

MPC Guided Pathways Steering Committee and Work Teams 2019-2020 **DRAFT PROPOSAL**

MPC Guided Pathways Steering Committee

Membership (proposed)

Tri-Chairs: Jeannie Kim-McPherson (Faculty), Jon Knolle (Admin), Stephanie Perkins (Classified)

Administration (AA): Jon Knolle (Tri-Chair)

Administration (SS): LaKisha Bradley

Administration (PRIE): Rosaleen Ryan

Two Counseling Faculty: Alethea DeSoto, Jacque Evans (Senate GP Liaison)

Two Discipline Faculty: Diane Boynton, Jeannie Kim-McPherson (Tri-Chair)

Two Classified: Stephanie Perkins (Tri-Chair), Linda Ransom

Academic Senate Liaison: Jacque Evans (Senate GP Liaison)

Program Maps and Meta Majors Work Team Co-Lead: Diane Boynton, Alethea DeSoto

Career/College Guidance, Exploration, and Education Planning Work Team Co-Lead: Alethea DeSoto

Student and Academic Support Work Team Co-Lead (Joint Senate/GP Work Team): Adria Gerard, Jeannie Kim-McPherson

Instructional Practices Co-Lead (Joint Senate/GP Work Team): Adria Gerard (Senate)

Student Rep.: TBD

LAC Rep.: Jennifer Taylor

CAC Rep.: TBD

Marketing Rep.: TBD

CTE Rep.: TBD

Cabinet Rep.: Jon Knolle

OAA Rep.: Jon Knolle

Steering Committee Charge: In concert with the appropriate campus stakeholders, develop, implement and continually evaluate an effective Guided Pathways framework. This work includes but is not limited to:

- Evaluating the progress being made on the accomplishment of the objectives stated in the Guided Pathways Action Plan and annual SOAA and acting as a resource for those implementing the planned actions;

- Conducting periodic review of the Guided Pathways Action Plan and annual SOAA progress and recommending next steps;
- Continually informing and engaging the campus and local community about Guided Pathways concepts, programs, resources, and practices;
- Integrating Guided Pathways into the campus culture and college community;
- Fostering collaboration and communication between work groups, campus governance groups, and all members of the college;
- Establishing and promoting ongoing opportunities to participate in Guided Pathways efforts; and
- Celebrating achievements and successes accomplished by students, faculty, staff, and programs in areas related to Guided Pathways.

Work Team 5 **change to** → ~~Program Maps and Meta Majors~~ Work Team

Work Team Charge: In concert with the appropriate campus stakeholders, and through collaboration among cross-functional college representatives, this work team will review, discuss, and make formal recommendations regarding campus structures, policies, and procedures in order to accomplish the following Guided Pathways essential practices:

1A - Programs are organized and marketed in broad career-focused academic and communities or “meta-majors.”

1D - Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college’s website.

Membership

Leads: Alethea De Soto (counseling faculty), Diane Boynton (non-counseling faculty), Cathryn Wilkinson (admin.),

Counseling Faculty: Alethea De Soto, Mike Torres, LaRon Johnson, Jackie Stratton, Carrie Ballard, Davina Walker

Non-Counseling Faculty: Heather Craig (Life Science), Diane Boynton (Speech Communication/Humanities), Keith Eubanks (LAC/CAC), Gamble Madsen (CAC, Arts), Molly Jansen (Hospitality), Luke Spence (Math, Physical Science) Eric Lake (MLC), Vanessa Lord (Nutrition), Elizabeth Mullins (Social Science), Jon Mikkelson (Business), Jeannie Kim-McPherson (Eng.), Erin O’Hare (Phys. Ed.), Ana Garcia-Garcia (Phys. & Life Science)

Classified: Rebecca Glenny, Jennifer Taylor

Administrator(s): Jon Knolle (AA), Judy Cutting (CTE)

Dual Enrollment/Adult Education: TBD

CTE: Alison Shelling

IT: TBD

Student(s): Davis Mendez

Note Taker: Lori Phung

2019-20 MAJOR ACTIVITIES:

1. Provide support and resources on how to map program requirements through the student perspective.
2. Host discipline-specific “mapping-sessions”/workshops to provide work-time with appropriate support from GP team and counselors as needed.
3. Begin to develop appropriate structures for marketing programs and meta majors.

4. Provide appropriate opportunities for campuswide discussion regarding meta majors and make recommendations based on the results of campus feedback.

MAJOR OUTCOMES BY JUNE 2020:

1. Programs mapped into 2 year (FT) timelines as well as PT and extended timelines where appropriate;
2. Program maps and meta major information published on MPC's website, distributed to Counseling, Divisions and other appropriate units; and
3. College scheduling practices are aligned with program maps to support timely completion.

Career/College Guidance, ~~Exploration, and Education Planning~~ Work Team (NEW)

Work Team Charge: In concert with the appropriate campus stakeholders, and through collaboration among cross-functional college representatives, this work team will review, discuss, and make formal recommendations regarding campus structures, policies, and procedures in order to accomplish the following Guided Pathways essential practices:

2A - Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.

2F - The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

3D - Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

3A - Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

3B - Students can easily see how far they have come and what they need to do to complete their program.

