaffed to unstaffed as we tried to better understand the purpose and function of our Career-Transfer Center. In its previous incarnation, the Career-Transfer Center was a place where students could get information about careers they could obtain with a Mendocino College certificate or degree, learn about transfer opportunities. After many discussions within the institutions, we are moving to separating these two functions. The Transfer Center will be housed within the Counseling Office so that students can receive academic advising about transfer opportunities from their academic counselors. A Career Center is in the process of being created that will link workforce development and community opportunities as well as provide a location where students can get assistance with resume writing and the interview process. All these efforts will be in place to remedy the decline we've encountered in the number of students who transfer to a four-year institution. In 2014-2015 we had 176 students transfer to a four-year institution. By 2015-2016 that number increased to 195, but by 2016-2017 that number greatly decreased to 133. Our disproportionally impacted student groups had no improvement in this area.
Increase services to students on academic probation to improve retention rates among at-risk students.	The 2015-2016 SSSP plan identified students on academic probation as a group that needed additional services and support. At the time, Mendocino College had recently implemented the Early Alert system which allowed faculty to communicate with counseling services and other departments when one of their

	students needed additional assistance or support. However, there was no data analysis about who those students were and what other information they may need. Since the implementation of this plan, the Counseling Office and Admissions & Records coordinate efforts to identify students on academic probation at the end of every term. They then send personalized communications to students to make them aware of services available to them. All students identified through this process are encouraged to schedule a counseling appointment where their educational plan can be reviewed and updated, if needed.

b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)
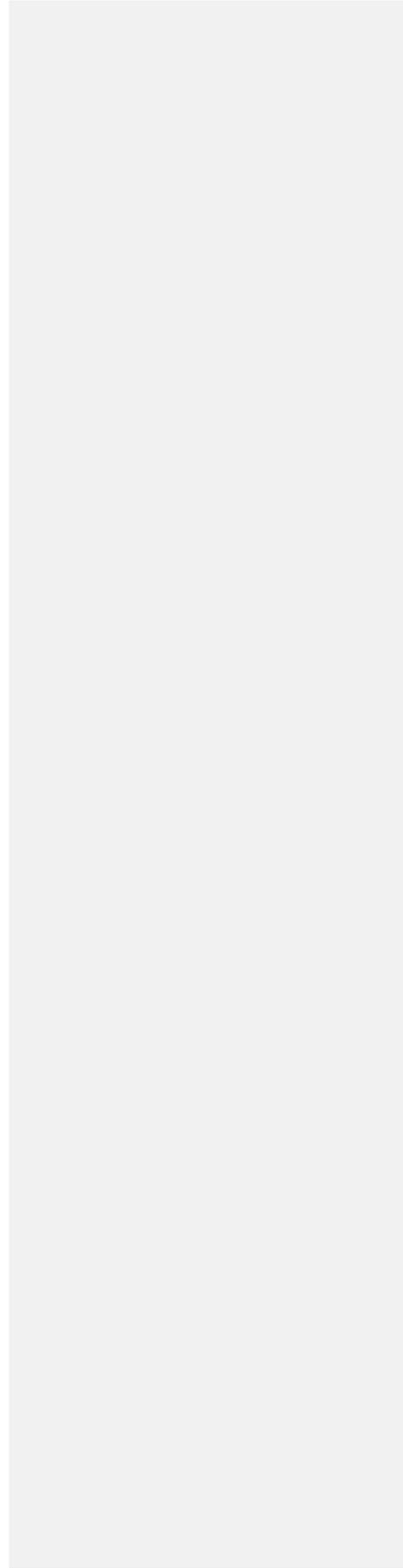
The successes we've had implementing components of our plans can be attributed to the collaboration between different constituent groups. Our original intention was to rely on the committee process to develop and implement some of the activities aimed at improving overall student success, and where possible we did. As we look forward we recognize that this collaboration needs to be more widely representative of all constituent groups. Further, we recognize that the input of the constituent groups is of paramount importance. Additionally, we need to improve overall data sharing between departments and implement better technology tools that will assist in implementing and tracking goal successes.

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	**Student Equity**	**BSI**
Example: *Increase completion and persistence through the English Developmental Sequence*	*Provide extended orientation and assessment prep courses/workshops*	*Provide extended orientation and assessment prep courses/workshops* *Redesign the dev. ed. sequence*	*Pilot prep courses through the first year programs or specific bridge programs* *Redesign the dev. ed. Sequence*
Increase success in	Provide Embedded	Provide childcare	Implementation

Basic Skills courses	Counseling.	for off-site ESL.	of acceleration in Math and English.
	Counseling materials to assist in placing students in accelerated courses.	Textbooks for targeted equity populations.	Professional development for math and English faculty in accelerated curriculum.
	Implemented new early alert.	Lending Library access to select course textbooks, calculators and Chromebooks.	
	Materials about acceleration offered with placement test results.	Outreach to targeted students.	Tutoring, including supplemental instruction.
	Bilingual matriculation services provided for off-site ESL courses.	Work with Center for Urban Education (CUE) focused on disaggregation of data in Math/English to understand achievement gaps.	Develop training materials for tutoring. Writing workshops.
	Bilingual information provided at multiple access points.		

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

   The implementation of English Acceleration has resulted in significant gains in student completion. In Fall of 2015, a new course was delivered—ENG 85, Accelerated Preparation for College Writing-- at one level below transfer English, an alternative, accelerated pathway to transfer-level English with no prerequisite course or score on the placement test needed. The original pathway still exists and includes courses at one, two and three levels below transfer. In Fall 2016, 11% of students enrolled in ENG 85 placed three levels below transfer; 39 placed two levels below; 29% had no score; 16% placed at one level below transfer. First, as an access point, this is significant in that at least 50% of the students enrolling each fall would have had to take two or three courses in the original pathway. If the students not taking the placement test are included, up to 80% of the students might have had to take two or three levels of English as opposed to this one accelerated course.

   Furthermore, of the students who enrolled in ENG 85 in Fall 16, 72% were successful (completed with an A,B,C or Pass). Of students who remained on the traditional pathway and enrolled in the original course one level below (ENG 80), 58% were successful. This indicates that the accelerated curriculum, with its attention to metacognitive skills and an updated pedagogical approach to teaching reading and writing, promotes greater success.

   Finally, of the ENG 85 (accelerated) students who persisted to transfer English (ENG 200) in Spring 17, 84% were successful. ENG 80 students persisting to ENG 200 were 78% successful. In contrast, of the students who historically enrolled in the courses two and three levels below transfer, only 6-12% persisted and succeeded in the transfer level course. The gain in student completion is clear as ENG 85 students succeeded at a higher rate and reduced the semesters in their pathway.

