Guided Pathways

Five-Year Review

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Mendocino College Board of Trustees
May 11, 2022

Guided Pathways Leadership Team Chairs

**Debra Polak**
Vice President of Academic Affairs

**Catherine Indermill**
Professor of Psychology
Topics

• Overview / Background of Guided Pathways
• Bringing Guided Pathways to Mendocino College
  • Our Accomplishments
• Next Steps – Ongoing Transformation
California Community Colleges are *Necessary*

The State depends on CCC for:
- economic improvement
- to close the skills gap

Students depend on CCC for:
- education
- career training
- social mobility
We do great work, but:

Close to 60% of community college students statewide do not complete and/or transfer within three years.

Completion rates are higher if students:

- Identify a career early
- Have a clear outline of requirements
- Have consistent guidance and support
California Community College Chancellor's Office: 
*Vision for Success Goals*

1. Increase number of students who earn degrees, certificates
2. Increase the number of students who transfer to UC or CSU
3. Decrease the average number of units accumulated at CCC
4. Increase the percent of CTE student's being employed in their field of study
5. Reduce equity gaps for traditionally underrepresented student groups
6. Reduce regional achievement gaps for lowest educational attainment of adults
Aligned Resources
**THE WHY**
Our Students and Communities
Vision for Success

**THE WHAT**
- Increase certificates and degrees
- Increase transfer to CSU and UC
- Decrease units to complete
- Increase employment in field of study
- Close equity gaps
- Close regional achievement gaps

**THE HOW**
Guided Pathways
- Clarify the path
- Enter the path
- Stay on the path
- Ensure students are learning

**THE TOOLS**
System-level Support

- Developmental Ed. Reform (AB 705)
- California Promise (AB 19)
- Associate Degrees for Transfer
- Regulatory Reform
- Financial Assistance for Students
- Student Centered Funding Formula
- Guided Pathways allocations
- Student Equity and Achievement Program
- Strong Workforce
- Student Success Metrics
- Vision Resource Center
- Investment in staff and faculty
- Regional support strategy
- Local Board goals (AB 1809)
Guided Pathways

“...[open-door] colleges designed to maximize course enrollment are not well designed to maximize completion of high-quality programs of study. 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)- 2015
Guided Pathways is a structured *framework* designed to:

- Established evidence-based decision making that comprehensively addresses *conditions* need for student success
- Provide *all* students with a set of clear course taking patterns
- Promote better enrollment decisions
- Provide integrated support services
Principles of Guided Pathways

• Student – Ready
• Relentless Clarity
• Design with the student in mind
• Focus on student involvement
• Intentional
Four Pillars

Create clear curricular pathways to employment and further education.

Help students choose and enter their pathway.

Help students stay on their path.

Ensure that learning is happening with intentional outcomes.
Bringing Guided Pathways to Mendocino College: 5-year planning grant

Cross-Functional Processes

Developing the foundation for change also means building broad cross-functional processes. Our inquiry and design processes must:

- Engage diverse siloed constituencies
- Participate in robust communication across our colleges and our system
- Obtain extensive consensus and participation
Leadership Team

- Tri-Chairs: Faculty, Classified, Admin
- All constituents (faculty, classified, students and administration)
- Faculty from across disciplines
- Programs represented
- Departments represented
Core Principles:

- Visible, Accessible and Clear Information
- Integrated Services
- Educationally Sound Practices

Vision:

- Create a student-ready college and establish social justice and equity for the entire college community
• Equity
• Teacher Institutes and Teachers on Teaching Conference
• AB705
• Early Alert
• Orientation/Outreach
• Data
• Learning Support
COVID Pivot

With a focus on the student experience:
• Online resources for students
• Online resources for faculty
• Outreach In-reach

• What do we need to know?
• What do we want to do?
• Weekends for success
• AB705 implementation
• Career Hub
• Open Educational Resources (zero- and low-cost textbooks)
• dual enrollment
• Professional Development for teaching equity, inclusion, focus on the student experience
• Videos—for students/by students
• Early alert
• Online orientation
• Learning and Career Pathways
• Finish line scholar
• **Student Engagement and Innovation Grant – students on committees**
• **Program Review and Planning revisions**
• **Ed Master Plan**
Engaging Student Voices

Included students (and paid them) to attend planning workshops in the early stages of Guided Pathways.

