MVC Guided Pathways
What do we know or think we know about guided pathways?
Plan for Today

• Why Guided Pathways
• What are Guided Pathways
• Three Major Initiatives
• Guided Pathways at MVC
• Moving Forward
Why Guided Pathways
National, State, and Local Data
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)
Website Exercise

Imagine you are a student about to register for classes at your community college.

You want to study biosciences and transfer to a local four-year university. Go to YOUR COLLEGE’S website, and find the information that you need to select your courses and transfer successfully. Try to figure out what courses you will need to in order to transfer and enter a biosciences program at the four-year institution.

Think about the following questions AS THE STUDENT:

**Getting Off on the Right Start:** What biosciences programs are available at nearby universities? What career options are available to you after you transfer and complete the degree? What do salaries look like for these career options? Is this information available to you on either website?

**Planning for Program Requirements:** What are the requirements for admission to the university’s biosciences programs? What classes will the student need to take at YOUR COLLEGE if you want to transfer into a bioscience program at the university? How easy or difficult was it to find this information? How many clicks did it take?

**Locating In-Person Help:** Who would you need to go at YOUR COLLEGE to get information on transfer in bioscience? Where would you go to on your campus to find that person? How easy or difficult was it to find this information on your website?
Lifetime Earnings Gains by Degree Type (compared to HS only)

- Bachelor's Degree: Females 92%, Males 46% (Females: 46%, Males: 17%)
- Associates Degree: Females 40%, Males 17%
- Certificate: Females 20%, Males 8%

Educational Attainment by Race/Ethnicity in California

Source: Georgetown University Center on Education and the Workforce analysis of pooled ACS data (2011-15).
Projected Shortage of Colleges Workers in CA


By 2030, California may have a shortage of highly educated workers.

*Source: PPIC projections.*
Enrollment Patterns among ~100K Bachelor’s Degree Completers from the Fall 2007 Entering CC Cohort

years at CC + years at 4yr

Few graduates follow 2+2 pattern
California Community Colleges collectively serve more African American and Latinx students than the total undergraduate enrollment of the University of California.

Per the California Community College Chancellors Vision for Success Strategic Plan:

- 48% of CCC students left without a credential or failed to transfer after six years.
- CCC Students who do complete take an average of 5.2 years (median time is 3.8 years) to earn an associates degree.
- Over 40% of CCC students are 25 years or older, yet many of our colleges continue to be primarily geared to serving students directly from high school.
- Achievement and Equity Gaps Stubbornly Persist with lower completion rates for CCC African-American Students, American Indian/Alaskan, Hispanic, and Pacific Islander students.
- High need regions in CA, like the Inland Empire, are not served equitably.
• Sample of 1,963,932 students between 2010-2011 and 2014-2015 with demonstrated intent to transfer who completed at least 12 transferable units within a six-year window:
  • **Transfer Explorers** (n= 893,663, 45.5%) are students furthest from transfer with between 12 and 44 transferable units
  • **Momentum Students** (n=194,639, 9.9%) are students who have completed between 45 and 59 units with a GPA of 2.0 or better
  • **Students Near the Gate** (n=156,999, 8.0%) are students with 60+ transferable units who are missing transfer-level English or mathematics and had not transferred
  • **Students at the Gate** (n=135,557, 6.9%) are students who are transfer ready, completed 60+ transferable units (including English & mathematics), and may have completed an ADT
  • **Transfer Achievers** (n=583,074, 29.7%) are students who made it through the gate by transferring to university with or without a degree
  • The Inland Empire and the Central Valley are noted for having lower college completion and transfer rates
    • “Students in the Inland Empire were least likely to make it through the gate compared to other regions.”
    • This is even true for Inland Empire students who earn an ADT (75.4% IE vs. 81.9% in LA/OC).

Median Units Earned by Associates Degree Completers 2015-2016
20 Programs with the Most Completers

Data Analysis of CCC student records courtesy of Education Results Partnership
Questions:
1. What was the average number of units earned by MVC students who completed a degree in 2016-2017?
2. What is the typical number of units students must earn in order to earn a degree?
What are Guided Pathways
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
    - Moreno Valley 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
• 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
• 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
Three Major Initiatives

One National Initiative and Two California Initiatives
## Multiple Guided Pathways Initiatives

<table>
<thead>
<tr>
<th>AACC Guided Pathways Projects</th>
<th>CA Guided Pathways Project</th>
<th>California Community College Guided Pathways (CCCCO &amp; IEPI)</th>
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</thead>
<tbody>
<tr>
<td>• National initiative that started in 2016</td>
<td>• State initiative supported by the California Futures Fund</td>
<td>• All 114 CA community colleges eligible to participate regardless of participation in other guided pathways initiatives</td>
</tr>
<tr>
<td>• 30+ Colleges Participating including 3 CA Community Colleges</td>
<td>• 20 CA community colleges participating</td>
<td>• Self-Assessment, 5-year Plan, and reporting requirements</td>
</tr>
<tr>
<td>• Competitive application process</td>
<td>• Competitive application process</td>
<td>• 5 years of financial support for participating colleges: $135 million total for system</td>
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<tr>
<td>• Cost: $45k per year + team travel</td>
<td>• Cost: $15k per year + team travel</td>
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<tr>
<td>• Colleges guided by national leaders and scholars on implementing guided pathways</td>
<td>• 3-year project with 1-year of intensive support</td>
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</table>