FUTURE PLANS
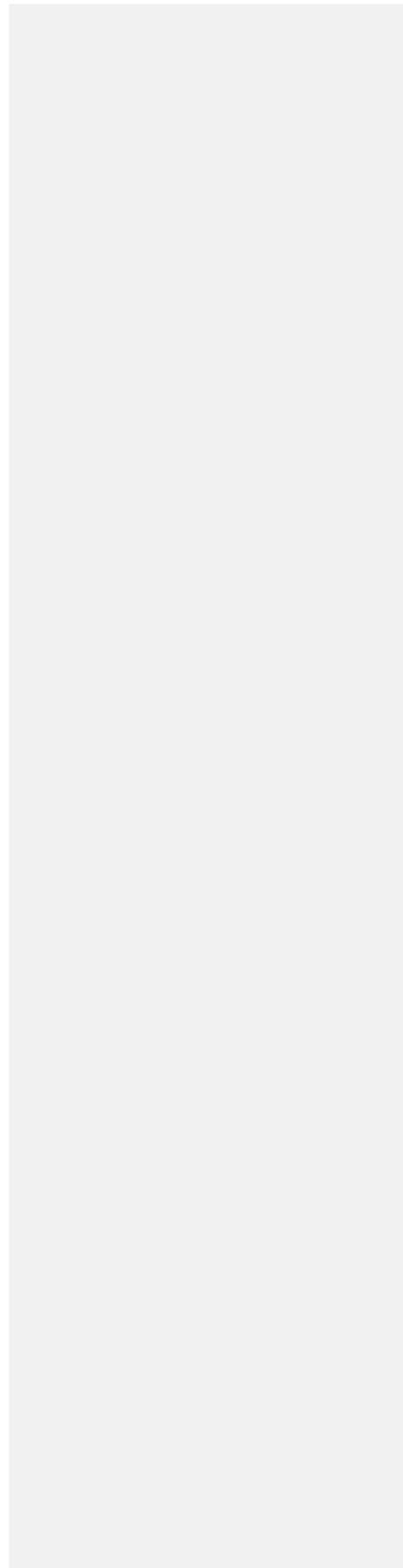*Questions 3-8 address the 2017-19 planning cycle.*

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
   - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
   - Closing achievement gaps for disproportionately impacted groups.

- Improving success rates in degree attainment, certificate attainment, and transfer.
- Improved identification of and support for students at-risk for academic or progress probation.
- Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
- Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

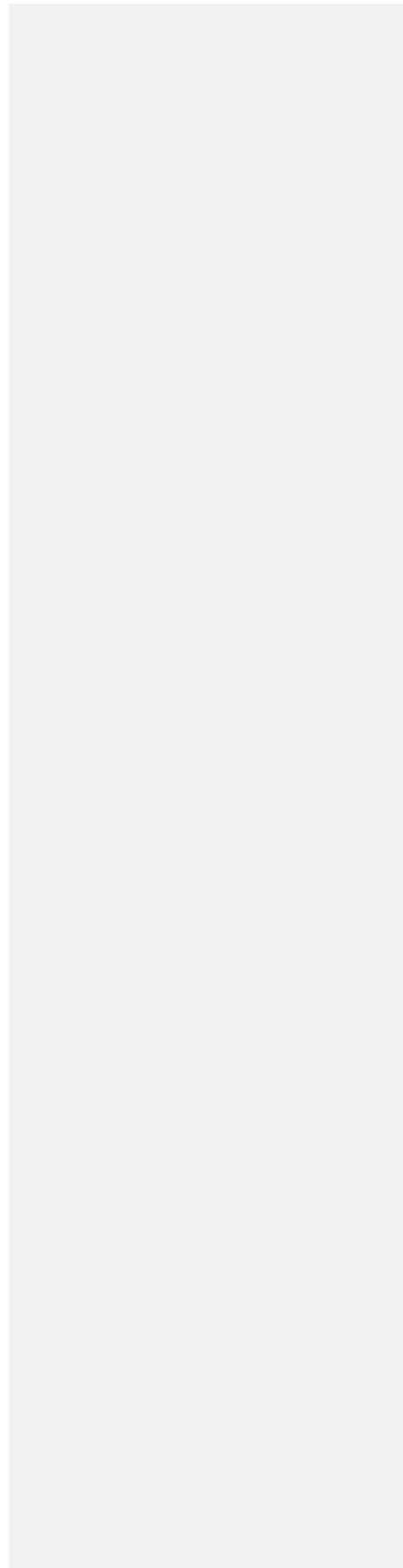| Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	**Student Equity**	**BSI**	
Example: Increase completion and persistence through the English Developmental Sequence	*Provide extended orientation and assessment prep courses/ workshops*	*Provide extended orientation and assessment prep courses /workshops* *Redesign the dev. Ed. sequence*	*Pilot prep courses through the first year programs or specific bridge programs* *Redesign the dev. Ed. sequence*	☐ *Access* ☑ *Retention* ☐ *Transfer* ☑ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____ _____*
Increase degree and certificate completion	*Implement technology which assists counselors and students in developing detailed, accurate and comprehensive Education Plans.* *Develop online and hard copy degree and certificate information which is clear and includes career information.* *Develop follow-up services that encourage students to move on to the next semester of degree or certificate requirements.* *Create*	*Identify cohorts in degree/certificate programs and provide targeted support services for equity populations.* *Continue to Identify and monitor achievement gaps in degree and certificate completion.* *Provide professional development which supports faculty in implementing practices and materials which promote student success and persistence.* *Provide bilingual (English/Spanish) instructional aids in CTE courses.*	*Provide tutoring in basic skills courses to support completion.* *Consider Provideing information in Basic Skills andBasic Skills and ESL courses- about degrees and Certificate – through embedded counselings.*	☐ *Access* ✓ *Retention* ☐ *Transfer* ✓ *ESL/Basic Skills Completion* ✓ *Degree & Certificate Completion* ☐ *Other:_____ _____*

