College: Monterey Peninsula College
Timeframe: *Spring 2018-Summer 2019,*

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	**Current Scale of Adoption**	Outline **plan** for each self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes**: Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
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.	● Early Adoption	● In small groups and as a college, examine "brutal data" to identify patterns related to student outcomes (e.g., course-taking behaviors, time to completion, number of units) and equity gaps / disproportionate impact) ● Establish cross-functional inquiry teams (including broad student perspective) to investigate and interrogate systems and assumptions connected with patterns and gaps ● Seek out external examples to inform inquiry topics and connect with any emerging effective	● Increased capacity for data and inquiry in the Office of PRIE, including new data dashboards and existing small-group inquiry projects ● Improved integrated planning processes that require examination and inquiry into student achievement data	● Guided Pathways Action/Vision Statement (emphasizing the student perspective) has been developed through collaborative college-wide discussion ● A minimum of four college-wide inquiry sessions have been held to examine and discuss "brutal data" ● 4-10 smaller cross-functional inquiry groups are established and meeting regularly	● Scaling in Progress

		practices (e.g., using Loss Momentum Framework to structure inquiry and understand student experience) ● Develop an Action/Vision Statement to provide clear structure, focus, and direction for inquiry and guide planning			
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.	● Early Adoption	● 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 (e.g., invited speakers/presenters, presentations by PRIE staff, drop-in trainings, division meetings, and stand-alone training guides) ● Use questions emerging from data training sessions to	● Build on Office of PRIE's existing data visualizations ● College has already begun aligning metrics (e.g., Scorecard, Institution-set Standards, IEPI Indicators) across key initiatives such as SSSP, BSI, Program Review ● College has clearly defined student populations for disaggregation (including those related to the Student Equity metrics, as well as subgroups based on course attributes)	● An annual Key Performance Indicators report that aligns relevant benchmarks across key initiatives is accessible to campus stakeholders ● All metrics in the annual KPI report can be disaggregated in order to identify gaps in equitable outcomes for students ● Training series established, and at least one data training session focused on the KPI report has been conducted for each division, student services area, and administrative unit	● Scaling in Progress

		inform and direct inquiry groups where possible (see Element 1)			
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.	● Early Adoption	● Use Guided Pathways framework as the underlying principle for the 2019-2025 Education Master Plan (EMP) ● Align the institutional goals and objectives established in the new EMP with the Guided Pathways framework in order to drive college-wide planning ● 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	● MPC is preparing to engage in strategic planning for its 2019-2025 Education Master Plan, and can use the Guided Pathways framework as an organizing principle ● MPC's Resource Prioritization and Allocation process includes a step where each department aligns goals/plans with existing college-wide goals/plans. This structure can be used to ensure alignment as plans related to Guided Pathways development	● Institutional goals/objectives outlined in the new Education Master Plan reflect clear alignment with the Guided Pathways framework ● Key Performance Indicators (see Element 2) are used to measure progress on the Education Master Plan goals and objectives on a regular basis ● The Education Master Plan includes indication of which groups will be charged with formative evaluation and suggestions for course correction (if needed). ● Key Performance Indicators (see Element 2) are considered during the Annual Program Review Update process (via the Data Review form) and used to inform resource allocation requests.	● Scaling in Progress

		level (e.g., stackable certificates in the CTE areas).			

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways					
Key Elements of Self-Assessment (4-8)	**Current Scale of Adoption**	Outline **plan** for <u>each</u> self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes**: Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
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.	● Early Adoptio n	● Expand current Guided Pathways work group to include greater representation of diverse campus constituents -- particularly additional instructional faculty, classified staff, and students. ● Host all-campus forums to provide Guided Pathways status-updates and receive feedback/input from the campus community. ● Host a variety of meetings, presentations, and focus groups to share Guided Pathways	● Secure time for regular Guided Pathways updates/conversation s at existing participatory governance group meetings (i.e. Academic Senate, Curriculum Advisory Committee, and College Advisory Groups (ASAG, AAAG, SSAG, PAG). ● Leverage existing divisions/department meetings to engage discipline experts in identifying specific needs, concerns, and issues as well as participation in the Guided Pathways planning and implementation process.		● Scaling in Progress

In addition, this plan strategically engages college governance bodies college-wide.		status-updates and receive feedback/input from students. ● Host a variety of meetings, presentations, and focus groups to share Guided Pathways status-updates and receive feedback/input from K12 and university partners.	● Leverage existing class sessions to hold student focus groups and/or information sessions to gather feedback. Leverage specific classes on campus for targeted student focus groups (held during class time) to receive feedback/input from students. ● Leverage existing CTE Industry Advisory Committees to engage industry partners/experts in identifying specific needs, concerns, and issues and participate in the Guided Pathways planning and implementation process.		
5. **Intersegmental Alignment** - (Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.		Will not address during this time period			

6. **Guided Major and Career Exploration** - (Help Students Choose and Enter a Pathway) College has structures in place to scale major and career exploration early on in a student's college experience.		Will not address during this time period		
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.		Will not address during this time period		
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		● 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	● Continue the work of CTE program who have previously begun program mapping. ● Continue to improve College scheduling practices to better support timely program completion.	● Programs mapped into 2 year (FT) timelines as well as PT and basic skills where appropriate. ● Program maps published on College Website, distributed to Counseling Division and other

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).		"mapping-sessions"/workshops to provide work-time with appropriate support from GP team and counselors. ● Begin to map course sequences for full-time, part-time, and basic skills students. ● Begin to develop appropriate structures for marketing programs. ● Conduct a review of Class Schedules to ensure that program requirements are offered in an appropriate sequence to support timely program completion.		appropriate units. ● College scheduling practices are aligned with program maps to support timely completion.	

