

MPC Guided Pathways Steering Committee and Work Teams 2019-2020

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), VACANT

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.: Cody Arvidson

LAC Rep.: Jennifer Taylor

CAC Rep.: TBD

Marketing Rep.: Kristen Darken

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.

Steering Committee Goals for 2019-2020:

Goal 1: Help work teams implement structure by ensuring

- groups have established defined outcomes
- activities clearly support outcomes
- clear, reasonable deadlines for outcomes have been established
- work teams understand SOAA equity considerations and address those considerations in their recommendations
- sustained implementation of work teams' and steering committee's recommendations as appropriate

Goal 2: In concert with PRIEO, establish research inquiry guidelines and priorities for work teams with a focus on alignment with institutional goals where possible

Goal 3: In concert with the Marketing & Communications Department/Committee, establish a process for prioritizing and producing marketing projects for Guided Pathways

Goal 4: Evaluate how and to what degree GP has been implemented and institutionalized

Goal 5: Provide professional development opportunities in support of Guided Pathways and constituent work groups' activities

Student Pathways 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.

Equity Considerations

Membership

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

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

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

Classified: Rebecca Glenny (Business), Jennifer Taylor (PRIE)

Administrator(s): Jon Knolle (AA), Cathryn Wilkinson (AA)

Dual Enrollment/Adult Education: Christian Smith

CTE: Alison Shelling

IT: TBD

Note Taker: Lori Phung

Student(s): Davis Mendez

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.

College/Career Guidance 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.

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.

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.

Equity Considerations

- Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? (Does this live in College/Career Guidance? CTE Committee? Equity office/SEA? TBD)--bring back to Leadership Team for discussion
- For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? (LAC? OAA? Instructional Practices--yes)
- Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students? (dual enrollment as well, Upward Bound?)
- How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? (also in SAS Work Team)
- How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?
- How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? (also in SAS Work Team)

- How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? in adult basic skills programs? (also in SAS Work Team)

Membership

Leads: Alethea DeSoto (faculty co-lead), Heather Bowers (faculty co-lead), Judy Cutting (admin.)

Counseling Faculty: Alethea DeSoto, Heather Bowers, Kacey Giammanco, Susan Boes, Andrea Mann, Jackie Stratton, Jacque Evans

Non-Counseling Faculty: Molly Jansen, Laura Loop, Jon Mikkelson. Jeannie Kim-McPherson

Classified: Sudeshna Nand (CTRC), Chris Rendon (dual enrollment), Rebecca Glenn (Business), Stephanie Perkins (EOPS)

Administrator(s): Christian Smith, Judy Cutting, LaKisha Bradley

IT: Mike Midkiff

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

**all faculty representatives will be appointed by Senate*

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)

Equity Considerations

- How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students’ success in their programs?
- How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?
- How does the college ensure that low-income students’ financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?

Membership

Leads: Adria Gerard (Senate/faculty), Jeannie Kim-McPherson (GP/faculty), Vincent Van Joolen (administrator)

Counseling Faculty: Grace Anongchanya (TRiO), Kelly Fletes (HSI), Elizabeth Gonzalez (Counseling), Chris Calima (Counseling)

Non-Counseling Faculty: Kathleen Rozman (ARC/Learning Skills), Eric Lake (MLC), Adria Gerard (ESSC/RC), Molly May (ENSL), Leila Jewell (STEM/STEMCel), Elisabeth Thomas (Library)

Classified: Eileen Crutchfield (VRC), Paige Inman (STEMCel), Elroy Gardenhire (Umoja), Amber Brumley (Orientation), Chris Rendon (Dual Enrollment)

Administrator(s): Vincent Van Joolen, Heather Tisdale (ESSC/RC), Diego Espinoza (HSI), LaKisha Bradley (MEC/SEA), Jeffery Sundquist (Library)

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 and equity considerations 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)

Equity Considerations

- How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?
- As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?
- What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?
- Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?

Membership*

**all faculty representatives will be appointed by Senate*

Leads: Adria Gerard (Faculty/Senate), Ana Garcia-Garcia (Faculty/GP)

Counseling Faculty: Jenna Koch (Counseling/EOPS)

Non-Counseling Faculty: Wendy Bates (Athletics/Kinesiology), Alexis Copeland (ARC), John Cristobal (Math), Dawn Rae Davis (GWOS), Borja Dorsch (Spanish/World Languages), Jeannie

Kim-McPherson (GP Tri-Lead/English), Vanessa Lord (Nutrition/Life Sciences), Christina Nicolaidis (Psychology), Tom Rebold (CSIS)

Classified: Jessica Cerritos (TRIO)

Administrator(s): Jon Knolle, Christian Smith

Student(s):

Note Taker:

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 related to instructional practices at MPC.
2. In collaboration with PRIE, the group will identify baseline retention, success, and persistence 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 related to the following instructional practices:
 - a. 4B: Active and applied learning
 - b. 4C: Experiential learning activities
 - c. 4F: Portfolio building
 - d. Culturally responsive teaching practices
 - e. Textbooks (adoption process and OER)
 - f. Professional development (in conjunction with other campus constituencies)
 - g. Other?

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 Team)

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 Team)

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.

Equity Considerations

- Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education?
- How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?
- How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?)