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	opportunities for Counselors and classroom faculty to collaborate in discussing education planning and course sequencing. *Provide degree and certificate information in orientation course/worksh ops .* *Begin Guided Pathways work.* *Develop pathways from Adult Education, including non-credit to Certificate and Degree.* *Work with high schools to develop pathways to degree and certificate programs, including offering dual/concurren t enrollment opportunities.*	*Provide access to Lending Library items such as textbooks, calculators and ChromeBooks.* *Provide supplemental instruction in targeted population cohorts.* *Faculty mentors available in targeted population cohorts. Develop new faculty orientation that promotes equity practices.*		
Improve transfer rates	*Provide easily accessible transfer information within the updated Transfer*	*Do outreach for students in targeted populations about Transfer Center services.*	*Creation or mapping of pathways from basic skills courses through transfer degree programs to 4-year degree.*	✓ *Access* ✓ *Retention* ✓ *Transfer* ☐ *ESL/Basic Skills Completion* ☐ *Degree & Certificate*

	Center.	*Develop bilingual transfer information.*	*Completion*
	Identify a counselor or staff member who will lead the coordination of transfer related activities.	*Develop/host workshops geared for students seeking transfer opportunities.*	☐ *Other:_____* _____
	Continue the growth of College & University Day involvement.	*Make information available to Veterans Center, Native American Student Resource Center and other student locations on campus.*	
	Implement technology that will make it possible for students to track their transfer degree progress.	*Provide professional development which supports faculty in implementing practices and materials which promote student success and persistence.*	
	Make hardcopy information for students to obtain transfer degree information.	*Engage in guided pathways development through an equity lens.*	
	Update Transfer Center information on Mendocino College website, include current transfer opportunity and event information.		
	Develop transfer pathways from		

	high school to transfer, including opportunities for dual/concurrent enrollment.			
Improve success rates in below transfer ESL, English and Math; improve persistence to and through 1st transfer level	*Provide Embedded counseling.* *Provide bilingual matriculation services for off-site non-credit courses.* *Include accelerated pathways in education plans.* *Provide counseling services and supportive early alert to students in basic skills courses.* *Assist students in planning for appropriate math pathway.* *Identify and implement multiple measures in English placement.* *Develop pathways from adult education to basic skills at*	*Expand and improve Supplemental Instruction.* *Provide professional development to close achievement gaps in order to increase success rates.* *Offer paired courses to cohorts of students from targeted populations.* *Provide faculty mentors for students navigating basic skills to transfer.* *Integrate CCS curriculum across disciplines.*	*Expand and improve Supplemental Instruction.* *Continue to expand numbers of sections in accelerated pathways.* *Provide Writing workshops.* *Provide tutoring and tutor training.* *Provide opportunities for college, k12 and adult education faculty to share curriculum, teaching strategies, and develop pathways through basic skills to transfer.* *Provide professional development on relevant instructional strategies.*	☐ *Access* ✔ *Retention* ☐ *Transfer* ✔ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____ _____*

	the college.			
Identify & support students who are on academic probation or in the dismissal process to increase their persistence	*Improve analysis of academic probation data to identify possible contributing factors.* *Identify and notify students of their status.* *Follow-Up with phone calls, emails and counseling appointments.* *Develop a mid-semester progress report for students in academic probation.* *Review and update as needed the academic probation policies and procedures for the institution.*	*Create a comprehensive resource and information program for students in academic probation, targeting disproportionately impacted students.* *Develop support workshops for students in academic probation.* *Promote use of lending library resources to students in academic probation.*	*Connect students to writing workshop, tutoring, labs, etc.* *Work with basic skills instructors to provide targeted interventions.*	☐ *Access* ✔ *Retention* ☐ *Transfer* ☐ *ESL/Basic Skills Completion* ✔ *Degree & Certificate Completion* ☐ *Other:_____* *_____*
Improve access, success and completion for Native American students	*Develop a transition program for Native American students taking them from basic skill courses to college level.* *Partner with local Native American tribes to*	*Provide child care services to Native American students in this newly created program.* *Provide school supplies, calculators, textbook access, through the lending library.* *Provide*	*Provide tutoring services to Native American students involved in the transition to college level courses program.* *Outreach and dual enrollment at adult education sites or with partner tribes.* *Encourage participation in*	✔ *Access* ✔ *Retention* ☐ *Transfer* ✔ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____* *_____*

| | identify students for this program and for the growth of the program.

Provide matriculation services at tribal education centers.

Provide matriculation services in Round Valley.

Provide matriculation services to K-12 and adult education when traveling to these locations (i.e. financial aid, counseling, outreach, dual enrollment).

Provide online counseling and financial aid assistance. | dedicated support through the Native American Student Resource Center and Outreach Specialist.

Development of cultural and intellectual events on campus to promote cultural awareness.

Recognize Native American contributions to the community and our campus by renaming the main gathering place on campus to Pomo Plaza.

Create a monument on campus celebrating Native America contributions.

Fund classroom and support services for students in Round Valley.

Work with local tribes and community resources to provide transportation support to outlying areas.

Continue to | writing workshops, learning center services, and tutoring.

Promote accelerated pathways. | |
|---|---|---|---|---|

| | | support CSC 500 computer lab every semester in Round Valley to help students with basic computer skills, CANVAS and course assignments.

Continue support for Round Valley graduation ceremony every spring. | | |
|---|---|---|---|---|

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

In order to fully integrate matriculation, instruction and student support services we will need to re-imagine the committee structure initially developed to implement each individual program (BSI, SE and SSSP). In order to continue integration and to keep a focus on reaching the plan goals, we will need to fully integrate this process into the committee structure of the institution.

At the moment each program/plan has its own corresponding committee. In the past, these committees functioned independently and at different capacities to implement the goals and corresponding activities in their programs. For example, the SSSP committee advised the Dean of Student Services and Vice President of Education and Student Services on activities that may support the goals outlined in the SSSP Plan. Those activities were sometimes organized by the committee or assigned to staff. The outcomes and success monitoring of those activities were not always part of this process. Similarly, the Student Equity Committee advised the corresponding staff on activities but had a more direct oversight of this categorical funding. While communication was strong within the committees, that communication did not always extend to the other committees or programs on campus.

