



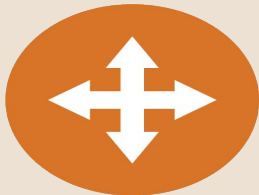
MONTEREY PENINSULA  
COLLEGE

**Guided Pathways Project**  
Spring 2018-Summer 2019 Work Plan

# CCC Guided Pathways

- A multi-year state program designed to provide *all* California Community Colleges with the opportunity to implement Guided Pathways
- \$150 million in one-time grants were designated to support the expansion of the Guided Pathways framework across the California Community Colleges

**Clarify  
the Path**



**Enter  
the Path**



**Stay on  
the Path**



**Ensure  
Learning**



# Requirements for Participation

## 1. IEPI Workshop

- MPC sent a team of 10 people from across the college to the IEPI Workshop on October 23

## 2. Guided Pathways Self-assessment

- MPC submitted the Guided Pathways Self-assessment on December 23, 2017

## 3. Multi-year Work Plan

- MPC has prepared a plan for the first phase Spring 2018-Summer 2019 which is Due March 30, 2018

# Potential Funding Allocation

- MPC's 5-year allocation will be \$702,803
  - 25% Y1 / 30% Y2 / 25% Y3 / 10% Y4 / 10% Y5
- Funding allocated based on the following criteria:
  - 20% equally distributed across all participating colleges
  - 35% based on FTES
  - 45% based on % of students at each participating college that would qualify to receive federal Pell Grants
- Funding for year 1 will be released on or after April 30, 2018

# Purpose of the Multi-year Work Plan

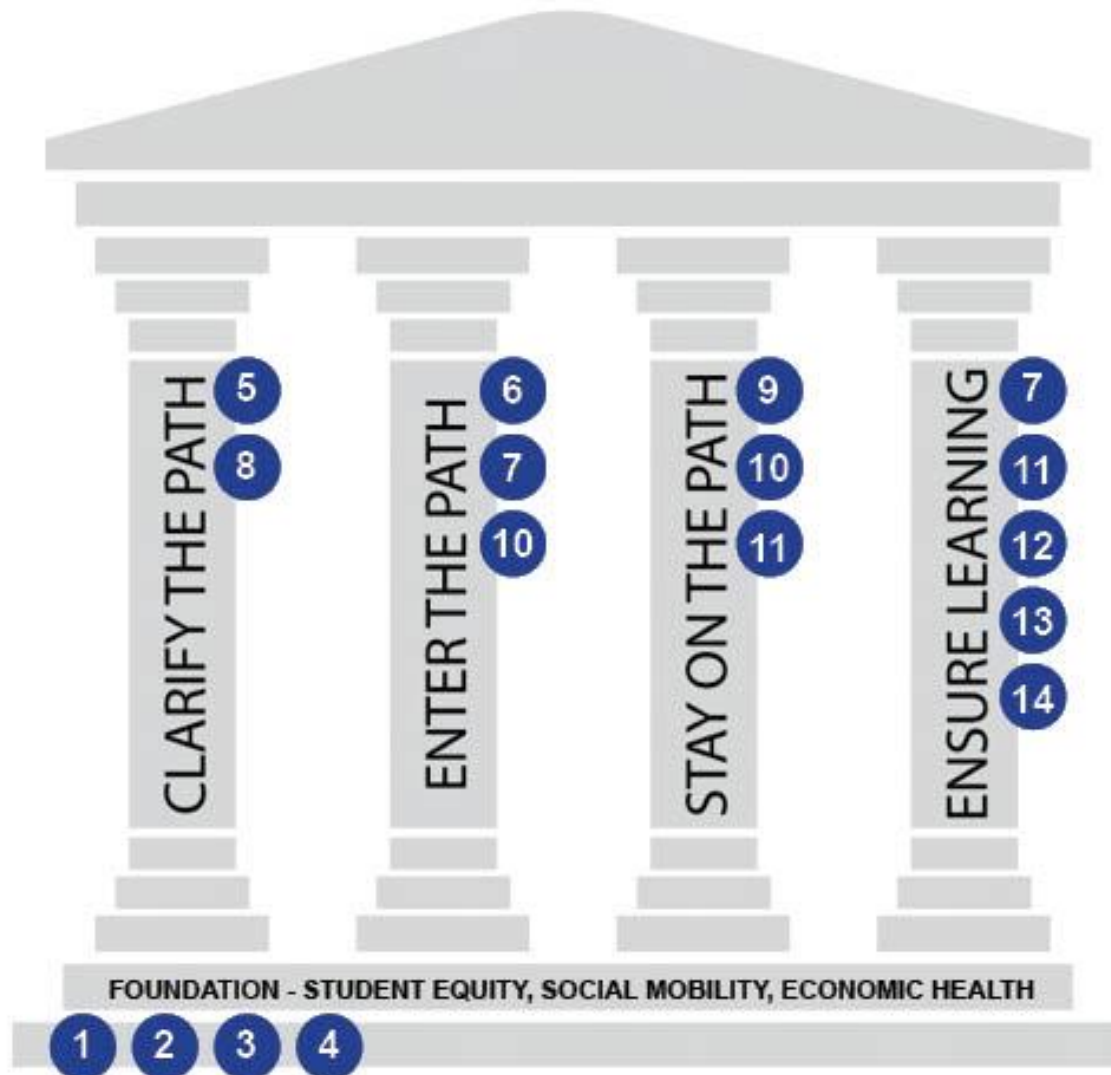
- Build upon what was identified for each of 14 elements in the Guided Pathways Self-Assessment
- Identify which of the 14 self assessment elements MPC will focus on for the first phase (between spring 2018 and summer 2019)
- Outline next steps to advance the selected elements toward full scale adoption

\*The Chancellor's Office recognizes that the work plans may change as implementation efforts evolve.