Implementation: Adapting and implementing the key practices and components of Guided Pathways to meet student needs at scale					
Key Elements of Self-Assessment (9-14)	**Current Scale of Adoption**	Outline **plan** for <u>each</u> self-assessment element that will be addressed in this time period.	What **existing efforts or initiatives** (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.	**Outcomes**: Indicate what success will look like as a result of these efforts.	**Anticipated Change in Scale of Adoption During Timeframe**
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.		Will not address during this time period			
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.				
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.		Will not address during this time period		
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,		Will not address during this time period		

employment, and career goals.				
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 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.		Will not address during this time period		
14. **Applied Learning Outcomes** - (Ensure Students are Learning) Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.		Will not address during this time period		

CCC GP Implementation Timeline

Please complete the following GANTT chart to **indicate the timeframe during which you would anticipate incorporating each of the 14 key elements** included in the CCC GP Self-Assessment **into your plan**. Use the PAINT function by selecting the appropriate cells and then click on the Paint dropdown menu to select a color to fill in the cells. Please use blue for Inquiry, green for Design, and orange for Implementation elements.

Key Elements	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
EXAMPLE 1. Cross-functional inquiry	█ (blue)	█ (blue)	█ (blue)	█ (blue)
EXAMPLE 5. Intersegmental alignment		█ (green)	█ (green)	
EXAMPLE 14. Applied learning opportunities			█ (orange)	█ (orange)
Inquiry (1-3)				
1. Cross-functional inquiry				
2. Shared metrics				
3. Integrated planning				
Design (4-8)				
4. Inclusive decision-making				
5. Intersegmental alignment				
6. Guided major and career exploration opportunities				
7. Improved basic skills				
8. Clear program requirements				
Implementation (9-14)				
9. Proactive and integrated student supports				
10. Integrated technology infrastructure				
11. Strategic professional development				
12. Aligned learning outcomes				
13. Assessing and documenting learning opportunities				
14. Applied learning opportunities				

CCC GP Key Performance Indicators

The KPI data will be automatically updated each planning period to invite reflection and inform future planning.					
Key Performance Indicators	**Current KPI Data** (Autofill from Launchboard)	**Spring 2018-Summer 2019**	**Fall 2019-Summer 2020**	**Fall 2020-Summer 2021**	**Fall 2021-Summer 2022**
PARTICIPATION					
Number of students	960	To be pre-populated in advance of next work plan; make these columns unfillable.			
Average number of credits attempted in year one	18				
Average number of degree-applicable credits attempted in year one	16				
Full-time students	40%				
Persisted from term one to term two	60%				
College-level course success rate	76%				
TRANSFERRABLE MATH & ENGLISH COMPLETION					
Successfully completed transfer-level math in year one	10%				
Successfully completed transfer-level English in year one	27%				
Successfully completed both transfer-level English and math in year one	8%				
FIRST TERM MOMENTUM					
Successfully earned 6+ college credits in first term	42%				
Successfully earned 12+ college credits in first term	18%				
Successfully earned 15+ college credits in first term	4%				
Attempted 15+ college credits in first term	9%				

CCC GP Guided Pathways Allocations

Please **estimate the anticipated percentage of the CCC GP allocation to be used** for the various activities and expenses. The amounts will pre-populate automatically from the percentages you indicate based on your college's overall allocation for this time period.				
Sample Categories	**$ *(Prefilled from allocation formula)***			
	Dropdown menu with timeframe choices: Summer 2018-Summer 2019			
	Anticipated %	**Anticipated amount** (auto populate based on % noted)	**Actual %**	**Actual amount**
Personnel or Release Time				
Professional Development				
Software				
Other				
TOTAL	100%			

Required per EC Section 88922 (c)
Briefly describe the college's efforts on the following issue:

The inclusion of high school grades into the assessment/placement process:	Both the English and the Math Departments have implemented multiple measures using high school GPA, last course completed, and course grade information. This is applied using the rule sets established by the RP Group in the Multiple Measures Assessment Project (MMAP). Placement results are currently determined using a disjunctive model where students take an assessment exam and the software evaluates and compares their assessment results with their high school data placement. Students are then assigned the highest course placement indicated between these two placement tools.

Based on the college's planning and self-assessment dialogue and activity, what support could the Chancellor's Office provide to expand or support the next steps (optional question):

> 1. **Additional professional development**
> 2.