

# Mesa Pathway's Planning Taskforce Agenda

Thursday, February 2, 2018 - 2:30pm, I4-402

- I. Introductions
- II. Taskforce Charge
- III. Pathways 101
- IV. Taskforce Timeline
- V. Overview of Guided Pathways Work Plan and Instructions
  - A. Identify elements to be addressed Spring 2018-Summer 2019
  - B. Complete GANTT Chart identifying timeframe for completion of form
  - C. Key Performance Indicators
  - D. Allocations
  - E. Required:
    - 1. Inclusion of high school grades into assessment
    - 2. Chancellor's Office support
- VI. Workshops | Trainings | Presentations
  - A. Convocation – January 25, 2018
  - B. Update: CCC Guided Pathways: Creating a Lasting Guided Pathways Movement on Your Campus, February 21, 2018
  - B. Update: Webinar – California Guided Pathways, January 23, 2018
- V. An Equity Lens
- VI. Next Steps

# Guided Pathways 101

**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.

# Guided Pathways Depends on US.

## Guided Pathways is not a “one-size-fits-all” initiative...

- The enormity and diversity of the California Community Colleges system requires that each college take a customized, self-guided approach.
- Guided Pathways is an opportunity for our college to set our own goals and determine our best path to success.

# 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.

# Status Quo vs Pathways Model

CAFETERIA MODEL (STATUS QUO)	GUIDED PATHWAYS MODEL
<b>ACADEMIC PROGRAM STRUCTURE</b>	
<ul style="list-style-type: none"> <li>• Paths to student end goals are unclear.</li> <li>• Program requirements are confusing; guidelines for progression are not clear and consistent.</li> <li>• There is a lack of curricular coherence across courses, and students may not acquire needed skills.</li> <li>• Course schedules are unpredictable and often set to accommodate college needs, not student needs.</li> <li>• Curriculum in high schools and other feeders is not aligned to college requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Programs are fully mapped out and aligned with further education and career advancement.</li> <li>• Critical courses and other milestones are clearly identified on program maps.</li> <li>• Student learning outcomes are specified across programs.</li> <li>• Predictable schedules are set based on analysis of courses students need to progress on their plans.</li> <li>• High school and other feeder curriculum is designed to prepare students to enter college programs in particular fields.</li> </ul>
<b>NEW STUDENT INTAKE</b>	
<ul style="list-style-type: none"> <li>• Career and college planning is optional.</li> <li>• Undecided students are allowed to explore on their own.</li> <li>• Assessment is used to sort students into remediation or college-level courses.</li> <li>• Prerequisite remediation is narrowly focused on college algebra and English composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic plans, based on program maps, are required.</li> <li>• Students are required to enter exploratory majors and choose specific programs on a specified timeline.</li> <li>• Assessment is used to diagnose areas where students need support.</li> <li>• Instruction in foundation skills is integrated into and contextualized with critical program courses.</li> </ul>
<b>INSTRUCTION</b>	
<ul style="list-style-type: none"> <li>• Learning outcomes are focused on courses, not programs.</li> <li>• Instructors are often isolated and unsupported.</li> <li>• Metacognitive skills are considered outside the scope of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty collaborate to define and assess learning outcomes for entire programs.</li> <li>• Faculty are trained and supported to assess program learning outcomes and use results to improve instruction.</li> <li>• Supporting motivation and metacognition is an explicit instructional goal across programs.</li> </ul>
<b>PROGRESS MONITORING AND SUPPORT</b>	
<ul style="list-style-type: none"> <li>• Student progress is not monitored, or there is limited feedback on progress.</li> <li>• Students do not have a clear idea of what they need to do to complete program requirements.</li> <li>• Students' performance in critical program courses is not closely monitored.</li> <li>• Communication between advisors and academic departments is poor; advisors lack accurate program information.</li> </ul>	<ul style="list-style-type: none"> <li>• Student progress on academic plans is closely monitored, with frequent feedback.</li> <li>• Students can see how far they have come and what they need to do to complete programs.</li> <li>• Early warning systems identify students at risk of failing critical courses and initiate timely interventions.</li> <li>• Advisors work closely with program faculty, with a clear division of labor for monitoring student progress.</li> </ul>

**4 Pillars**  
**Clarify**

**Intake**

**Learning**

**Support**

# Key Elements of Guided Pathways

## Programs that are fully mapped out and aligned

with further education and career advancement while also providing structured or guided exploration for undecided students.



## Proactive academic and career advising

from the start through completion and/or transfer, with assigned point of contact at each stage.



## Early alert systems

aligned with interventions and resources to help students stay on the pathway, persist, and progress.



Redesigning and integrating basic skills/developmental education classes to accelerate students to college-level classes.



## Structured onboarding process

including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get to the right start in college.



