



MOORPARK COLLEGE GUIDED PATHWAYS 2018-19 Work Plan

INQUIRY

1. Cross-Functional Inquiry

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. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.

Current Scale of Adoption: Early Adoption

Anticipated Change in Scale of Adoption: Scaling in Progress

Major Activities:

Moorpark College began its exploration into the Guided Pathways framework in spring 2017, with professional development events that included a literature review as well as participation in activities lead by consultants from the National Center for Inquiry & Improvement (currently contracted to assist the college in this endeavor). Through these activities and discussions, the college began planning for the implementation of a guided pathways framework. The spring 2017 activities and discussions led the college community to begin a more formal inquiry into how to develop this framework within the college's existing "student's first" culture. Four cross-functional work-groups have been formed in order to further the college's exploration and planning: (1) Meta-Majors (Academic Clusters); (2) Program Mapping (existing curriculum); (3) Student Support (Scaling 1st-Year Experience Support Services); and (4) Education & Career Alignment. Each work-group has a faculty-lead, and the membership consists of a campus-wide representation of discipline faculty, counseling faculty, staff (including representation from the Office of Institutional Research), students, and administrators. Each functional work-group will explore options and best practices relevant to their area of focus. The work-group will conduct a gap-analysis to identify and summarize current challenges faced by our students. The group will develop appropriate research questions, identifying the data elements that would provide useful insight into existing barriers that our students might be facing. Finally, during this time frame, each work-group will develop a vision for their area of focus, which will be submitted to the Guided Pathways Steering Group. And the work-groups will identify appropriate research/local data metrics that will be used to determine "success" for their area of focus. The Steering Group will recommend a framework for collecting formative feedback data (e.g. process analysis) for reflective practice. These data will include intermediate markers and systems for assessing the student-experience. The Institutional Research department will prepare data reports to be used by each of these work-groups, disaggregating the data for a variety of student populations (by ethnicity, age, gender, and socio-economic standing, as well as by student groups such as veterans, basic-skills students, students with disabilities, and current/former foster youth, and other groups as appropriate).

Existing Efforts:

The college will build upon its existing initiatives and plans, which include: • Student equity research activities • 3SP action plans • Basic skills (BSSOT) initiatives and activities • High school dual enrollment pathways • Regional CTE consortia (SCCRC) and strong work-force planning • Annual program review and planning (department level) based on disaggregated student success data by discipline (student success data is analyzed down to the course-level, disaggregated for a variety of student populations available to programs via Tableau dashboards)

Major Outcomes:

These work-groups will have provided the Steering Group the following deliverables: (1) Report on College's current status in regards to the Guided Pathways "key element" which they are addressing; (2) a draft of the work-group's vision for where the college would like to be in 5 yrs in regards to the Guided Pathways "key element" which they are addressing; (3) conclusions gathered as part of their gap analysis (review disaggregated data), summarizing current challenges and potential barriers to successful completion, identifying areas to focus upon; (4) establish appropriate benchmarks for determining successful implementation of each activity.



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2. Shared Metrics

College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.

Current Scale of Adoption: Early Adoption

Anticipated Change in Scale of Adoption: Scaling in Progress

Major Activities:

Student achievement data has been utilized in Moorpark College's decision-making processes since the early 2000s. Planning decisions, at the institutional level as well as the program-level have been based on data such as demography of our students and community; enrollment, retention, and persistence of our students; certificate, degree, and transfer completion rates; and program efficiency and productivity. Student support services collect information on student-usage rates, as well as student satisfaction. Recently, through the Institutional Effectiveness Planning Initiative (IEPI) the college has started to identify clear benchmarks and short- and long-term improvement goals. In addition, the college has identified short- and long-term goals for specific student populations, as identified through our 2015 Student Equity Plan. In addition, the college has started using the CTE Launchboard data and labor-market information to inform programs on labor market needs and employment outcomes. Most recently, these benchmarks are being aligned with the college's 2016-2019 Strategic Plan, and programs are beginning to use these data to set program level goals. As part of the college's Self-Evaluation and associated Quality Focused Essay, the college has identified the need to further align these data elements and goals, strengthening the tie between individual program planning efforts and the college's strategic planning efforts. To this end, the college is identifying and defining the various data needs in order to develop interactive, online data dashboards that are easily accessible to program faculty and staff. In addition, particularly in light of the implementation of the Statewide Simplified Metrics Initiative, the college is exploring the potential need for additional metrics necessary for measuring success, disaggregating the data for a variety of student populations. The college is also offering professional development opportunities for faculty and staff in order to help everyone understand and utilize the data and information. As the college continues to design our guided pathways framework, the four inquiry teams will analyze appropriate data reports, searching for potential barriers to success and for high impact practices that are proving to be successful.

Existing Efforts:

We will build upon the current benchmarking data that has been used through our Integrated Plan (3SP, equity, and basic skills) activities and our Strong Work Force Planning, aligning these data elements with the metrics that are being used to monitor our progress on reaching the 16 goals outlined in the college's 2017-19 Strategic Plan.