Guided Pathways Regional Coordinators recognized our work and invited us to apply for a Student Engagement and Innovation Grant to involve students in our Guide Pathways Leadership Team.

Student Participation was so plentiful and productive, we moved toward paying for and working with the Associated Student of Mendocino College (ASMC) to expand student involvement on committees.
Students on Committees

• Previous Process:
  • Each Committee Chair asked ASMC for a representative
  • Has not been highly successful
• Infuse two new principles
  • More than one student on committees
  • Pay them. $$$
• Student Participation on 5 Committees this year
• Continue to work with ASMC to improve preparation and process.
What is one highlight or success you'd like to share about your experience as a student leader?

- so many interested students
- Supporting expanded offerings (online vs. on-campus)
- Making connections despite Covid restrictions
- being able to talk/listen to the people that work for the college
- Getting the opportunity to provide a student voice
- Earning a little cash without sacrificing my academic schedule.
- Hope for the future
- I like learning how the change is made from the inside. What is involved in making the school more user friendly. And just being involve in something important.
- Earning a little cash without sacrificing my academic schedule.
- I appreciated having my voice and input valued.
- Being a part of re-building our website, SO great!
- Being able to work with students who share similar experiences
- Getting more comfortable with public speaking
- Changed the dynamic or our meetings (for the better)
- Listening and learning from new info into how the college can improve
- getting to work with both faculty and students together
- Supporting Pathways construction
- Becoming more comfortable with public speaking
- ideas for how to include more students in the future on more committees
Program Pathways

Provide:

- *On ramp* processes to help students enter their college experience
- Intake processes to help students *clarify* their goals for college and careers
- *Intentional* course sequencing
- Academic Support *throughout* their educational journey
<table>
<thead>
<tr>
<th>Business, Entrepreneurship, and Local Industry</th>
<th>People, Culture, and Society</th>
<th>Technology, Science and Mathematics</th>
<th>Fine and Performing Arts</th>
<th>Public Safety, Health and Human Services</th>
<th>Language and Communication</th>
<th>Earth and Environmental Science</th>
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</table>
Program Mapping

➢ *Intentional* course sequencing leads to Program Pathways
### Sample Program Map

**Intentional Course Sequencing**

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<thead>
<tr>
<th>Course</th>
<th>Area(s)</th>
<th>Units</th>
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<tr>
<td>CDV 180</td>
<td>B2</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200</td>
<td>D</td>
<td>3</td>
</tr>
<tr>
<td>MUS 208</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>ALS 200 or SPN 200</td>
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<td><strong>Total</strong></td>
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<th>Units</th>
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<tr>
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<td>B</td>
<td>3</td>
</tr>
<tr>
<td>CDV 200</td>
<td>B2/IR</td>
<td>3</td>
</tr>
<tr>
<td>ENG 205</td>
<td>D</td>
<td>3</td>
</tr>
<tr>
<td>ART 209</td>
<td>C</td>
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<td>4</td>
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<td><strong>Total</strong></td>
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<tbody>
<tr>
<td>CDV 108</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CDV 202</td>
<td>B2/IR</td>
<td>3</td>
</tr>
<tr>
<td>COM 210</td>
<td>D</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220</td>
<td>B2</td>
<td>3</td>
</tr>
<tr>
<td>NRS 200</td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>CDV 107</td>
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<tr>
<td>CDV 109</td>
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<td>3</td>
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<td>HST 250</td>
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<tr>
<td>BIO 200</td>
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<tr>
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Creating Program Pathways

• Program Maps allowed us to see more clearly commonalities across disciplines

• Provided a means for us to re-focus on Pillars 1 and 2
  1. Clear curricular pathways
  2. Help students make informed program decisions

• Faculty workshops to begin grouping disciplines together
Program Pathways Workshops...