As part of a re-imagining for the committee structure that looks at fully integrating this and other programs, we will need to revisit the purpose of the BSI, SE and SSSP Committees and create a brand new committee. The new committee will be responsible for the development, implementation, and reporting of the Integrated Plan. They will develop the

integrated goals for the institution relating to BSI, SE and SSSP and be comprised on every constituent group on campus. The existing BSI, SE and SSSP Committees will become sub-committees that will recommend, monitor and assess the activities geared to achieve the goals set by the Integrated Plan Committee. The BSI, SE and SSSP sub-committees will report at every Integrated Plan Committee meeting on the progress toward achieving the developed goals. To further insure full integration between Academic Affairs and Student Services for the success of these goals, the Integrated Plan Committee will be co-chaired by the Vice President of Academic Affairs, and Vice President of Student Services and the Academic Senate President. Representatives on the Integrated Plan Committee will also includeing, but not limited to, the chairs of the BSI, SE and SSSP sub-committees, staff, faculty and management involved in other categorical programs, including AEBG, Strong Workforce, EOPS, and First Year Institute. This will further promote coordination between programs within the District. This committee will provide an agenda, minutes, and all decisions will be made by recorded vote. At a minimum, faculty will be invited to represent an equal part of the voting members in the committee. It should be noted, that the actual composition of the committee is forthcoming but it will include wide constituent representation. The decisions made by this committee will be adhered to whenever possible, as they were recommended by a widely representative constituent group at Mendocino College. Changes in decision will be communicated back to the committee in writing, and included in the minutes and any relevant documentation.

Lastly, Mendocino College is fully committed to the integration and continued collaboration between categorical programs. At the Fall 2017 convocation, information was shared to all attendees about the continued collaboration efforts and the District's commitment to the integrated plan. Also, some of the activities identified in our response to Question 3 will be funded utilizing funds that are not from the BSI, SE or SSSP allocations. Our institution is continuing to work collaboratively in the development of activities with representatives of multiple programs and departments so that they can align their goals and strategies with those of the institution and of our 2017-2019 Integrated Plan.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)
Beginning levels of non-credit ESL are offered off-campus, to be closer to student residences. As students move up in levels, they are also expected to come to our main campus. This geographic scheduling supports our students to ease into a college learning environment. While attending off -campus courses, we provide childcare, embedded counseling, and schedule field trips to the main campus where they can get a student ID. Enrollment and Counseling services are offered in English and Spanish. Non-credit SSSP funding allows for bilingual enrollment services to occur at our off-campus sites.

Non-credit offerings in basic skills English and math support students to advance through the math and English sequences. English and math instructors are available in these lab courses to assist students with their coursework.

Basic Skills courses in high school equivalency are being implemented for the first time this fall (2017) semester. These courses will support students in earning a high school diploma or equivalent. A counselor is assigned to students in these courses so they will be supported in a transition to postsecondary. These courses have been developed in collaboration with K-12 school districts in our Adult Education Block Grant (AEBG) Consortium, the Mendocino/Lake Adult and Career Education Consortium (MLACE).

Through MLACE we expect to continue to expand non-credit offerings to include some short term CTE. The materials and support services available through our consortium on pathways to employment will support those students in those offerings and our current non-credit offerings.

6. Describe your professional development plans to achieve your student success goals. (100 words max)
   Professional development will focus on developing practices among faculty and staff which support student success as defined by our goals. Because of emerging technology in education planning, training will be needed to fully implement these important tools. Professional development on guided pathways which allows for inter-departmental collaboration will be key over the next two years. Also, professional development for faculty that allows for an examination of their curriculum, practices and materials will be key in increasing student success. Finally, professional development which increases collaboration between Instruction and Student Services will support achievement of our student success goals.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)
   Mendocino College plans to evaluate student success goals and the end of each term, when student completion data is available for extraction and analysis. Working with the Office of Institutional Effectiveness, Research and Grants, baseline information will be set to appropriately measure progress towards student success goal completion, as well as view and analyze the data disaggregated by ethnicity, gender and other equity indicators.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

Mendocino College is a single-college district. This question is not applicable.

9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.
    See attached Integrated Budget Template.

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:
    https://www.mendocino.edu/2017-2019-integrated-plan-executive-summary

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps? Mendocino College would encourage the continued offerings of webinar and workshop opportunities. As a rural college, these professional development opportunities are extremely value to the development and implementation of our goals and activities. Above all, it is always helpful to see what other institutions are doing, what works, what doesn't work, and what are the best practices being implemented by our peers. Lastly, a site visit and technical trainings would be ideal to ensure that everyone involved in the implementation of our integrated plan has an opportunity continued support.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

> Point of Contact:
> Name: Ulises Velasco
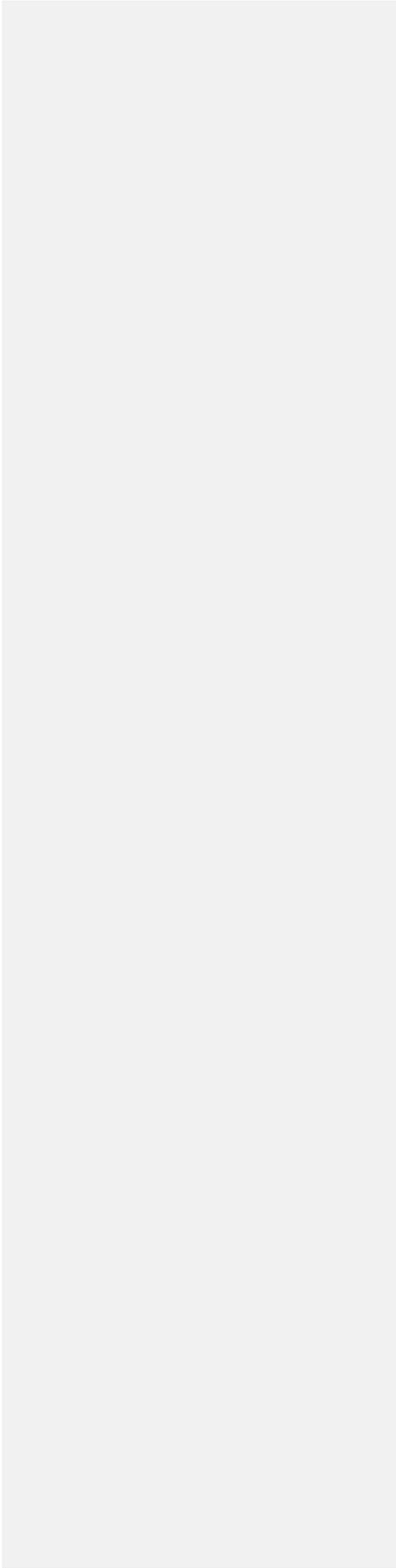> Title: Vice President of Student Services
> Email Address: uvelasco@mendocino.edu
> Phone: 707-467-1037
>
> Alternate Point of Contact:
> Name: Debra Polak

Title: Interim Vice President of Academic Affairs
Email Address: dpolak@mendocino.edu
Phone: 707-468-3605

