



MOORPARK COLLEGE GUIDED PATHWAYS

Year 1 of 5 Inquiry and Design

Introduction

The California Guided Pathway Project is designed to substantially improve our students' chances of completing their educational and career preparation goals. The idea behind the guided pathways framework is straightforward – college students are more likely to complete a degree in a timely fashion if they choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on plan.¹

Moorpark College has a long-standing, and well-recognized, reputation for being student-centered. We are known for our dedication to providing excellent student support and quality instruction. Over the last three years, our students are successfully

- Passing their classes (with a grade of C or better) at an average rate of 75% each semester²
- Completing college-level math courses within their first year at an average rate of 37%³
- Completing college-level English courses within their first year at an average rate of 61%
- Completing their first fall semester and returning in the very next spring semester an average rate of 70%

Although the above rates are to be celebrated, ***only 17%*** of our 2010-11 transfer-focused, full-time, first-time college students⁴ actually transferred to a four-year institution *within three years* (where only 51% of these students transferred to a four-year institution within 6 years).

What barriers are our students facing that are preventing them from transferring within three-years? Are our students completing their CTE certificates in a timely fashion? Are some student populations facing greater barriers than others? What can we do to improve our students' time-to-completion? We are striving to find answers to these questions (and other questions that will undoubtedly arise) through the conversations and analyses that will take place through the activities identified in our 2018-19 Guided Pathways Plan.

Cross-Functional Workgroups

Moorpark College began its exploration into the Guided Pathways framework in Spring 2017, with professional development events that included presentations provided by experts in the nationwide guided pathways implementation.⁵ Through these discussions and the writing of the college's 2017 Self-Assessment, the college decided to begin our exploration of guided pathways through four workgroups, coordinated by a steering group consisting of a diverse group of members representing a wide range of college programs and perspectives. The four workgroups (Inquiry Teams) will conduct gap analyses, explore options of high-impact practices, and design potential strategies for implementation in the following areas:

1. Program Mapping (of existing curriculum)
2. Meta-Majors (also known as Academic Clusters)
3. Student Support (scaling our existing first-year experience support services)
4. Education & Career Alignment (including Dual Enrollment, Career & Technical Education, and General Education/Transfer)



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The 2018-19 Guided Pathways Plan describes the intent of each of these workgroups, identifying expected outcomes, and aligning their work with existing efforts already in place for our students.

Program Mapping Inquiry Team

It has been suggested, and national research appears to support, that the typical structure of our academic programs can be unclear and confusing for our students:

- Paths to completion for our programs are unclear
- Course sequencing is not defined
- Course scheduling is unpredictable and only made available to students one semester at a time
- Curriculum in high schools and other feeders is not clearly, or consistently, aligned to college requirements

The guided pathways framework suggests that program faculty and counselors work together to fully map out course sequences, aligning our coursework with transfer-institutions' requirements and/or career advancement. The Moorpark College Program Mapping Inquiry Team will explore and define how we envision "program mapping" for our students.

Over the remaining weeks of Spring 2018, this Inquiry Team will:

- Explore options and research best practices for creating "program maps" that best provide a comprehensive education for our students
- Begin a gap analysis to summarize current challenges, identifying areas to focus upon
- Develop appropriate research questions, identifying the data elements that would provide useful insight into existing barriers that our students might be facing

This Inquiry Team will continue its work in the 2018-19 academic year; it will:

- Continue its gap analysis
- Analyze disaggregated student data, including the data elements identified in Spring 2018, to identify current challenges and potential barriers to successful completion of programs
- Develop the college's vision for mapping programs, defining our program mapping strategy
- Meet with individual program faculty and staff to discuss vision and identify potential areas of concern
- Will define how we will evaluate progress of implementation and how to measure successful implementation
- Will organize at least one Y'All Come campus meeting each semester to:
 - Present gap analysis results/conclusions
 - Facilitate discussion regarding intended program mapping strategies and any potential concerns about program mapping
 - Provide updates on progress

In addition, over the course of the 2018-19 academic year, under the guidance of the Program Mapping Inquiry Team, counselors and program faculty will collaborate to develop specific program maps, mapping existing curriculum and possibly identifying any existing curriculum gaps. The goal is to complete program maps for 50% of the college's programs (approximately 30 program maps) before the end of the 2018-19 academic year; the remaining programs will complete their maps in the following academic year.