*The Chancellor's Office will use information from college work plans to report on progress of the statewide guided pathways movement as well as provide updates to the legislature to support inquiries regarding statewide implementation.*

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

# FOUR PILLARS OF GUIDED PATHWAYS



# Implementing Guided Pathways: **Tips and Tools**

A growing number of community colleges and four-year universities are seeking to improve student outcomes by redesigning academic programs and student support services following the guided pathways approach. These institutions are mapping out highly structured, educationally coherent program pathways for students to follow by starting with the end in mind—consulting with education providers at the next level and with employers to ensure that the learning outcomes of their programs are clearly aligned with the requirements for success in further education and careers. They are using program maps to assess and improve learning across programs, not just courses. They are also rethinking their new student intake systems to create program on-ramps that help students choose and enter a program of study as quickly as possible. And they are closely monitoring students' progress toward program completion and giving frequent feedback and support to help keep them on track.

While circumstances at any particular college will influence how best to go about the redesign process, it is clear that for guided pathways reforms to succeed, broad-based communication, engagement, and collaboration—both within the institution and with outside partners—are critical. This guide provides some tips and tools that can aid colleges in gaining buy-in from faculty and staff and in planning and embarking on the process of redesigning programs and support services following the guided pathways model.<sup>1</sup>

**For guided pathways reforms to succeed, broad-based communication, engagement, and collaboration are critical.**

<sup>1</sup> This is one of CCRC's guided pathways practitioner packets. For an overview of research on guided pathways, see *Know About Guided Pathways* (part one). For a more detailed look at guided pathways, see *Guided Pathways at Work*.



# Timeline for Planning & Implementation

- **Year 1: Engagement / high level planning**
  - Making the case; broad engagement; scrutinize existing practice; develop and communicate vision
- **Year 2: Laying the groundwork for implementation**
  - Mapping programs; streamline intake system(s); reorganize and integrate advising and student support; establish systems
- **Year 3: Initial scale implementation**
  - Roll-out of redesigned pathways, intake systems, advising, and support; provide training; evaluate progress; make corrections
- **Year 4: Improved scale implementation**
  - Refine and expand; continue training; continue evaluation
- **Year 5: Continuous improvement**
  - Institutionalize structures and processes

# Element 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.*

# Element 1: Planned Activities

- Develop a campus Guided Pathways Action/Vision Statement (emphasizing the student perspective) through collaborative college-wide discussion
- Establish cross-functional inquiry teams (including broad student perspective) to investigate current systems and assumptions
- Examine “brutal data” to identify patterns related to student outcomes and equity gaps
- Increased capacity for data and inquiry in the Office of PRIE, including new data dashboards and existing small-group inquiry projects

## Element 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.*

## Element 2: Planned Activities

- Using the principles of the Metric Simplification Initiative as a guide, develop a set of simple and critical metrics (key performance indicators) that allow the college to track performance through an equity lens
- Build data awareness and data literacy through a regular and consistent data presentations and trainings
- Use questions emerging from data training sessions to inform and direct inquiry groups where possible (see Element 1)

# Element 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.*

# Element 3: Planned Activities

- Use Guided Pathways framework as the underlying principle for the 2019-2025 Education Master Plan (EMP)
- Align processes for institutional and program-level planning (e.g., Resource Prioritization & Allocation process, program review, outcomes assessment) with the Guided Pathways framework
- Examine projects in categorical programs (e.g., SSSP, BSI/BSSOT, Student Equity, SWP) that reflect the Guided Pathways principles, in order to identify effective practices that could be scaled up to an institutional level

# Element 4: Inclusive Decision Making

- *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.*



# Element 4: Planned Activities

- Expand current Guided Pathways work group to include greater representation of diverse campus constituents
- Host all-campus forums to provide updates and receive feedback/input from the campus community
- Host a variety of meetings, presentations, and focus groups to receive feedback/input from:
  - Students
  - K-12 partners
  - University partners
  - Industry partners/employers
- Secure time for regular Guided Pathways updates/conversations at existing participatory governance group meetings

# Element 5: Clear Program Requirements

- *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 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).*

# Element 5: Planned Activities

- Provide workshops to help the College understand data related to student success, program completion, and related trends.
- Provide workshops on how to map program requirements through the student perspective.
- Host discipline-specific “mapping-sessions”/workshops to provide work-time with appropriate support from GP team and counselors.
- Provide faculty and counselors with support for mapping course sequences for full-time, part-time, and basic skills students.



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**Questions?**