## Instructional support and co-curricular activities

aligned with classroom learning and career interests.



# Implementing Guided Pathways: Defining Roles with a Focus on Collaboration

## Faculty & Staff

- Engage in all stages of Guided Pathways: inquiry, design, implementation and ongoing improvement.
- Work collectively toward common goals and commit to a structured, open process.
- Collaborate to design clearly structured, coherent academic program maps that: reflect curriculum aligned with university transfer programs and labor market needs; provide detailed course sequences and progress milestones; and represent the most efficient path for students to complete academic programs while maintaining the quality of these programs.
- Partner to guide, monitor and support students.
- Collaborate to help students build skills as they explore and progress through curricula and programs.

## Students

- Share thoughts on how the institution as a whole can better meet student needs. Share obstacles, challenges and successes experienced in college.
- Engage in all stages of Guided Pathways: inquiry, design, implementation and ongoing improvement.

## The Entire College

- Work collectively toward common goals and commit to a structured, open process.
- Think and talk about the unique planning and resource needs at the college.
- Participate in the self-assessment process.
- Solicit input from students, community members, alumni, employers and industry to assist in informing your Guided Pathways efforts.

## Administrators

- Provide vision for college restructuring and initiative integration.
- Build a diverse steering team from all college constituencies, including administration, counseling and instructional faculty, staff and students from across the college.
- Offer support and guidance for collaboration and inclusive decision-making.
- Participate in all stages of Guided Pathways: inquiry, design and implementation.
- With faculty and staff, collaborate to design clearly structured, coherent academic program maps that: reflect curriculum aligned with university transfer programs and labor market needs; provide detailed course sequences and progress milestones; and represent the most efficient path for students to complete academic programs while maintaining the quality of these programs.
- Invest in professional development that supports reform efforts.
- Build organizational capability for ongoing innovation and improvement.

## Institutional Researchers and Planners

- Support administrators, faculty and staff in inquiry by providing enrollment, persistence and retention data disaggregated by program, course, cohort and student equity categories.
- Provide support in understanding student throughput and identifying bottlenecks and loss points.
- Help steering team and others use data to examine barriers to student completion.
- Engage in all stages of Guided Pathways: inquiry, design, implementation and ongoing improvement.
- Help in making the case for Pathways through data.
- Assist with locating and interpreting data related to designing and implementing Pathways.
- Assist in providing students a voice through research activities such as surveys and focus groups.
- Provide leadership and support with the integrated planning that is required for Pathways.
- Conduct formative and summative evaluations to help inform and guide Pathways efforts, with a focus on continuous improvement.

# Gearing Up for Implementation



**IEPI  
Workshop**



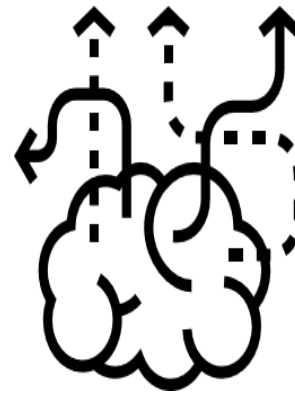
**October 30, 2017**



**Self-  
Assessment**



**December 23, 2017**



**Multi-Year  
Work Plan**

**March 30, 2018**



**Funding  
Allocation**

**April 30, 2018**



# Workshop & Self Assessment Phase



1. Targeted feedback (October 5-31)
  - Faculty Chairs
  - Committee leaders
  - Program Directors/Managers
  - Operational staff
  - Administrators
2. Open Forum (November 7)
3. Online review and public input (November 3-19)
4. President's Cabinet Retreat (November 14)
5. Planning & Institutional Effectiveness (November 18)
6. Academic Senate (December 11)
7. Classified Senate (December 7)
8. ASG (December 6)
9. Present to P-Cab for final review (December 5)
10. Submit to District for final signature (December 15)
11. Submitted to State Chancellor's Office (December 23)



# Guided Pathways Self-Assessment

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>		X			

# Multi-Year Development Phase

1. Call for Mesa Pathways Planning Taskforce (MPPT) Appointees (Dec. 2017)
2. Formation of Mesa Pathways Planning Taskforce (Jan. 2018)

<u>Faculty</u>	<u>Classified Professionals</u>	<u>Administrators</u>	<u>Students</u>
Kim Perigo	Trina Larson	Ashanti Hands	Eduardo Mancado
Manuel Velez	Yolanda Catano	Tina Recalde	Emilio Carranza-Davis
Cynthia Rico	Hai Hoang	Leslie Shimazaki	Sumaya Ali (Alt.)
Mark Manasse	Olivia Picolla		
Howard Eskew, Jr.			
Staff to the Committee: Bridget Herrin			

