MVC Guided Pathways Kick-off Meeting
October 12, 2017
SAS 214
Plan for Today

• Overview of guided pathways in California
• Investigation of suggested guided pathways Key Performance Indicators
• Introduction and discussion of required IEPI Guided Pathways Self Assessment
Has the open enrollment cafeteria style model worked?
  • If so, then for which students?
  • Are our institutions designed to serve the top 10%, 5%, or 1% of our students?
  • “In particular, the emphasis on low-cost enrollment has encouraged colleges to offer an array of often-disconnected courses, programs and support services that students are expected to navigate mostly on their own.” –Redesigning America’s Community Colleges: A Clearer Path to Student Success (Bailey, Jaggars & Jenkins)
Guided Pathways in California – Why Now?

- California Community Colleges collectively serve more African American and Latinx students than the total undergraduate enrollment of the University of California.
- Georgia State University Example – Closing equity gaps in completion.

![Chart showing progress in graduation rates]

<table>
<thead>
<tr>
<th></th>
<th>Ten Years Ago</th>
<th>Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>31.6%</td>
<td>50.4%</td>
</tr>
<tr>
<td>African American</td>
<td>25.6%</td>
<td>56.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>22%</td>
<td>54.8%</td>
</tr>
</tbody>
</table>
Northeast Wisconsin Technical College - “We are Already Doing It”  
(Don’t Need Another State or National Initiative)

What I Knew

• We provide all students what they want, when they want, where they want and how they want.
• Students, faculty, and staff understand how it is all connected
• Students should have max flexibility, meaning can opt in or out (orientation, college success course, overriding placement results)
• Maximum choice provides maximum flexibility
• Students use tutoring and coaching as they need it
• Students reach out for help when need it (if you have it, they will come)
• Curriculum listed in catalog is sufficient direction to student
• Students know what their goals are
• We are in the education business so services needed outside of education are the responsibility of others (food, housing, mental health, income)
• Part-time student needs same as full-time students (children are little adults)
• Processes and services should be available and applied equally to all

What I Know Now

• What we had was fragmented and informed by many varied beliefs and experiences (depended who you talk to or worked with)
• Default decision is to make no choice
• What you think is obvious is not always obvious to others
• To many, seeking help is an admission of failure
• Natural tendency is accept failure, overestimate ability, or wait too long
• Wrap around services part of business of education
• Equality 🔄 Equity
Guided Pathways in California – A Framework for Improving Completion
• College information produced for college consumption to information focused on the student experience

• Degrees and certificate program information housed by department to creation of meta-majors and areas of interest
  • College Web Site Example
    • [Northeastern Wisconsin Technical College](#)
    • [Mt. San Antonio College](#)

• Degree, certificate, and GE information displayed as complicated tables to visual degree and certificate pathway maps
Intake

- One size fits all orientation to targeted orientation
- Current semester schedule to comprehensive education plans
- Academic assessment to holistic Assessment (MMAP)
- Pre-requisite remediation to acceleration and co-requisite academic support
- Job/transfer support for near completers to career/college exploration and planning from the start
Support

- Little to no support for ongoing students to just in time support at major student decision points along the path
- Advising and teaching separate vs. Advisors teach and faculty advise
- Full-time or part-time vs. On-path or off-path
- Scheduling of courses to suit college schedule vs. Scheduling of courses on student plans to suit their schedule
Learning

- General education learning outcomes to meta-major learning outcomes
- Generic general education courses to contextualized general ed.
- In-class learning to curricular and co-curricular learning
- Student transcripts to student portfolios
California Guided Pathways Project vs. CCCC CO IEPI Guided Pathways

- California Guided Pathways Project – Grant funded initiative that accepted 20 CA CC’s to provide coaching and support over 3-years to establish guided pathways
  - RCC and Norco College
  - Mt. SAC, Irvine Valley College, and Bakersfield College

- Chancellor’s Office IEPI Guided Pathways Program
  - State funding of $150 million for the system to seed to expansion of guided pathways across the system
  - Colleges must complete a self-assessment and multi-year work plans to receive funding
  - MVC to participate in the IEPI Guided Pathways Workshop on October 20, 2017
Guided Pathways Key Performance Indicators (GP-KPIs)

- Participation (First-time college students)
- Transferrable Math and English Completion
- First-TERM Momentum (College Credits EARNED)
- First-YEAR Momentum (College Credits EARNED)
Moreno Valley College GP-KPI

Moreno Valley College GP-KPI
Moreno Valley College GP-KPI

Credits Attempted (2013-2017)
Moreno Valley College GP-KPI

Transfer Level Math & English Year 1 Completion (2013-2017)
Moreno Valley College
GP-KPI

First TERM
Momentum
Credits EARNED

<table>
<thead>
<tr>
<th>Year</th>
<th>Earned 6+ College Credits</th>
<th>Earned 12+ College Credits</th>
<th>Earned 15+ Credits</th>
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</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>565</td>
<td>168</td>
<td>46</td>
</tr>
<tr>
<td>2014-2015</td>
<td>508</td>
<td>155</td>
<td>28</td>
</tr>
<tr>
<td>2015-2016</td>
<td>541</td>
<td>137</td>
<td>32</td>
</tr>
<tr>
<td>2016-2017</td>
<td>460</td>
<td>143</td>
<td>31</td>
</tr>
</tbody>
</table>
Moreno Valley College GP-KPI

First YEAR Momentum Credits EARNED (2013-2017)
GROUP ACTIVITY QUESTIONS

- What do you see in these data?
- Is there a particular metric that stands out to you? Which and why?
- Are there any assumptions we are working with? If so, please explain?
- What additional data do we need to inform MVC’s Guided Pathways?
MVC Guided Pathways

NEXT STEPS

TIMELINE

• Self-Assessment (Survey Link)
• October 20, 2017 – Guided Pathways Conference (Ontario, CA)
  • Complete self-assessment
  • Complete multi-year work plan
CALIFORNIA COMMUNITY COLLEGES GUIDED PATHWAYS
Timeline for Awards

Register for and attend a required Institutional Effectiveness Partnership Initiative (IEPI) workshop in your region.

8/20

12/23
Deadline for colleges to submit Guided Pathways self-assessment.

6/15 Chancellor’s Office begins accepting Guided Pathways self-assessment from colleges.

9/5 Guided Pathways self-assessment tool is made available to colleges to complete and upload.

10/30 Multi-year plan tool is made available to colleges to complete and upload.

11/15 Chancellor’s Office begins accepting multi-year work plans from colleges.

2/15

3/20 Deadline for colleges to submit multi-year work plans.

6/15 Chancellor’s Office begins releasing feedback on multi-year work plans.

10/31, 2017

For additional information, visit http://ccrgp.cccco.edu or email COGuidedPathways@cccco.edu.
THANK YOU!