Major Outcomes:

Benchmarking data will be used to track progress on key activities; progress will be reported through existing program planning processes and institutional effectiveness reporting, as it relates to the College's 2017-19 Strategic Planning goals. Measurement of student achievement will become more consistent, data sources will be easily accessible to faculty and staff, and there will be a clearer understanding of how all of our planning decisions (at the program-level as well as the institutional-level) align with the college's strategic plan. The shared metrics for Guided Pathways will be used in the college's final year of its 2017-19 Strategic Plan and will be incorporated into its upcoming Education Master Plan. The four guided pathways inquiry teams will analyze data reports, searching for potential barriers to success and for high impact practices that are proving to be successful.



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3. Integrated Planning

College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs..

This item will not be addressed in the current time period.

4. Inclusive Decision-Making Structures

College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.

Current Scale of Adoption: Early Adoption

Anticipated Change in Scale of Adoption: Full Scale

Major Activities:

Creation of a Guided Pathways Core Team (for Spring 2018 semester) to move Guided Pathways from discussion to planning. Creation of a cross-functional Guided Pathways Steering Group (to remain in place during planning and implementation) that will: (1) Provide campus-wide perspective and guidance on the various activities taking place within each of the four identified workgroups (listed above). (2) Identify any gaps in Workgroup membership (do we have the right people and enough people on each team?) Recruit additional members if needed. (3) Write initial 18-Month CCCC Guided Pathways Plan (the "plan-to-plan") (4) Write "job-descriptions" for each Workgroup Lead

Existing Efforts:

The College will build upon its existing Decision Making processes and structures, described in *Making Decisions at Moorpark College*. The College's participatory governance structure has a long-standing commitment to college-wide communication and planning.

Major Outcomes:

Four cross-functional workgroups will have been established: (1) Meta-Majors (Academic Clusters) (2) Program Mapping (existing curriculum) (3) Student Support (Scaling 1st-Year Experience Support Services) (4) Education & Career Alignment These workgroups will have provided the Steering Group the following deliverables: (1) Report on College's current status in regards to the Guided Pathways "key element" in which they are addressing. (2) A draft of the workgroup's vision for where the college would like to in 5 years in regards to the Guided Pathways "key element" which they are addressing. (3) Conclusions gathered as part of their gap analysis (review disaggregated data), and potential barriers to successful completion, summarizing current challenges, identifying areas to focus upon. (4) Establish appropriate benchmarks for determining successful implementation of each activity.

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5. Intersegmental Alignment

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.

Current Scale of Adoption: Scaling in Progress

Anticipated Change in Scale of Adoption: Scaling in Progress

Major Activities:

The cross-functional 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:

- 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

To accomplish this work, the inquiry team will consist of three smaller workgroups:

- Dual Enrollment Workgroup
- CTE Workgroup
- General Ed Workgroup

Representatives of these three groups will form the larger workgroup to coordinate our pathway alignment with K-12, four-year institutions, and industry.

Existing Efforts:

K-12 Pathways:

- President’s Scholar Program
- Moorpark College Transitions program, aligning curriculum with local middle and high schools
- Dual Enrollment opportunities with our local high schools
- Existing articulation agreements with our local high schools
- Annual counselors’ breakfasts providing opportunities for dialogue and planning between College counseling staff and local service-area high school counseling staff
- High School students’ 10-year plan & career assessments from Get-Focused/Stay Focused Program

Career Pathways:

- Regional Consortia Strategic Planning (Strong Work Force Plan)
- Advisory Committees of all CTE programs representing industry partners

Pathways to 4-Year Institutions:

- Provide Associate Degrees for Transfer (to CSU)
- Development of UC Pathways
- Developing pathway-agreements with local four-year schools (CSUCI in Education and Nursing; CLU; CSUN)
- Project ALAS (grant) aligning curriculum between regional community colleges (SBCC, MC,OC, VC) and CSU, Channel Islands, sharing high impact practices
- Collaborations on grant projects with CLU

Major Outcomes:

K-12 Pathways to Moorpark College: Dual Enrollment Pathways between Moorpark College and two local high school districts (Simi Valley Unified and Las Virgines School District) will be defined (currently in progress in Spring 2018). The first year’s courses will be successfully scheduled (fall 2018 and spring 2019), with enough student enrollments to meet minimum enrollment requirement. Additional pathways will be developed for at least two other local high schools within our service area.

Moorpark College Pathways to Career College programs will continue to update curriculum to meet industry needs based on input provided by Industry Partners (Advisory Committees) and labor market data.

Moorpark College Pathways to 4-Year

Institutions: Future planning will focus on developing pathways between Moorpark College and four-year institutions.



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6. Guided Major and Career Exploration

College has structures in place to scale major and career exploration early on in a student's college experience.