- Social Science
  - Alcohol & Drug Studies Associate of Science
  - CERT Human Services Paraprofessional
  - Human Services Paraprofessional Associate of Science
  - CERT Human Service Worker
  - Psychology Associate of Arts
  - Associate in Arts in Sociology for Transfer
  - Lib Arts & Sci with Emphasis in Education Associate in Arts
  - Ethnic Studies Associate of Arts
  - CERT Alcohol & Drug Studies
  - AA GEN-Education
  - Associate in Science in Administration of Justice for Transfer
  - Associate in Arts in Political Science for Transfer
  - History for Transfer
  - CERT Child Development
  - Associate in Arts in Psychology for Transfer
  - AA GEN-Social Science
  - CERT Administration of Justice
  - Administration of Justice Associate of Science
  - AA LIB-Education
  - Lib Arts & Sci with Emphasis in Social Science AA
  - AA LIB-Social Science
  - Associate in Science in Early Childhood Education
  - Child Development/Family Relations Associate of Science

- Business
  - Employment Work Skills
  - CERT Business Management
  - CERT Business Entrepreneurship
  - CERT Business - Real Estate
  - AS Business Administration
  - Business - Accounting Associate of Science
  - Associate in Science in Business Administration for Transfer
  - AA GEN-Career Preparation for Business
  - Business Management Associate of Science
  - Business Information Worker
  - Business - Real Estate Associate of Science
  - Business - Real Estate Associate of Science
  - CERT Business - Accounting
  - CERT Business - Real Estate

- Child Development
  - Child Development/Family Relations Associate of Science
... resulted in numerous and varied Pathway drafts
Using the Pillars to refine Program Pathways

➢ *On ramp*
  ➢ Program Descriptions to identify themes (interest areas)

➢ *Clarify* their goals for college and careers
  ➢ Career Opportunities

➢ Program Level Student Learning Outcomes
### Sample Crosswalk

<table>
<thead>
<tr>
<th>Degree</th>
<th>Description</th>
<th>PSLO</th>
<th>Career Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDV</td>
<td>education, advocacy skills, principles of inclusion</td>
<td></td>
<td>education, social work</td>
</tr>
<tr>
<td>COM</td>
<td>communications impact on society</td>
<td></td>
<td>community relations, communications, consulting, public relations, lobbying</td>
</tr>
<tr>
<td>ENG</td>
<td>effective communication</td>
<td></td>
<td>public relations, teacher, lawyer, journalist</td>
</tr>
<tr>
<td>HST</td>
<td>cultural literacy, perspectives of today’s world, teaching, evaluate multiple perspectives</td>
<td></td>
<td>education, researcher, legal, government,</td>
</tr>
<tr>
<td>HUS</td>
<td>social work, counseling, educator, advocates</td>
<td>ethical behavior, cultural competence, role of service related occupations</td>
<td>social work, counseling</td>
</tr>
<tr>
<td>PSY</td>
<td>human behavior, human behavior, societal factors</td>
<td></td>
<td>teacher, therapist, criminal justice, rehab therapist</td>
</tr>
<tr>
<td>SOC</td>
<td>behavior, social processes</td>
<td>cultural diversity, personal agency, social responsibility, social change</td>
<td>teacher, journalist, law, communications, social work counseling</td>
</tr>
</tbody>
</table>

[Diagram of a maze with highlighted paths]
To Improve Outcomes, Colleges Must Change the Student Experience

“Embracing guided pathways calls for reconsideration of our long-held beliefs, deliberate culture change, and evolution of well-established policies and practices—a daunting yet exciting endeavor.”

— DR. ROB JOHNSTONE, Founder & President, National Center for Inquiry & Improvement (NCII)

“The total institutional transformation required by guided pathways reform continues daily and ensures that we are creating a student-ready college.”

— DR. WILLIAM SERRATA, President, El Paso Community College (TX)