**GUIDED PATHWAYS AT GLENDALE COMMUNITY COLLEGE**

The nature of the Guided Pathways (GP) Award Program and the overarching reform movement is such that successful implementation is an ongoing evolutionary process of institutional transformation (rather than a condition that either is or is not met). The movement aims to transform college programs, services, and operations based on cohesive, campus-wide strategies to improve student outcomes and the student experience, with equity being a core guiding principle. In 2016, the concept of Guided Pathways (GP) was introduced to the community at the College. This work was performed through multiple workshops that solicited input from varying constituents on campus. Information sessions continued to be held through various governance committees including Division Chairs, Academic Affairs, Faculty Meetings, C & I, Master Planning, College Executive and Academic Senate.[[1]](#footnote-1)

In 2017, the Steering Committee for Guided Pathways had been formed. Through close work with the Planning Committee, it was collectively decided upon that the 2017 Institutional Master Plan of the College would model itself upon the “pillar” framework offered by Guided Pathways. These pillar goals include, Clarify Student Pathways, Facilitate Student Entry into Pathways, Help Students Stay on Pathways and Ensure Student Learning. The IMP was approved by the Board of Trustees in May 2018.[[2]](#footnote-2)

During this time, the Steering Committee for Guided Pathways created workgroups for meta-majors, faculty development, student voice, compliance with Chancellor’s Office GP requirements, and EAB Navigate student success platform implementation. Work began to gain momentum in an organic, grass-roots manner.

The scope of the Guided Pathways movement is much broader than any past reform movement in the CCCs. Its ambitious but worthy objectives require establishing a critical mass of people across the college ecosystem that share a vision of GCC as a “GP college” and a means of moving toward that vision. Much work has and continues to go into discussions aimed at shifting institutional culture and operations to an even more student-centric and equity-driven mode. Intertwined with these more philosophical and reflective conversations, the college is engaged in focused activities aimed at advancing GCC in its realization of the GP model. This work has involved collegial collaboration across many different college units and constituent groups, and accomplishments have been distributed across diverse facets of college operations. Though much work remains, we have made significant strides forward in fueling that critical mass and realizing the Guided Pathways model of institutional operations and capacity. Following is a list of highlights of these activities:

1. **Selection of Presentations, Events and Communications[[3]](#footnote-3)**
	1. Articles in the GCC Employee publication, the Chaparral[[4]](#footnote-4)
	2. Presentations at Faculty Meetings
	3. Presentations at Retreats (e.g., Division Chair Retreats, some division retreats) and Institute Days (e.g., Faculty Institute Days, Classified Institute Day)
	4. Student Voice surveys, focus groups, and panel discussions
	5. Discussions at various department and governance committee meetings
	6. Participation in regional GP meetings
	7. Town halls for CCCCO GP Award Program documents
	8. Standing update to the Board of Trustees[[5]](#footnote-5)
2. **Technology Development and Implementation**
	1. EAB Navigate implementation – A comprehensive student success and communication platform[[6]](#footnote-6)
		* Implementation requires extensive work in mapping and improving college processes that impact the student experience and journey through GCC
		* Provides mechanisms for implementing specific aspects of GP model, such as *helping students stay on their pathways*.
	2. Program Mapper implementation – a metamajor and program map authoring and presentation tool[[7]](#footnote-7)
		* Mapping workgroups have created draft maps for the largest programs. A counselor was hired specifically for his experience in career education and he began creating flyers for the meta-majors and then solicited input from the appropriate faculty.
		* Program Mapper will provide a user-friendly place to use and manage all metamajor and program mapping information
	3. AB705 tools
		* Guided Placement Survey (GPS) tool, which enables the implementation of Division placement policies and supports GCC’s compliance with AB705[[8]](#footnote-8)
		* Retroactive Re-placement tool operationalizing another aspect of AB705; resulting in programmatically processing thousands of considerations of retroactive re-placement by the new policies and resulting in approximately 6,500 customized emails to students with information about their retroactive re-placement[[9]](#footnote-9)
		* This is activity is intertwined with the work of math, English, and ESL divisions to redesign math and English curriculum, as well as to redesign placement practices and policies in response to AB705.
	4. GP Communications Dashboard – a meeting document workflow tool for refreshed GP implementation group structure to support consistent, transparent, and inclusive communication while lowering logistical burdens for group leads/chairs[[10]](#footnote-10)
	5. Supporting opportunities for broad input and feedback through Google Apps
		* Surveys
		* Public documents with commenting/suggestion functions
		* Public, multi-authored documents
3. **Coordinating compliance with GP Award program requirements[[11]](#footnote-11)**
	1. First GP Self-Assessment – December 2017[[12]](#footnote-12)
	2. Spring 2018 - Summer 2019 Work Plan[[13]](#footnote-13)
	3. Scale of Adoption Assessment 2020[[14]](#footnote-14)

2019 brought the creation of Release Time positions for a Counselor and for a Classified Coordinator, in addition to the faculty coordinator already in place. In the Fall of 2019, supported by the GP coordinators, the Steering Committee of Guided Pathways created an “all hands-on-deck refresh” to our GP implementation structure. *[[15]](#footnote-15)* The entire implementation structure was reconstituted to reaffirm, renew, and clarify our commitment to centering the student experience in our efforts for institutional improvement, with student equity as the core driver. The following GP Workgroups were established or refreshed, and the Standing Open Forum and Steering Teams were redefined.