### Notes
- All 114 CA community colleges eligible to participate regardless of participation in other guided pathways initiatives.
Guided Pathways at MVC
Our Work So Far
CCC Guided Pathways Moreno Valley College’s 5-Year Allocation

Year 1: $234,366
Year 2: $281,239
Year 3: $234,366
Year 4: $93,746
Year 5: $93,746

5-Year Total Allocation: $937,463*

*Allocation will increase if not all 114 California Community Colleges participate
Moreno Valley College
Guided Pathways Self-Assessment and Action Plan Timeline

- **MVC Guided Pathways Workgroup Kickoff**
  - October

- **IEPI Guided Pathways Workshop Team**
  - October

- **Self-Assessment MVC Academic Senate, MVC Strategic Planning Council, & RCCD Board of Trustees**
  - December

- **Self-Assessment Submitted**
  - December

- **MVC Action Plan & Budget Development**
  - January – March

- **Action Plan & Budget to MVC Academic Senate & Strategic Planning Council**
  - March

- **MVC Guided Pathways Action Plan and Budget Submitted**
  - March
Attendees:
- Robin Steinback
- LaTonya Parker
- Carlos Lopez
- Dyrell Foster
- Karen Flores
- Larisa Broyles

- Laura Dunphy
- AnnaMarie Amezquita
- Andrew Sanchez
- Andrew Graham
MVC Guided Pathways Workgroup Self-Assessment

- Robin Steinback
- Carlos Lopez
- Dyrell Foster
- LaTonya Parker
- Laura Dunphy
- AnnaMarie Amezquita
- Andrew Graham
- Karen Flores

- Jeff Rhyne
- Larisa Broyles
- Maria Pacheco
- Ed Alvarez
- Andrew Sanchez
- Micki Clowney
- Art Turnier
- Martha Rivas
- Nicole Smith
Moreno Valley College’s Overall Self-Assessment – Early Adoption

Why “Early Adoption?”

1. 11 of the 14 Key Elements Assessed at Early Adoption
2. The college has many examples in which guided pathways elements are at scaling in progress or full scale levels of adoption, more must be done for these initiatives to impact a larger proportion of students
3. Guided Pathways as a formal dialogue is relatively new at MVC
4. Clear pathways for 16 Associate Degrees for Transfer (ADTs)
5. Strong Intersegmental Partnerships with Moreno Valley Unified School District and Val Verde Unified School District
6. Significant focus and work in developing improved basic skills pathways for students through acceleration and multiple measures placement
Guided Pathways
Moving Forward
Spring 2018 – Summer 2019 Action Plan
Moreno Valley College Guided Pathways Action Plan

- Work Plan focused on the 14 Key Elements Assessed as part of Guided Pathways Self-Assessment
  - Timeframe: Spring 2018 – Summer 2019
  - Realistic work that can be accomplished
  - Not required to engage in work on all 14 areas
  - Includes activities, integration with existing efforts, expected outcomes, and anticipated change in guided pathways scale of adoption as a result

- Guided Pathways Workgroup Meetings
  - Friday, March 2, 2018
  - Friday, March 16, 2018 – Review of feedback and finalizing input
Moreno Valley College Action Plan Team

- AnnaMarie Amezquita
- Ed Alvarez
- James Banks
- Fabian Biancardi
- Larisa Broyles
- Sean Drake
- Laura Dunphy
- Jennifer Escobar
- Jennifer Floerke
- Dyrell Foster

- Richard Garcia
- Melody Graveen
- Terrie Hawthorne
- Audrey Mae Hernandez
- Jeanne Howard
- Carlos Lopez
- Gertia Lopez
- Tahmina Morshed
- Adam Navas
- LaTonya Parker

- Larry Pena
- Jeff Rhyne
- Martha Rivas
- Jaime Rodriguez
- Andrew Sanchez
- Kathryn Stevenson
- Nikki Thurston
- Art Turnier
- Eugenia Vincent
Moreno Valley College Guided Pathways
Action Plan

- Governance Process and Review:
  - Academic Senate Monday March 5, 2018 and Monday March 19, 2018
  - President’s Cabinet Tuesday March 6, 2018 and March 27, 2018
  - Academic Planning Council (APC) Overview and Information March 16, 2018
  - Strategic Planning Council (SPC) Thursday March 22, 2018

- Due Date, Review, and Feedback:
  - Due to California Community College Chancellors Office March 30, 2018
  - Will be reviewed at the state level with feedback provided by May 30, 2018
Moreno Valley College Guided Pathways Action Plan Summary

- Activities recommended in 11 of 14 key elements
  - Restructuring of academic and student services programs under guided pathways framework.
  - Formalize guided pathways leadership committee including a guided pathways data inquiry group.
  - Expand transfer pathways for students to CSUSB (ADTs) and UC Riverside (UC Transfer Pathways).
  - Create “Field of Interest” categories that group academic programs into career clusters.

Moreno Valley College Guided Pathways Action Plan Summary Continued

- Activities recommended in 11 of 14 key elements
  - Scheduling “bottleneck” analysis and creation of 2-year course offering plans.
  - Software solutions for Ed Plans (EduNav) and explore the possibility of predictive analytics to improve student success outcomes.
  - Need for professional development about guided pathways concepts.
  - Develop an overarching campus structure for professional development.
  - Create degree, certificate, field of interest, and “explorer” maps.