Part III – Approval and Signature Page

College: Mendocino College   District: Mendocino-Lake CCCD

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

_____areyes@mendocino.edu_____
Chancellor/President   Date   Email Address

_____ecichocki@mendocino.edu_____
Chief Business Officer   Date   Email Address

_____epolak@mendocino.edu_____
Chief Instructional Officer   Date   Email Address

_____uvelasco@mendocino.edu_____
Chief Student Services Officer   Date   Email Address

_____jedington@mendocino.edu_____
President, Academic Senate   Date   Email Address

GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

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

Self-Assessment Items

<table>
<tr>
<td colspan="5" align="center">INQUIRY (1-3)
Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.</td>
</tr>
<tr>
<td rowspan="2">KEY ELEMENT</td>
<td colspan="4" align="center">SCALE OF ADOPTION</td>
</tr>
<tr>
<td>Pre-Adoption</td>
<td>Early Adoption</td>
<td>Scaling in Progress</td>
<td>Full Scale</td>
</tr>
<tr>
<td>1. CROSS-FUNCTIONAL INQUIRY

College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.

College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</td>
<td>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</td>
<td>◉ Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.

Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</td>
<td>○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators.

Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).

Guided pathways are consistently a topic of discussion.</td>
<td>○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators.

Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.

Research on student success and equity are systematically included and focused on closing the equity gap(s).

Guided Pathways are consistently a topic of discussion.</td>
</tr>
<tr>
<td colspan="5">Please respond to the following items (500 word maximum per item)</td>
</tr>
</table>

1. Please briefly explain why you selected this rating. *While there has been much progress on our campus in the area of examining research and local data, little of this work has been done around Guided Pathways. Around issues of equity and closing the gaps, Mendocino College has some of the characteristics described in Scaling in Progress. However, there has been a limited amount of student voice captured in the analysis of data and research, and the conversation is just now shifting toward Guided Pathways.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *Through our Student Equity work with the Center for Urban Education, faculty and staff have engaged in a deep look at achievement data and examined the campus for equity gaps and obstacles for students. An evidence team was formed to examine achievement data and to understand equity gaps, particularly in math and English. Additionally, a Faculty Institute was implemented to lead faculty in examining their own achievement data and to participate in peer observations of their classroom practices done through equity lenses. The English and Math departments also are examining data to understand the success of their acceleration courses. The Mendo Lake Adult and Career Education Consortium (AEBG consortium) brings together educators throughout the region to understand the needs of adult students (current and prospective).*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *Getting a cross-functional inquiry group together is challenging because of the limits on people's time. The individuals we need in the room are often the same ones participating in multiple committees already. Additionally, there is still resistance and skepticism among faculty.*

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

<table>
<tr><td colspan="5"><p align="center">**INQUIRY (1-3)**</p>Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.</td></tr>
<tr><td></td><td colspan="4" align="center">**SCALE OF ADOPTION**</td></tr>
<tr><td>**KEY ELEMENT**</td><td>**Pre-Adoption**</td><td>**Early Adoption**</td><td>**Scaling in Progress**</td><td>**Full Scale**</td></tr>
<tr><td>**2. SHARED METRICS**

College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.

Those benchmarks are shared across key initiatives.</td><td>○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</td><td>○ Key benchmarks and progress on student data are used.

They are beginning to be aligned across initiatives.</td><td>◉ College has defined metrics that are shared across its different initiatives.

But, student data are not systematically or regularly tracked to inform progress across initiatives.

Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</td><td>○ College uses shared metrics across the different initiatives to understand how student success has improved.

College regularly revises and revisits college plans in response to those findings.

Data for all metrics are disaggregated.

Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.

Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</td></tr>
</table>

5

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

1. Please briefly explain why you selected this rating. *Mendocino College regular measures and sets Student Achievement Standards which are reviewed annually at a Planning and Budgeting Committee (PBC) meeting, shared with the Board of Trustees and shared at convocation for all faculty and staff. There is disaggregated student achievement data provided to departments and available on the Institutional Research site; however, more can be done to incorporate this information into all levels of planning at the college. The data is made available for departments to refer to in program review. This does become part of the analysis departments incorporate into their planning requests and becomes a part of the decision-making occurring in committees which influence the allocation of resources. Additionally, the CTE departments and our AEBG Consortium is beginning to collaborate with state and regional organizations to better track employment data.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *A regular review and re-setting of Student Achievement Standards has been institutionalize over the past three years so that the process and the benchmarks are familiar data points for the college community. Data around achievement gaps have become more widely recognized and are a more regular part of the conversations across campus as a result of Student Equity work and the work of the English and Math departments around acceleration.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *Mendocino College has work to do to create a culture of inquiry which occurs at all levels of decision-making.*

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

	SCALE OF ADOPTION			
INQUIRY (1-3) Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	**Pre-Adoption**	**Early Adoption**	**Scaling in Progress**	**Full Scale**
3. INTEGRATED PLANNING College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to): • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation	○ College is currently not integrating or planning to integrate planning in the next few months.	◉ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.	○ Some conversations have taken place, with all of the key constituency groups at the table. Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are beginning to routinely	○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students. All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions. Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key

			inform and engage their constituents around integrated planning.	overarching strategies across the main college initiatives.
Program (BSI/BSSOT) • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF)				Integrated plans and over-arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework. College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.

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

1. Please briefly explain why you selected this rating. *If this key element was not described in terms of Guided Pathways, we would have been able to score ourselves higher than Early Adoption. Much work has been done toward integrated planning and a broad base of constituencies have been brought into this discussion. However, we are just beginning to explore the Guided Pathways framework as the overarching structure of the college's main planning and resource allocation processes. We have been using the current committee structure around Student Equity, SSSP and BSI to develop and disseminate the goals of the Integrated Plan and a new Student Success Council has formed to move this work forward. College governance bodies such as Academic Senate ant the Planning and Budgeting Committee have been kept apprised of the*

2. Describe one or two accomplishments the college has achieved to date on this key element. *Even before the Integrated Plan Template was introduced, Mendocino College was engaged in leveraging initiatives and creating coherence among the many programs on campus with overlapping goals and activities, including SSSP, BSI, Equity, AEBG, and CTE programs.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *Concern that Guided Pathways may threated the diversity of course offerings is presenting a challenge.*

