

# Mesa Pathways

## President's Cabinet Report

December 5, 2017

**#allin4students**

<http://bit.ly/mesapathways>

Ashanti Hands, Vice President Student Services  
Bridget Herrin, Associate Dean, Research and Planning

# About Guided Pathways

**The Guided Pathways framework creates a highly structured approach to student success that:**



Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.



Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.

# Guided Pathways Depends on US.

## Guided Pathways is not a “one-size-fits-all” initiative...

- The enormity and diversity of the California Community Colleges system requires that each college take a customized, self-guided approach.
- Guided Pathways is an opportunity for our college to set our own goals and determine our best path to success.

# Four Pillars of Guided Pathways

## Clarify the Path



Create Clear  
Curricular  
Pathways to  
Employment  
and Further  
Education

## Enter the Path



Help Students  
Choose and  
Enter Their  
Pathway

## Stay on the Path



Help Students  
Stay on  
Their Path

## Ensure Learning



Follow Through, and  
Ensure that Better  
Practices are  
Providing Improved  
Student Results.

# Key Elements of Guided Pathways

**Programs that are fully mapped out and aligned** with further education and career advancement while also providing structured or guided exploration for undecided students.



**Proactive academic and career advising** from the start through completion and/or transfer, with assigned point of contact at each stage.



**Early alert systems** aligned with interventions and resources to help students stay on the pathway, persist, and progress.



**Redesigning and integrating basic skills/developmental education classes** to accelerate students to college-level classes.



**Structured onboarding process** including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get to the right start in college.



**Instructional support and co-curricular activities** aligned with classroom learning and career interests.



# Gearing Up for Implementation



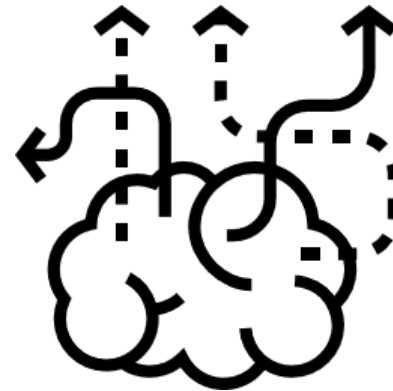
**IEPI  
Workshop**

**October 30, 2017**



**Self-  
Assessment**

**December 23, 2017**



**Multi-Year  
Work Plan**

**March 30, 2018**



**Funding  
Allocation**

**April 30, 2018**

# Self Assessment Development Phases

1. Targeted feedback (October 5-31)
  - Faculty Chairs
  - Committee leaders
  - Program Directors/Managers
  - Operational staff
  - Administrators
2. Open Forum (November 7)
3. Online review and public input (November 3-19)
4. President's Cabinet Retreat (November 14)
5. Planning & Institutional Effectiveness (November 18)
6. Academic Senate (December 11)
7. Classified Senate (December 7)
8. ASG (December 6)
9. Present to P-Cab for final review (December 5)
10. Submit to District for final signature (December 15)

# Guided Pathways Self-Assessment Tool

Key Element		Scale of Adoption			
		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry		X		
	2. Shared Metrics	X			
	3. Integrated Planning	X			
Design	4. Inclusive Decision-Making Structures	X			
	5. Intersegmental Alignment		X		
	6. Guided Major and Career Exploration Opportunities	X			
	7. Improved Basic Skills			X	
	8. Clear Program Requirements		X		
Implementation	9. Proactive and Integrated Academic and Student Supports	X			
	10. Integrated Technology Infrastructure		X		
	11. Strategic Professional Development		X		
	12. Aligned Learning Outcomes		X		
	13. Assessing and Documenting Learning		X		
	14. Applied Learning Opportunities	X			
<b>Overall Self-Assessment</b>		X			



# Guided Pathways Self-Assessment Tool: Example

INQUIRY (1-3) Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>1. CROSS-FUNCTIONAL INQUIRY</b></p> <p>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.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p><input type="radio"/> College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p>	<p><input checked="" type="radio"/> Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.</p> <p>Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</p>	<p><input type="radio"/> Inquiry is happening in cross- functional teams that include faculty, staff and administrators.</p> <p>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</p> <p>Guided pathways are consistently a topic of discussion.</p>	<p><input type="radio"/> Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p>

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
  - a) Cross-functional discussion is thriving at Mesa, however, Guided Pathways, inquiry engagement, posting dashboards and making more data available in a self-service format is still in its early phases. Mesa has improved many of its annual processes to include systematic review and discussion of data, but the amount of employees involved in these processes is still consistently low. Meetings, retreats, and involvement from staff, faculty and administrators have contributed to cross-functional inquiry.
2. Describe one or two accomplishments the college has achieved to date on this key element.
  - a) Integration of equity and success data into program review as well as development of our data warehouse, release of data dashboards, and expanded research staff pushing out research to the people who need the data; all have made data a major accomplishment within cross-functional inquiry. Others having a positive impact include: utilizing a common KPI framework for our student success plan and Guided Pathways work, working with CUE, change agents and inclusive atmosphere at meetings (i.e. PIE).
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
  - a) While the research office has a vision of developing a coalition of action researcher throughout campus to help address capacity, it will inevitably lead to the need for more research. Shifting culture from one of inquiry and curiosity alone to one where inquiry and curiosity drive hypotheses, experimentation, evaluation, action and improvement seems to be a major challenge. Faculty/instructional dean resistance to bringing Guided Pathways into the mix as well as short timelines may hinder progress.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

# Questions?

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