Membership

Leads: Alethea DeSoto (faculty co-lead), TBD (faculty co-lead), Judy Cutting (admin.), TBD (classified)

Counseling Faculty: TBD

Non-Counseling Faculty: TBD

Classified: Rebecca Glenny (Business) TBD,

Administrator(s): Judy Cutting

IT: TBD

Student(s): TBD

Note Taker: Dylan Harbert

2019-20 MAJOR ACTIVITIES:

to be determined by work team

MAJOR OUTCOMES BY JUNE 2020:

1. The group will make formal recommendations that address GP essential practices charged to this work team.
2. Within this report, in concert with the GP Steering Committee and appropriate campus stakeholders, the team will make recommendations regarding priorities and considerations for sustained implementation and reporting.

Student and Academic Support Work Team (NEW) Joint Senate/GP Work Team

Work Team Charge: In concert with the appropriate campus stakeholders, and through collaboration among cross-functional college representatives, this work team will review, discuss, and make formal recommendations regarding structures, policies, and procedures in order to accomplish the following Guided Pathways essential practices:

2B - Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.

2C - Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year.

2D - Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year.

2E - Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

3C - Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track. (or in college/career exploration group)

Membership*

**all faculty representatives will be appointed by Senate*

Leads: Adria Gerard (faculty co-lead/Senate), Jeannie (faculty co-lead/GP), Vincent van Joolen (administrator)

Counseling Faculty: TBD (TRiO), Kelly Fletes (HSI), TBD (Early Alert), TBD (EOPS),

Non-Counseling Faculty: Kathleen Rozman (ARC/Learning Skills), TBD (MLC), Adria Gerard (ESSC/RC), TBD (ENSL), TBD (ENGL), TBD (Math), TBD (STEM/STEMCel)

Classified: TBD (VRC), TBD (ESSC/RC), TBD (MLC), Paige Inman (STEMCel), TBD (STEM lab), other academic/student support areas TBD, TBD (EOPS), TBD (Early Alert)

Administrator(s): LaKisha Bradley (MEC/SEA), Heather Tisdale (ESSC/RC), TBD (HSI)

Student(s): TBD

Note Taker: Alicia Rocha

2019-20 MAJOR ACTIVITIES:

1. Utilizing results of intra- and inter-campus inquiry as well as existing campus data, the work team will discuss and document existing strengths, current challenges, and potential opportunities for student and academic support at MPC.

2. In collaboration with PRIE, the group will identify baseline indicators related to student retention, success, and persistence, with special focus on disproportionately impacted populations indicated in MPC's Vision Goals.
3. The group will identify and establish term definitions and recommend goals, actions, and timelines for systematic and sustained student and academic support.

MAJOR OUTCOMES BY JUNE 2020:

1. The group will make formal recommendations to Academic Senate and the GP Steering Committee, as well as additional campus groups as needed, that address GP essential practices charged to this work team.
2. Within this report, in concert with the GP Steering Committee, Academic Senate, and appropriate campus stakeholders, this team will make recommendations regarding priorities for sustained implementation and reporting.

Instructional Practices (NEW) Joint Senate/GP Work Team

Work Team Charge: In concert with the appropriate campus stakeholders, and through collaboration among cross-functional college representatives, this joint Academic Senate and Guided Pathways work team will review, discuss, make formal recommendations and evaluate progress regarding structures, policies, and procedures as well as pedagogical and curricular practices in order to accomplish the following Guided Pathways essential practices:

This Team will Address the Following GP Essential Practices:

4B - Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.

4C - Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework. (see also CTE Committee)

4F - The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts. (see also CTE Committee)

Membership*

**all faculty representatives will be appointed by Senate*

Leads: Adria Gerard (Faculty/Senate), TBD (Faculty/GP)

Counseling Faculty: Jackie Stratton (dual enrollment, counseling, instruction), TBD

Non-Counseling Faculty: Jeannie Kim-McPherson (English), other areas?

Classified: TBD (EOPS), TBD (Umoja), TBD (VRC)

Administrator(s): Jon Knolle, TBD

Student(s):

Note Taker:

2019-20 MAJOR ACTIVITIES:

to be determined by work group

MAJOR OUTCOMES BY JUNE 2020:

1. The group will make formal recommendations to Academic Senate and the GP Steering Committee, as well as additional campus groups as needed, that address GP essential practices/pedagogical and curricular best practices charged to this work team.

2. Within this report, in concert with Academic Senate, the GP Steering Committee, and appropriate campus stakeholders, the team will make recommendations regarding priorities for sustained implementation and reporting.

Existing Campus Groups Charged with Guided Pathways Implementation

Office of Academic Affairs/AAAG

This Group will Address the Following GP Essential Practices:

3E - The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Cabinet

This Group will Address the Following GP Essential Practices:

4G - The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

PRIE/PRIE Committee

PRIE will continue to support informed Guided Pathways inquiry and implementation through its ongoing work with the GP Steering Committee and by helping GP work teams to frame their research inquiries and to design appropriate research methodologies as well as assisting with analysis and action planning based on research results.

The PRIE Committee will continue to ensure that Guided Pathways essential practices are fundamentally integrated into college-wide planning and resource allocation including, but not limited to, MPC's Educational Master Plan.

LAC

This Group will Address the Following GP Essential Practices:

4A - Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

4D - Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

4E - Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

CAC

This Group will Address the Following GP Essential Practices:

1B - Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

1E - Required math courses are appropriately aligned with the student's field of study (with Math Department).

Math Department

This Group will Address the Following GP Essential Practices:

1E - Required math courses are appropriately aligned with the student's field of study (with CAC).

CTE Committee

This Group will Address the Following GP Essential Practices:

4C - Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework. (see also GP/Senate Instructional Practices Work Teams)

4F - The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts. (see also GP/Senate Instructional Practices Work Teams)

Marketing Department/Committee

This Group will Address the Following GP Essential Practices:

1C - Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.