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

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

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

1. Please briefly explain why you selected this rating. *While cross-functional teams have been involved in the integrated planning process and exist across our committee structure, we are at the beginning stages of infusing these structures with Guided Pathways work. Our emerging Student Success Council, which will provide oversight for the Integrated Plan will likely lead the Guided Pathways implementation. Our first real work on Guided Pathways is to reflect on this Self-Assessment tool.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *The College has a solid committee structure which is inclusive of all constituent groups. Our recent work on Integrated Planning has been inclusive and transparent. Faculty have appointed a "Guided Pathways Faculty Liaison."*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *There has been a voice of opposition to some of the goals of Guided Pathways. Those that champion Guided Pathways will need to understand that opposition and address the concerns in a thoughtful manner.*

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

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

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

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

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

2. Describe one or two accomplishments the college has achieved to date on this key element. *The development of a robust dual enrollment program has been appreciated by the K-12 districts in our region. Our AEBG Consortium has been highly successful at collaborating to map pathways and streamline programs for adult learners.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *Distance from four-year universities makes deep collaboration challenging.*

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

<table>
<tr><td colspan="5" align="center">**DESIGN (4-8)**
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.</td></tr>
<tr><td rowspan="2">**KEY ELEMENT**</td><td colspan="4">**SCALE OF ADOPTION**</td></tr>
<tr><td>**Pre-Adoption**</td><td>**Early Adoption**</td><td>**Scaling in Progress**</td><td>**Full Scale**</td></tr>
<tr>
<td>**6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES**

(Help Students Choose and Enter a Pathway)

College has structures in place to scale major and career exploration early on in a</td>
<td>◉ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.</td>
<td>○ Discussions are happening about ways to cluster programs of study into broad interest areas.</td>
<td>○ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.

College has not yet implemented meta-majors/interest areas.</td>
<td>○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.

Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are</td>
</tr>
</table>

student's college experience.			College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.	designed to help students choose a major early on. Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is systematically included into the process.

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

1. Please briefly explain why you selected this rating. *While some discussions are occurring in this area, they have not begun among faculty in an active manner. There are faint beginnings in this area through a recent Hispanic Serving Institution Grant which organizes students into cohorts in our First Year Institute. These are very broad cohorts such as: CTE and Transfer. Additionally, Faculty Advisors are being trained to work with cohorts and share their discipline expertise. These faculty can be key participants in the move forward to support students in early major and career exploration. There is also some work in categorical programs such as CalWorks which includes career counseling at intake. Also, we recently developed a position and hired an Adult and Career Education (ACE) counselor with AEBG and CTE funding. CTE faculty meet monthly and are taking on Guided Pathways as a key topic but are still at the beginning exploration stages.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *The efforts described above include the hiring of an Adult and Career Education counselor who focuses on finding the best starting point for a student based on their educational and career goals, and current skills. Some pathways have been mapped through the work of the AEBG Consortium.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *The College has historically relied on this work to occur within departments or in special programs. There will need to be a shift to provide broad opportunities for students to explore and narrow their career goals.*

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

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
7. IMPROVED BASIC SKILLS *(Help Students Choose and Enter a Pathway; Ensure Students are Learning)* College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to: • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental	○ College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.	○ College is currently piloting one or more of the evidence-based strategies listed in the "key element" description to increase access to and success in college and/or transfer-level English and math courses.	◉ College has scaled one or more instance of the evidence-based strategies listed under "key element," but others are still in the pilot stage.	○ College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.

sequence • Curricular innovations including creation of math pathways to align with students' field of study.				

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

1. Please briefly explain why you selected this rating. *There has been much work done in acceleration in both the Math and English Departments. English has developed a class one level below transfer with no prerequisite requirements but a co-requisite lab. This pathway for students has been highly successful. In Math, a pre-statistics course was developed that reduces the pathway for developmental students by two-levels and is continually refining its pathways for various cohorts. Math has implemented the use of high school performance for placement. The College is engaged in reviewing and revising all of its placement tools and will soon include high school performance in English as well.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *The successes described above have been accomplished by a strong commitment of the faculty to examine its own practices and also the support of administration to allocate resources for professional development in this area. Acceleration has been supported by multiple initiatives (BSI, Equity and AEBG).*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *In order for the accelerated courses to be successful, instruction must be highly effective. Scaling this work means identifying and developing highly effective instructors. We have excellent instructors, but since so many are part-time, it is difficult to insure that the instruction is being reinforced in all classrooms.*

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

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

| how close they are to completion. College offers courses to meet student demand.

In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes). | | Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion. | offered at times and in a manner that enable students to complete their programs of study in a timely fashion. | completion/transfer, so that students can easily see how close they are to completion.

Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion. |

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

1. Please briefly explain why you selected this rating. *Mendocino College has been engaged in this work; however, it has not been in the context of Guided Pathways. Through regularly scheduled curriculum review, programs are consistently modified. Our College has also been very active I developing Associate Degrees for Transfer. Additionally, there has been a recent effort to update and publish departments' four-semester sequences. Scheduling patterns are also being analyzed each semester to increase opportunities for students to develop a full and efficient schedule. However, this work has not begun in developing meta-majors or interest areas and have not yet occurred with cross-discipline teams.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *One potential model for guided pathways is the Theater Conservatory Program that has been recently developed. In this program, students are guided in cohorts through a series of courses which model a conservatory program. The theater courses are typically scheduled in the late afternoon to early evening to leave morning open for general education requirements.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *In order to achieve cross-discipline collaboration, faculty will need to be fully engaged in these efforts.*

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

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

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		

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

1. Please briefly explain why you selected this rating. *The College has made much recent progress in this area. There is growing collaboration between different student services departments to identify student who are in need of academic intervention. Our instruction and counseling faculty utilize an early alert system; however, its use is not widespread or consistent. In the last year, our SSSP/Equity Coordinator has worked closely with our Admissions & Records Director to identify students who are under academic probation so that those student can be supported with assistance to improve academically. Students are linked to workshops and other resources. However, our institution has not done a good enough job to help students track their progress toward degree completion. We are planning on implementing the Colleague tool Student Planner, which should allow students to have a better understanding of the length of time it will take to complete their degrees.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *Our strengths in this area tend to occur within specially funded programs. In the First Year Institute students are monitored closely by their counselors and take a College Career Success course with them. There is communication with instructional faculty through grade checks and faculty advisers to increase the collaboration with instruction and student services.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

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

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
10. INTEGRATED TECHNOLOGY INFRASTRUCTURE *(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)* College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including: • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) • System for counselors and faculty to monitor students' progress	○ College currently does not have or plan to build an integrated technology infrastructure.	◉ The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.	○ The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.	○ The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes**:** career counseling, including employment and salary information; and transfer and bachelor's degree attainment data. College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.