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Meta-Majors (Academic Clusters) Inquiry Team

It has been suggested, and national research appears to support, that having too many choices leads to indecision, procrastination, self-doubt, and decision paralysis; students handle complex decisions better if they are helped to think through options hierarchically, in simplified sets of options.⁶

The guided pathways framework suggests the use of “meta-majors” (clusters of similar programs that students may first start to explore prior to committing to a specific major), which are designed to help students make course choices that will move them toward their long-term career goals, while still permitting students to customize their schedules. The Moorpark College Meta-Majors Inquiry Team will explore how we envision guided major- and career exploration opportunities through the grouping of “academic clusters” for our students.

Over the remaining weeks of Spring 2018, this Inquiry Team will:

- Explore options and research best practices for creating a “meta-majors” structure that best provides guided major- and career-exploration opportunities for our students
- Identify a meaningful name/branding for this area of inquiry; the term “meta-majors” is not necessarily understood. Input from current students, as well as potential students (students currently in our service-area high schools) will be sought
- Begin a gap analysis to summarize current challenges, identifying areas to focus upon
- Develop appropriate research questions, identifying the data elements that would provide useful insight into existing barriers that our students might be facing

This Inquiry Team will continue its work in Fall 2018; it will:

- Continue its gap analysis
- Analyze disaggregated student data, including the data elements identified in Spring 2018, to identify current challenges and potential barriers to successful completion of programs
- Determine whether or not to implement a “meta-major” strategy for our students (before the end of the Fall 2018 semester)

If the college decides to move forward with the “meta-major” strategy, in Spring 2019, this Inquiry Team will:

- Meet with faculty and staff to discuss vision and identify potential areas of concern
- Develop the “meta-major” structure that best provides guided major- and career-exploration opportunities for our students
- Will organize at least one Y’All Come campus meeting each semester to:
 - Present gap analysis results/conclusions
 - Facilitate discussion regarding intended strategies and any potential concerns
 - Provide updates on progress
- Will define how we will evaluate progress of implementation and how to measure successful implementation



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Student Support Inquiry Team

It is well recognized that students need far more communication, feedback, and support than what our current support structures can provide. Existing student support programs, such as EOPs, ACCESS, Athletics, GPS (our first year experience), student leadership, and other programs across the campus, have been able to provide support to specific, and often narrowly focused groups of students. Our college would like to determine how these very specific efforts could be “scaled-up” allowing us to reach a greater number of students.

The guided pathways framework suggests that colleges become more intentional in providing academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services. Building upon the successes of our existing specific student support programs, the Student Support Inquiry Team will explore best practices in “scaling” student support strategies, in alignment with instruction

Over the remaining weeks of Spring 2018, this Inquiry Team will:

- Explore options and best practices for providing comprehensive and focused student support for our students
- Begin a gap analysis to summarize current challenges, identifying areas to focus upon
- Develop appropriate research questions, identifying the data elements that would provide useful insight into existing barriers that our students might be facing

This Inquiry Team will continue its work in the 2018-19 academic year; it will:

- Continue its gap analysis
- Analyze disaggregated student data, including the data elements identified in Spring 2018, to identify current challenges and potential barriers to successful completion of programs
- Identify student support needs and develop strategies to provide appropriate and timely support for more of our students over the course of their educational pathway
- Will define how we will evaluate progress of implementation and how to measure successful implementation
- Will organize at least one Y’All Come campus meeting to:
 - Present gap analysis results/conclusions
 - Facilitate discussion regarding student support strategies

Education and Career Alignment Inquiry Team

The college has identified the need to improve the pipeline leading students from high school to Moorpark College into career preparedness (which may or may not require transfer to a four-year institution, and possibly into a graduate program).

The guided pathways framework suggests that colleges engage in systematic coordination with K-12, four-year institutions, and industry partners to inform and align program requirements. The Educational and Career Alignment Inquiry Team will explore and define strategies for K-12 pathways, career pathways, and pathways to four-year institutions. Due to the complexity of this task, the college will primarily focus on the K-12 pathways in 2018-19.

Over the entirety of the Spring 2018 semester, this Inquiry Team has, and will continue to:



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- Explore options and best practices for providing dual enrollment “packages” for our local high schools
- Develop specific dual enrollment sequences that will inform our Fall 2018 schedule development

This Inquiry Team will continue its work in the 2018-19 academic year; it will:

- Develop an overall strategy for providing coordinated pathways, to increase the college-going culture throughout our community
- Begin a gap analysis to summarize current challenges, identifying areas to focus upon
- Develop appropriate research questions, identifying the data elements that would provide useful insight into existing barriers that our students might be facing
- Analyze disaggregated student data, including the data elements identified in Spring 2018, to identify current challenges and potential barriers to successful completion of programs
- Will define how we will evaluate progress of implementation and how to measure successful implementation

The Implementation Timeline and Key Elements of Guided Pathways Plan Not Yet Addressed

There are 14 Key Elements to be addressed as part of our implementation plan for our guided pathways framework; however, it has been made clear through the instructions of this year’s plan that we are not expected to address all 14 elements during this first year. The implementation of a guided pathways framework will take several years, which is why the guided pathways grant has been defined with a five-year timeframe.