* Meta Major Workgroup – This workgroup is focused on developing our metamajors and program maps, as well as mainstreaming their use and ongoing review/revision. They seek to facilitate a broad-based and inclusive effort to maximize the quality, effectiveness, and level of use of metamajors and program maps.
* Navigate Workgroup – This workgroup is focused on the remaining Navigate implementation work, as well as ongoing evaluation improvement, and integration of the tool throughout college processes.
* Professional Development & Communications Workgroup – This workgroup is focused on developing and supporting college-wide communication and involvement in the GP college redesign process.
* Student Voice Workgroup – This workgroup is focused on “engaging students to amplify their experience as a means to positively impact the effectiveness of college policies, practices, or programs.” The group aims to help us better understand the student experience at GCC, as well as disseminate that understanding across the college.
* Onboarding — This workgroup will address the many facets of student onboarding to the college.
* AB705 Workgroup – AB705 brings with it sweeping changes that will impact the experiences of virtually all students early in their journey here at GCC. Its implications go beyond assessment rules and procedures: careful consideration of the design of instruction, pedagogy, and curriculum in math, English and ESL, as well as academic supports and how all this fits together into a seamless and supportive student experience, are among the key considerations for this Workgroup.

Each Workgroup has individuals designated to serve in the following lead roles:

* *Communication Leads* are responsible for setting meetings, agendas, minutes and reporting out.
* *Data Coaches* are responsible for accessing, compiling and presenting information.
* *Equity Guides* are responsible for ensuring that practices and recommendations are evaluated from an equity lens.
* *Noncredit Liaisons* are responsible for ensuring that Noncredit-specific issues are integrated in all Workgroup efforts.
* *Student Expert Consultants* are responsible for attending and participating in meetings. These roles will be open to all students, and positions will be filled with an emphasis on adequate representation across the Student Expert Consultant team. It is expected that more than one student will serve on each Workgroup, but one will serve as the lead for that Workgroup and also serve on the GP Steering Team.

These work groups ensure broad participation across the campus with implementation. They are each paired with one or two governance committees for standing two-way communication. The communications and meeting logistics tool adds consistency and transparency to the entire implementation effort, as well as to provide clear points-of-entry for interested individuals to join the collective effort. The Workgroups are intentionally designed to be objective-driven and temporary in their lifespan. They aim to accomplish a specific aspect of GP implementation, then integrate the continual maintenance of their outputs into standing college operations. New Workgroups can be established when needed by the GP Steering team.

1. links to evidence need updating [↑](#footnote-ref-1)
2. Institutional Master Plan – <https://www.glendale.edu/home/showdocument?id=36805> [↑](#footnote-ref-2)
3. Need to gather all examples into a single place. Some are already posted here: <https://www.glendale.edu/about-gcc/faculty-and-staff/guided-pathways/gp-workshops-presentations-articles> [↑](#footnote-ref-3)
4. Senate Update in the September 2017 Chaparral, by Piper Rooney: <http://campusguides.glendale.edu/chaparral201718/senate917>

Guided Pathways overview in the October 2017 Chaparral, by Tom Voden:

<http://campusguides.glendale.edu/chaparral201718/gp1017>

EAB Navigate overview in the November 2017 Chaparral, by Michael Ritterbrown and Tom Voden:

<http://campusguides.glendale.edu/chaparral201718/eab1117> [↑](#footnote-ref-4)
5. <https://www.glendale.edu/about-gcc/faculty-and-staff/guided-pathways/gp-update> [↑](#footnote-ref-5)
6. Will have links to point to Navigate when ready [↑](#footnote-ref-6)
7. Will have links to point to Program Mapper when ready [↑](#footnote-ref-7)
8. <http://bit.ly/2WlkNQD> [↑](#footnote-ref-8)
9. <http://bit.ly/AB705retro> [↑](#footnote-ref-9)
10. Dashboard userguide, including walk-thru videos – <http://bit.ly/DashboardUserguide> [↑](#footnote-ref-10)
11. General page listing CCCCO GP Award Program documents: <https://www.glendale.edu/about-gcc/faculty-and-staff/guided-pathways/gp-workshops-presentations-articles> [↑](#footnote-ref-11)
12. <https://www.glendale.edu/home/showdocument?id=36283> [↑](#footnote-ref-12)
13. <https://www.glendale.edu/home/showdocument?id=36281> [↑](#footnote-ref-13)
14. Due date: March 2020 [↑](#footnote-ref-14)
15. Defining document:

<https://www.glendale.edu/about-gcc/faculty-and-staff/guided-pathways/gcc-s-gp-implementation-structure>

Slide deck from recent faculty and master planning meeting:

<http://bit.ly/2CEyfXp> [↑](#footnote-ref-15)