(e.g., Starfish, early alert system, etc.) • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others			

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

1. Please briefly explain why you selected this rating. *Our technology is currently not capable of consistently providing long term degree planning and progress. Instead, we have some tools available for faculty and staff to be able to do some small-scale planning processes when advising a student. These technology shortcomings are now well-understood and we have plans for implementing technology that will allow for progress tracking for multiple purposes. Students will be able to track their paths and be informed if they are off-track. Counselors will be assisted by this technology when advising students. Administrators and instructional faculty will be able to obtain more robust data to aid in the creation of schedules and future program planning.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *The college has recently successfully implemented Canvas for all of our online and on-ground classes. This allows for much better tracking of student progress in classes and more access for students to their real-time achievement in classes. Also, Canvas will allow for interfacing with other systems.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *Technology implementation takes time and much professional development to be well utilized.*

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

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IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	**SCALE OF ADOPTION**			
	Pre-Adoption	**Early Adoption**	**Scaling in Progress**	**Full Scale**
11. STRATEGIC PROFESSIONAL DEVELOPMENT *(Help Students Stay on the Path; Ensure Students are Learning)* Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.	○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.	◉ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college's strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.	○ Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and	○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college's overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals. Strategic professional development includes systematic, frequent and strategic attention to: • Using learning outcomes assessment results to

			staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.	support/improve teaching and learning • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes. directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support

				academic programs and student services.

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

5. Please briefly explain why you selected this rating. *Our professional development opportunities have been intentionally developed to meet the goals of our various initiatives. We are very close to a "Scaling in Progress" in this area as we have been designing professional development opportunities that do support the goals of our initiatives and are helping our staff and faculty to engage in data and research. The shortcoming keeping us in "Early Adoption" is that we haven't yet fully engaged the planning of professional development with our Integrated Plan or Guided Pathways as that work is just beginning. However, we have leveraged the work of our BSI committee with funding from Student Equity to plan and fund Teacher Institutes and other professional development that supports the goals of both programs. We also intentionally plan our convocation "Inservice" each semester to move forward the strategic goals of our campus and of our initiatives. Overall, the District has supported professional development across all constituent groups; however, in order to rate higher, we will need to develop a broader and more coherent plan.*

6. Describe one or two accomplishments the college has achieved to date on this key element. *Our Classified Leadership are presenting by invitation at their State Leadership conference as a result of their engagement in the work of our Equity Plan. Classified Staff participated in and led workgroups to examine the processes and physical spaces on our campus, which may present barriers for student success. Their recommendations and conclusions are being incorporated into facility proposals, process planning and have resulted in direct services for students. The Center for Urban Education (CUE) commended Mendocino College for engaging the Classified staff in a way they hadn't seen at other campuses. Another successful professional development effort is related to our work around acceleration. This work is key to the success of goals of most of our initiatives, including BSI, SSSP, Equity, AEBG, our FYI program, and CTE degree completion. The college has invested in the work of our English and Math department to pursue this important work and has supported professional development for full- and part-time faculty.*

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7. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *Our challenge in this area has been to better design our program review process and review to engage individual faculty and departments in requesting professional development that supports the goals of the District and our initiatives. Additionally, we need an improved process for evaluating and supporting those requests that originate from the program review process.*

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

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

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

1. Please briefly explain why you selected this rating. *Mendocino College had a well established Learning Outcomes cycle that is incorporated into program review and all of our resource allocation processes. Additionally, there is a process for SLOs to inform PSLOs and then be incorporated into ISLOs. In order for us to reach Full Scale, however, there needs to be an improved campus-wide engagement in a deeper anaylsis of SLOs. Faculty and departments do complete SLO/SAO assessments; however, there can be more done to inform a cycle of improvement as described in the Full Scale rating.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *As demonstrated through our latest accreditation process, all Mendocino College constituent groups are committed to contributing to our SLO processes and recognize the need to include outcome assessment results in our budget allocation decisions*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *As mentioned in an earlier section, Mendocino College is engaged in creating a more robust culture of inquiry. This will be important in supporting our Learning Outcomes work to be more meaningful and impactful.*

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

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

mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.				

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

1. Please briefly explain why you selected this rating. *Early adoption was selected to rate this key element; however, most programs do "examine and use learning outcomes results to improve the effectiveness of instruction." At this time, though, assessment results are not made readily available for students and faculty to access. As described in the last key element, the District is committed to the Learning Outcome assessment cycle as it has been established and institutionalized.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *Recently, during our accreditation processes, every constituent group agreed to have reference to Learning Outcomes assessment included in their evaluation instruments.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *We are in the middle of an implementation of a new information system for Curriculum, SLOs and Program Review. This has taken longer than expected and has challenged our efforts to continue to improve our program review process.*

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

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

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

1. Please briefly explain why you selected this rating. *Mendocino College has a work experience program and some of our CTE programs do incorporate internship requirements and opportunities. These are integral to some programs such as Nursing, Human Services, EMT and Fire Science courses where there are clear requirements for work based learning. Additionally, the campus houses a Mini-Corps program which works with college student prospective teachers. However, there is much room for further developing applied/contextualized learning opportunities.*

2. Describe one or two accomplishments the college has achieved to date on this key element. *Mendocino College has been actively developing opportunities for students in its CTE offerings. For example, Mendocino College and Shasta College are collaborating to offer a Physical Therapy Assistant program. This program was developed as a result of a thorough analysis of labor market indicators and because of commitments from regional hospitals and clinics to offer internship sites for students. This is a unique program in that the two Colleges are collaborating to share curriculum and faculty to make this a fiscal possibility at two small rural colleges.*

3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. *In a small rural district such as ours, internship opportunities are limited. There are few large employers and a limited variety of industries represented.*

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

ADDITIONAL QUESTIONS (500 word maximum per item)

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

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

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

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

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

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

Guided Pathways Award Program Self-Assessment Signature Page

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

Name of college

Self-Assessment Signatories

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

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

In lieu of mailing, a scanned copy may be emailed to: COGuidedPathways@cccco.edu

BOARD POLICY   No ~~402~~ **4020**
MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT

PROGRAM, CURRICULUM and COURSE DEVELOPMENT

~~The Board of Trustees recognizes its responsibility for the educational programs of the College, and that the curriculum must be responsive to the needs of the students and the community. To this end, the curriculum will be developed, evaluated, modified and deleted on a continuing basis.~~

~~For purposes of this policy, curriculum is defined as the programs, courses of study, classes and organized group activities provided by the college, as defined by Title 5 Sections 55000-55001 and Education Code 70902.~~