The GANTT chart (located near the end of the plan) is our first attempt at defining our anticipated implementation timeline. We are primarily focusing on the Key Elements that align with the four inquiry teams previously defined.

Budget

Attached is our guided pathways budget that covers the current academic year costs (2017-18), next academic year’s budget, and the anticipated third-year budget.

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GUIDED PATHWAYS BUDGET

2017-18; 2018-19; 2019-2020*

	2017/18	2018/19	2019/20*
REVENUE			
Guided Pathways Allocation	272,917	327,500	272,917
Total Revenue	272,917	327,500	272,917
EXPENSES			
Spring 2018 (planning phase)			
Dean Guided Pathways (50%)	61,440	0	0
Faculty - Instructional - Release Time .2	5,087	0	0
Faculty - Counselor - Release Time .2	5,087	0	0
NCII Contract	70,000	70,000	0
Subtotal Spring 2018	141,614	70,000	0
Program Mapping			
Faculty Lead: Mapping – Release Time or Stipend (.4)		20,000	20,000
Faculty Stipends for mapping 30 programs		56,250	56,250
Subtotal Program Mapping	0	76,250	76,250
Meta-Majors Exploration			
Faculty Lead: Meta Majors Exploration - Release Time or Stipend (.1)		5,000	5,000
Subtotal Meta-Majors Exploration	0	5,000	5,000
Student Support Services			
Classified/Faculty Lead: Student Support Services - Release Time or Stipend (.1)	0	5,000	5,000
Student Success Coach #1	0	0	28,638
Student Success Coach #2	0	0	28,638
Student Success Coach #3	0	0	28,638
Subtotal Student Support Services	0	5,000	90,914
Education and Career Alignment			
Faculty/Classified Lead: Education and Career Alignment – Release Time or Stipend (.1)	- 0	5,000	5,000
Student Services Asst 2 (Dual Enrollment)	5,728	27,500	27,500
Counseling Assistant (Dual Enrollment)	5,728	27,500	27,500
Subtotal Student Support Services	11,455	60,000	60,000

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Management Support			
Dean of Research (20%)	0	40,959	40,959
Dean Guided Pathways (20%)	0	40,959	0
Administrative Support (16hr a week)	0	32,377	32,377
Subtotal Management Support	0	114,295	73,336
Other			
Supplies and Equipment	0	4,676	19,857
Conference Attendance	20,000	15,000	0
Workshops	6,000	5,000	0
Mileage	0	5,000	0
Subtotal Other	26,000	29,676	19,857
Total Expenses	179,069	360,221	325,357
REVENUE LESS EXPENSE	93,848	-32,721	-52,440

*2019-20 proposed budget – not included in Guided Pathways Plan due March 30, 2018



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Materials and References

¹ *What We Know About Guided Pathways*. Community College Research Center: Teachers College, Columbia University. <https://ccrc.tc.columbia.edu/publications/what-we-know-about-guided-pathways-packet.html>

² Moorpark College's 2017 Institutional Effectiveness Report

³ Guided Pathways Key Performance Indicators: VCCCD Historical Data

⁴ CCCCO Data Mart: Transfer Velocity

Definition: The cohorts are first-time college students with a minimum of 12 units earned who attempted a transfer level math or English course. The outcome is transfer to a four-year institution within a given time period subsequent to initial enrollment. A data match with the National Student Clearinghouse (NSC), University of California (UC) and California State University (CSU) provided information on the enrollment of former CCC students at public and private four-year transfer institutions within the United States.

⁵ See Guided Pathways Web page for details, currently located at: <http://www.moorparkcollege.edu/faculty-and-staff/professional-development/guided-pathways> (NOTE: this webpage will be moved to another area on our website; if this link does not work, please use the search feature on the college's homepage to look for "guided pathways").

⁶ *What We Know About Guided Pathways*. Community College Research Center: Teachers College, Columbia University. <https://ccrc.tc.columbia.edu/publications/what-we-know-about-guided-pathways-packet.html>