



MONTEREY PENINSULA  
COLLEGE

**Guided Pathways Project**  
Self Assessment Submission

# The Context for Guided Pathways

- The structure of community colleges is not ideally designed to support completion outcomes
- Students continue to be trapped in long developmental sequences in math and English
- University transfer rates have remained relatively static
- The demand for a qualified workforce and college graduates is more intense than ever

# Guided Pathways Evolution

- **Guided Pathways: American Association of Community Colleges (AACCC) Project**
  - National effort; 30+ colleges participating
- **CA Guided Pathways Demonstration Project**
  - 20 California Community Colleges
- **California Community Colleges Guided Pathways Project**
  - All 114 community colleges eligible to participate
  - Provides five-years of support by CCCCO

# Why Guided Pathways in California?

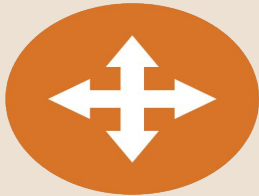
Research shows that students are more likely to complete on time if they

- **identify a career goal** early on,
- have a **clear outline of the courses required**,  
and
- receive **consistent guidance and support** along the way.

We need to structure our colleges to more effectively support students through this progression.

# Four Pillars of Guided Pathways

## Clarify the Path



Create Clear Curricular Pathways to Employment and Further Education

## Enter the Path



Help Students Choose and Enter Their Pathway

## Stay on the Path



Help Students Stay on Their Path

## Ensure Learning



Follow Through, and Ensure that Better Practices are Providing Improved Student Results.

# About Guided Pathways

The Guided Pathways framework creates a highly structured approach to student success that:



Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.



Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.

# Gearing Up for Implementation

- **IEPI Workshop**

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

- **Self-assessment - *Due December 23, 2017***

- **Multi-year Work Plan - *Due March 30, 2018***

- **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

# Purpose of the Self-assessment

- The Self-Assessment intends to:
  - **Serve as a learning tool for the colleges** to help campus constituents gather and reflect on their systems and practices in an organized and thoughtful way,
  - **Inform the CCCCO about what types of capacity-building resources** would help colleges engage in Guided Pathways, and
  - **Provide an aggregate picture of colleges' Guided Pathway processes** with regards to inquiry, design, and implementation of key elements and how they are progressing over time.



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

### INQUIRY (1-3)

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>1. CROSS-FUNCTIONAL INQUIRY</b></p> <p>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.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p><input type="checkbox"/> College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p>	<p><input checked="" type="checkbox"/> 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.</p> <p>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.</p>	<p><input type="checkbox"/> Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided pathways are consistently a topic of discussion.</p>	<p><input type="checkbox"/> Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p>

# Emerging Themes: Accomplishments

- We held multiple “**From Recruitment to Completion**” (R2C) retreats to engage campus in dialog about student success
- We have established of **Office of Planning, Research, & Institutional Effectiveness**
- Some programs have **already engaged in dialogue about pathways** / many have developed two-year program maps
- We have **established institution set standards** and/or benchmarks for some programs and services
- We have **developed pathways** with many of our local high schools (dual enrollment) and CSUMB (ACE)
- We have **implemented 21 Associate Degrees for Transfer (AD-T’s)** and multiple 2+2 degree pathways (specific pathways to CSUMB)
- We have begun the process of **streamlining basic skills pathways** (i.e. acceleration in math and English) and **implementing Multiple Measures**
- We have made significant progress in the area of **learning assessment**.

# Emerging Themes: Challenges

- We do not have an integrated and modern **Enterprise Resource Planning (ERP)** system
- **We have challenges with access to, and fluency with, data;** engagement with program or departmental-level data is not yet regular or systematic practice in all areas
- We have not implemented a **Degree Audit System**
- **We continue to face competing needs and other critical priorities** (i.e. learning assessment, response to accreditation report)
- We do not have adequate **student tutoring/academic support** services in all academic areas of the college
- We are in the process of **implementing new integrated planning practices**
- We do not have **centralized leadership/coordination for professional development** efforts across campus
- We have a **large number of programs** (142) to work with

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>					



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**Questions?**