~~The Board recognizes that the Academic Senate has the primary responsibility for making recommendations in the areas of curriculum and academic standards. The Board further authorizes the Curriculum Committee to make these recommendations.~~

~~The administration, in cooperation with the Curriculum Committee, is authorized by the Board to produce a schedule of classes to be offered during each academic year (e.g. full semester term, mid-term, short-term, and semester crossover term) and inform the citizens of the District of the programs and services that are available to all students.~~

~~The curriculum is regularly reviewed and, when appropriate, modified based on SLO assessments, changing state standards, research and experimentation, interdisciplinary coordination, and input from community-based advisory committees.~~

~~The Board annually approves the college catalog. The Board also approves courses of instruction and educational programs to be offered. Education Code 70902~~

~~Code: Title 5 Sections 51021, 51022 (a), 55000-55350; Education Code 70901, 70902~~

The Academic Senate Curriculum Committee will review and approve all curriculum proposals. The Board of Trustees shall rely primarily on the advice of the Academic Senate on all matters pertaining to the curriculum including instruction and student learning. The Board retains authority to approve all programs and curricula offered by the district and delegates the Superintendent/President to approve program and/or course proposals.

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include:
- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development; and
- consideration of job market and other related information for career and technical education programs.

~~All new programs and program discontinuances shall be approved by the Board of Trustees.~~

All new programs shall be submitted to the California Community Colleges Chancellor's Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

All new Career and Technical Education (CTE) programs and program deletions shall be approved by the North/Far North Regional Consortium (NFNRC) as required by the California Community College Chancellor's Office (CCCCO)

Credit Hour
Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a "credit hour" program or a "clock hour" program.

The Superintendent/President will establish procedures which prescribe the definition of "credit hour" consistent with applicable federal regulations, as they apply to community college districts.

The Superintendent/President shall establish procedures to assure that curriculum at the District complies with the definition of "credit hour" or "clock hour," where applicable. The Superintendent/President shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

References: Education Code Sections 70901(b), 70902(b), and 78016;
Title 5 Sections 51000, 51022, 55100, 55130 and 55150;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;
34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8;
ACCJC Accreditation Standards II.A and II.A.9

ADMINISTRATIVE PROCEDURES

No. **4020.1**

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

NEW

PROGRAM AND CURRICULUM DEVELOPMENT

> **NOTE***: ~~The following procedure is~~ **legally required**. ~~Districts may insert local procedures for program and curriculum development, which may include or address procedures for new, added, provisional or experimental, reinstated and deleted courses and procedures for changes in course number, title, units, or hours. Procedures for each action should, as good practice, address:~~*

- ~~initiation, review, approval, and evaluation processes and related criteria~~
- ~~designated responsibility and authority for initiation, review, and approval of courses (e.g., the academic affairs office, academic senate, faculty, departments, related disciplines, divisions, curriculum committee, articulation officer, etc.)~~
- ~~time lines and limits for the process~~
- ~~publication of changes and maintenance of records~~
- ~~use of a range of delivery systems and modes of instruction~~

The primary responsibility of the Curriculum Committee is assuring academic excellence in curriculum matters by ensuring that curriculum is academically sound, comprehensive, and responsive to the evolving needs of Mendocino College and the community through review and approval of:

- New and modified course proposals for Title 5 compliance

- Courses as they relate to programs of study

- Appropriate requisites

- Modifications or restructuring of existing programs

- Deletion and/or inactivation of courses and programs

- Modes of delivery

- CSU and UC general education proposals in collaboration with the articulation officer

- Policy changes pertaining to curricula issues

- Implementation of state regulations and guidelines pertaining to the curriculum development process

- Proposed programs of study
- Student Learning Outcomes

An ongoing review of courses and programs is conducted to maintain compliance with internal and external policies. Courses are reviewed on a six-year rotational cycle and updated as needed. CTE curriculum is updated on a two-year cycle.

Curriculum proposals shall be accepted year round. Proposals and catalog changes meeting Curriculum Office deadlines shall be reflected in the following academic year's college catalog. The initiator shall check with the committee for internal timelines and technical review deadlines.

Proposals approved by the Curriculum Committee shall be forwarded to the Board of Trustee's designee (Superintendent/President) for approval throughout the year. Applicable proposals shall then be forwarded to the Chancellor's Office, California Community Colleges, for approval and/or chaptering. The College Catalog is a collaborative publication reflecting these approvals.

Complete curriculum records are maintained through the curriculum management system.

The Mendocino College Curriculum committee coordinates and guides the curriculum processes. The course initiator should discuss plans with faculty, deans, advisory committee (if appropriate), and articulation officer (if appropriate).

The completed proposal shall receive a technical review by an approved subcommittee appointed by the Curriculum Committee. Any revisions shall be addressed prior to full Curriculum Committee review. Following technical review approval, the proposal shall be forwarded for full Curriculum Committee approval

consisting of two readings. Proposals shall be evaluated for need, quality, feasibility, academic rigor, technical correctness and consistency with Committee standards, the College Mission, and state regulations.

In accordance with Title 5, Section 55002a (l) the college curriculum committee has been established by the mutual agreement of the college administration and the Academic Senate. Curriculum Committee membership shall reflect a balanced representation across disciplines, whenever possible.

Non-voting members of the committee serve as *resources* for the voting members. They are responsible for providing information regarding their area of expertise (such as: enrollment procedures, degree requirements, grading policies, finances, feasibility, effects of actions on the Centers) and for communicating committee action to their constituent groups in a regular and timely manner.

Committee members cannot be represented by a substitute. Voting members must be in attendance to cast a vote (proxy voting is not allowed).

The Committee consists of a 7 faculty members including a Full Time Faculty chair, five Full Time Faculty members (one must be a counselor) and a Part Time Faculty member. Also included in the voting members are a student representative and the Vice Chair (VP of Academic Affairs). Non-voting and resource members include Articulation officer, Dean of Applied Academics, Dean of Instruction, Director of Admissions and Records, SLOT representative, DE representative and Center Directors.

> **NOTE***: This procedure is **legally required** in an effort to show good faith compliance with the applicable federal regulations*

For purposes of federal financial aid eligibility, a "credit hour" shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately **[*15 weeks for one semester or trimester hour of credit], [or 10 to 12 weeks for one quarter hour of credit*],** or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including

laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

References: **Title 5 Sections 51021, 55000 et seq., and 55100 et seq.;**
ACCJC Accreditation Standard IIA;
U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.