3. Meeting Schedule (Jan. – March 2018)

<u>First Meeting</u>	<u>Week of Jan 29-Feb 2</u>
Project meetings, communication, plan writing	Feb 2-March 16
Presentation to President's Cabinet	March 20 <sup>th</sup>
Submit Plan	March 30 <sup>th</sup>

# Multi-Year Work Plan

- A template to outline next steps to advance toward or maintain full-scale adoption of each of the 14 Self Assessment elements
- Mirrors the Self-Assessment
- Phase I:
  - Spring 2018 – Summer 2019
  - Only addresses areas with planned activities
  - May change as implementation efforts evolve
  - Plans should be developed by a cross-functional team



# Work Plan: Prioritization of Key Elements

College: *(dropdown menu with list of all colleges)*

Timeframe: *(dropdown menu with five? options: Spring 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, Fall 2021-Summer 2022; pre-selection Summer 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 <b>plan</b> for <u>each</u> self-assessment element that will be addressed in this time period.	What <b>existing efforts or initiatives</b> (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.</b>	<b>Outcomes:</b> Indicate what success will look like as a result of these efforts.	<b>Anticipated Change in Scale of Adoption During Timeframe</b>
<p><b>1. Cross Functional Inquiry</b> - 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><u>Autofill information from submitted self-assessment for each cell in this column in each table:</u></p> <ul style="list-style-type: none"> <li>No change</li> <li>Pre-adoption</li> <li>Early Adoption</li> <li>Scaling in Progress</li> <li>Full Scale</li> </ul>	<p><u>Dropdown menu option for each cell in this column in each table.</u></p> <ul style="list-style-type: none"> <li>Will not address during this time period</li> </ul> <p><b>Note, this selection should make the next three columns unfillable.</b></p>			<p><u>Dropdown menu for each cell in this column in each table:</u></p> <ul style="list-style-type: none"> <li>No change</li> <li>Pre-adoption</li> <li>Early Adoption</li> <li>Scaling in Progress</li> <li>Full Scale</li> </ul>

Add "Not applicable" option to a dropdown menu for each cell in this column for each table.

# Work Plan: 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				
EXAMPLE 5. Intersegmental alignment				
EXAMPLE 14. Applied learning opportunities				
<b>Inquiry (1-3)</b>				
1. Cross-functional inquiry				
2. Shared metrics				
3. Integrated planning				
<b>Design (4-8)</b>				
4. Inclusive decision-making				
5. Intersegmental alignment				
6. Guided major and career exploration opportunities				
7. Improved basic skills				
8. Clear program requirements				
<b>Implementation (9-14)</b>				
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				

# Work Plan: 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
<b>PARTICIPATION</b>					
Number of students		To be pre-populated in advance of next work plan; make these columns unfillable.			
Average number of credits attempted in year one					
Average number of degree-applicable credits attempted in year one					
Full-time students					
Persisted from term one to term two					
College-level course success rate					
<b>TRANSFERRABLE MATH &amp; ENGLISH COMPLETION</b>					
Successfully completed transfer-level math in year one					
Successfully completed transfer-level English in year one					
Successfully completed both transfer-level English and math in year one					
<b>FIRST TERM MOMENTUM</b>					
Successfully earned 6+ college credits in first term					
Successfully earned 12+ college credits in first term					
Successfully earned 15+ college credits in first term					
Attempted 15+ college credits in first term					

# Work Plan: 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.				
<b>Sample Categories</b>	\$ (Prefilled from allocation formula)			
	Dropdown menu with timeframe choices: Summer 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, and Fall 2021-Summer 2022.			
	<b>Anticipated %</b>	<b>Anticipated amount (auto populate based on % noted)</b>	<b>Actual %</b>	<b>Actual amount</b>
<b>Personnel or Release Time</b>				
<b>Professional Development</b>				
<b>Software</b>				
<b>Other</b>				
<b>TOTAL</b>	100%			