Current Scale of Adoption: Early Adoption

Anticipated Change in Scale of Adoption: Early Adoption

Major Activities:

The college has established a cross-functional Meta-Majors Inquiry Team which 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:

- (a) Present gap analysis results/conclusions
- (b) Facilitate discussion regarding intended strategies and any potential concerns
- (c) Provide updates on progress

- Will define how we will evaluate progress of implementation and how to measure successful implementation

Existing Efforts:

Collaboration between student services and instruction is generally recognized as a foundational keystone of Moorpark College. Building upon this culture, instructional faculty, counseling faculty, and other service area staff will continue collaborating to identify the appropriate direction for the college to take in regards to this key element.

Major Outcomes:

The Meta-Majors (Academic Clusters) Workgroup will provide the Steering Group the following deliverables: (1) Evidence of college-wide presentations and forums discussing best practices, potential options, and potential concerns for implementing the concept of "meta-majors." (2) Evidence and documentation of college-wide dialogue about the vision for developing appropriate "meta-majors" or "academic clusters" IF the college faculty and staff agree that this is a valuable direction for our students (3) Conclusions gathered as part of their gap analysis (review disaggregated data), and potential barriers to successful completion, summarizing current challenges, identifying areas to focus upon.

7. Improved Basic Skills

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.

This item will not be addressed in the current time period.



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8. Clear Program Requirements

College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).

Current Scale of Adoption: Early Adoption

Anticipated Change in Scale of Adoption: Early Adoption

Major Activities:

Program faculty and counselors will work together to fully map out course sequences, aligning our coursework with transfer-institutions' requirements and/or career advancement. The college has established a cross-functional Program Mapping Inquiry Team which 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: (a) Present gap analysis results/conclusions (b) Facilitate discussion regarding intended program mapping strategies and any potential concerns about program mapping (c) 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.

Existing Efforts:

Developing pathways action plan identified in the College's 2017-18 Integrated (Equity, 3SP, and Basic Skills) Plan: the college will provide clear pathways for students to complete the requirements for transfer, degree attainment, and certificate of achievement (CTE) completion. Examples of existing major and career pathways (sequences/ pathways in the college catalog and websites):

- Life and Health Science programs have published course (Allied Health, Health Sciences, Nursing, Radiologic Technology, Nuclear Medicine, and Optical Technology)
- Media Arts programs (Journalism, Graphic Design, Multimedia, and Game Design)
- Perform Arts programs (Theatre Arts and Technical Theatre Arts)
- Kinesiology and Health programs (Fitness Trainer and Exercise Science)
- Exotic Animal Training & Management

Major Outcomes:

The Program Mapping Workgroup will provide the Steering Group the following deliverables: (1) Evidence of college-wide presentations and forums discussing best practices, potential options, and potential concerns for implementing the concept of "program mapping" (2) Evidence and documentation of college-wide dialogue about the vision for developing appropriate "program maps" (3) Conclusions gathered as part of their gap analysis (review disaggregated data), and potential barriers to successful completion, summarizing current challenges, identifying areas to focus upon. (4) First-round of program maps to be presented to various instructional programs, student support programs, participatory governance committees, and academic senate.

IMPLEMENTATION



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9. Proactive and Integrated Student Supports

College provides 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.

Current Scale of Adoption: Early Adoption

Anticipated Change in Scale of Adoption: Early Adoption

Major Activities:

Building upon the successes of our existing specific student support programs, particularly those within our first-year experience program, 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: (a) Present gap analysis results/conclusions (b) Facilitate discussion regarding student support strategies

Existing Efforts:

Counselors have been embedded into instructional areas in the first-year experience, child development, STEM, DSPS, humanities, kinesiology, basic skills and math. The College has had success with early alert in specialized student populations such as athletics and first-year experience. The technology is functioning well. The District is exploring the purchase of StarFish (to replace Grades First). Financial Aid staff have been embedded into special population work groups and advisory boards such as AB540/Dreamers, Guardian Scholars, Veterans, EOPS/CalWorks/CARE, and CalFresh.

Major Outcomes:

The Student Support Workgroup will provide the Steering Group the following deliverables: (1) Evidence of college-wide presentations and forums discussing best practices, potential options, and potential concerns for designing comprehensive and intentional student support strategies that are proactive and aligned with instruction (2) Evidence and documentation of college-wide dialogue about the vision for developing strategies to provide comprehensive and intentional student support strategies that are proactive and aligned with instruction (3) Conclusions gathered as part of their gap analysis (review disaggregated data), and potential barriers to successful completion, summarizing current challenges, identifying areas to focus upon.



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10. INTEGRATED TECHNOLOGY INFRASTRUCTURE

College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways. College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.

This item will not be addressed in the current time period.

11. STRATEGIC PROFESSIONAL DEVELOPMENT

Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.

This item will not be addressed in the current time period.

12. ALIGNED LEARNING OUTCOMES

Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.

This item will not be addressed in the current time period.

13. ASSESSING AND DOCUMENTING LEARNING

The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.

This item will not be addressed in the current time period.

14. APPLIED LEARNING OUTCOMES

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

This item will not be addressed in the current time period.