# Work Plan: Required Response

**Briefly describe the college's efforts on the following issue:**

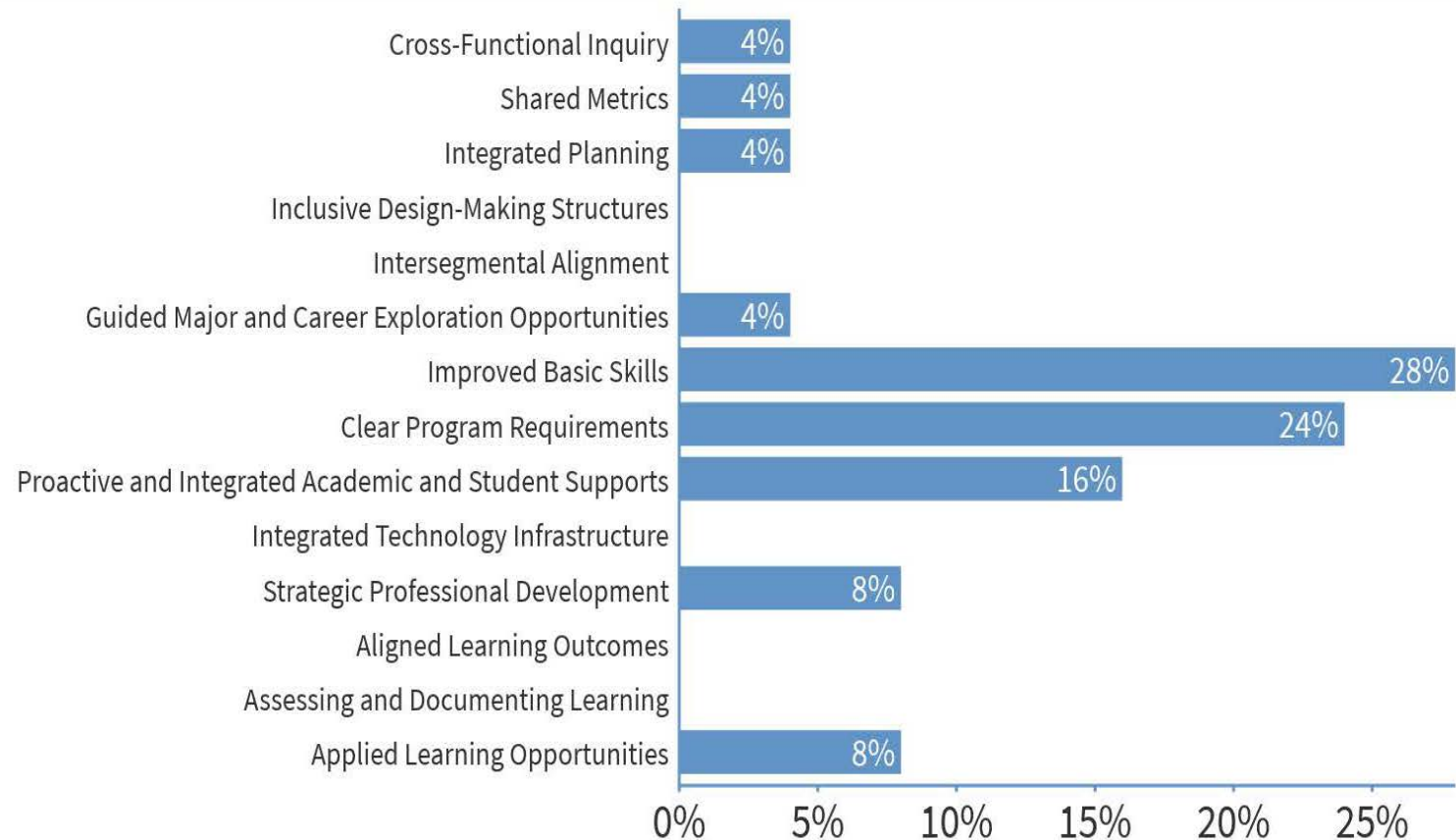
The inclusion of high school grades into the assessment/placement process	Describe here
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**Based on the college's planning and self-assessment dialogue and activity, what support could the Chancellor's Office provide to expand or support the next steps (optional question):**

Describe here
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# Convocation GP Prioritization Activity

Select your group's top 2 elements.



# An Equity Lens

Defining Equity	Measuring Equity	Applying a Race-Conscious Lens
What does equity mean in the context of our work as a committee, department, office, etc.?	What data do we currently collect on student outcomes? How often do we monitor these data?	Do we commonly disaggregate data by race/ethnicity and other target student populations?
Ideally, what would it look like if our area was to achieve the goal of equity?	When we make a change in our practice, how do we know that the change is effective?	Have we observed our organizational spaces, documents, and processes with a race-conscious lens?
What is our sphere of influence during a student's pathway to their educational goal? Are we exerting our influence to equitize outcomes for marginalized student groups?	Who is charged with convening key members of our area to look at student success data?	Do we regularly seek out and/or organize professional development opportunities within our area to better understand the systems of structural racism that affect our students' experiences?

# Next Steps

- Hold 1<sup>st</sup> MPPT Meeting
- Prioritize elements
- Outline a plan
- Identify existing efforts or initiatives (if any) that will align and be integrated to make progress
- Indicate outcomes
- Anticipate Change
- Complete implementation timeline
- Verify that KPI's load properly
- Estimate GP Allocations for Summer 2018- Summer19  

1,685,619	\$	421,405	\$	505,686	\$	421,405	\$	168,562	\$	168,562
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- Answer required questions
- Submit Report to Presidents Cabinet March 20, 2018
- Submit Report to the State by March 30, 2018

For more information visit <http://bit.ly/mesapathways>