



**Maricopa County Community College District
Governing Board Minutes
April 18, 2017**

A Special Session to discuss Guided Pathways of the Maricopa County Community College District Governing Board was scheduled to be held beginning at 5:00 p.m. at the District Support Services Center, 2411 West 14th Street, Tempe, Arizona, pursuant to ARS §38-431.07, notice having been duly given.

GOVERNING BOARD

Alfredo Gutierrez, President
Johanna Haver, Member
Laurin Hendrix, Member (via teleconferencing)
Linda Thor, Member
Jean McGrath, Member
Dana Saar, Member

Absent:

Tracy Livingston, Member

ADMINISTRATION

Maria Harper-Marinick
LaCoya Shelton
Paul Dale, Interim EVC & Provost
Gaye Murphy
Edward Kelty
Christina Schultz
Todd Simmons for Chris Bustamante
Bill Guerriero
Shari Olson
Chris Haines
Steve Gonzales
Sasan Poureetezadi
Ernie Lara
Maggie McConnell, Legal

**Special Session
Call To Order**

Prior to the call to order of the Special Session, President Gutierrez announced a meeting of AADGB (Arizona Association of District Governing Boards) to be held June 9 and encouraged all interested board members to attend. It is to be hosted by Coconino Community College.

The Special Session was called to order at 5:02 p.m.

Executive Vice Chancellor Dr. Paul Dale provided introductory remarks pertaining to the evening's high-level session on Guided Pathways. The following presentations would be given:

- Presentation - elements and concepts of a comprehensive Guided Pathways model
- Overview of the future transformation of the academic advising role into the intrusive, success, case management
- Overview of the Integration of a Systems Contact Center in the Pathways Model
- Review of projected budget for a system implementation for the Guided Pathways model including a Contact Center
- Review of current academic advising and counseling roles

Dr. Dale provided an overview regarding the concept of Guided Pathways which is a comprehensive framework designed to increase student retention and completion, decrease time to completion, lower educational cost for students, and better prepare students for transfer and their chosen career. Guided Pathways help students identify

their educational and career goals, determine their needs, and then create a pathway to completion that includes carefully sequenced and scheduled courses, recognizable milestones, and integrated support services. Students begin their pathway by taking courses shared among broadly-related areas of study and meta majors, which allow for exploration, contextualized learning, and timely completion of foundation coursework. The framework will be supported by technology that provides students the ability to view their progress towards their goals, explore other pathways, and plan their class schedule. A team of college personnel will also monitor student progress in order to provide timely and integrated support throughout the student lifecycle.

Presentation #1

Guided Pathways – Steve Budge, Spanish Faculty, and Carmen Newland, Dean, Student Affairs, Mesa Community College

The Guided Pathways model is being implemented nationally at many community colleges and is supported by AACC, CCRC and CCA. The amount of choice and flexibility that students have at a community college does not always create an environment where students make decisions that lead to the completion of their education and career goals. Many 4-year colleges and universities have been implementing essential elements of Guided Pathways for years. ASU is often cited in research for their work with Major Maps and E-Advisor which provided students well defined course sequences and utilized technology to track student progress toward goals with faculty and staff having the ability to determine when students need additional guidance and services. Guided Pathways at the Community College level recognizes the diversity of community college students and is designed to provide a very structured, coherent, and guided experience for students indicating they plan to earn a certificate, degree or transfer.

The Guided Pathways framework, based on years of research and best practice, is designed to increase student retention, completion, learning, and transfer and career readiness, while at the same time decreasing time to completion, excessive credits and thus overall cost to students. Pioneers and early adopters of the Guided Pathways model are experiencing promising results. For example, the aggregate data of 9 colleges of various sizes and contexts participating in a Guided Pathways redesign since 2009 have shown increases in leading key performance indicators such as the number of students completing 12 credits their first term, students completing gateway English courses and students completing 24 credits in their first year. In addition, colleges such as Pasadena City College, Sinclair Community College and San Jacinto College are increasing student success with their redesign of the student experience and enhanced academic advisement models. While these are some of the Key Performance Indicators being used by Completion by Design, at MCCD we are looking to use the Governing Board Metrics as indicators of success within the Guided Pathways framework.

In order to better understand the Guided Pathways model, a reference was made to the Cafeteria Model, the current model which was designed to maximize flexibility and choice. However, in today's world, this high level of flexibility and choice comes at a cost – students develop an educational plan that lacks coherence. In the cafeteria model, students face an overwhelming number of choices with very little guidance. For example, if a student desires to select a humanities course to fulfill their general education degree requirements, they are faced with multiple choices of what to take.

In contrast to the Cafeteria Model, the Guided Pathways model provides comprehensive framework that provides the guidance students need to be successful.

Four essential elements are present. Meta-Majors are broad categories or related areas of study that contain related certificate, degree and transfer programs. This allows students who have an interest area, but may be undecided about their specific educational goal, the opportunity to take courses that are shared among multiple programs to avoid loss of credit, provide opportunities for contextualized learning in developmental and success courses and help the student identify a program to complete.

Program Maps or pathway maps consist of carefully sequences courses and curricular and co-curricular milestones. Program Maps are created by looking first at program learning outcomes and then mapping backwards to ensure that students develop the skills, knowledge and habits of mind in order to be successful upon completion. The milestones celebrate progress towards goal completion and also alert college personnel when a student is not progressing and may need additional support.

The idea of Integrated Support Services is to guide students through the Student Lifecycle in a manner that provides them access to programs and services that support their learning experience. All of the Student Success Initiative components, such as mandatory testing, advising, and orientation are built into the enrollment process. Advising in the Guided Pathway model changes from a course scheduling and semester-by-semester triage model to a case management model with frequent interactions and assigned advisors.

Critical to the successful implementation of Guided Pathways is having a student lifecycle tool that connects students to the college and their educational experience by providing them access to view and explore programs, register for courses based on course sequences designed for optimal learning, access support and receive feedback regarding their progress.

Many students come to us undecided about their education and career goals or unclear about how to reach them. Through a re-designed connection process that includes early career interest and exploration, students are assisted in selecting a Meta-Major or Broad Category of interest. During the Entry process, placement testing, academic advising and new student orientation introduce students to support services, programs and co-curricular engagement opportunities at the college. As students progress through their Foundational level coursework and Success Course, they identify a program and are supported through that program by course sequences, completion of curricular and co-curricular milestones and integrated support services towards completion. Program maps are designed to allow for multiple entry points and exit points based on individual student factors. The entire experience is supported by a technology tool. There are many technology tools that support Guided Pathways and the Student Life Cycle by providing students access to explore academic programs, plan their class schedules, register easily, access support services and communicate with advisors. Some of the tools also provide predictive analytics and reports that can be used to make informed decisions about class scheduling, staffing and advising support. Integration with SIS is possible.

Implementing the Guided Pathways framework requires a college-wide redesign in order to be successfully implemented. A college must have the understanding, support

and buy-in of all key stakeholders. In addition, time and effort must be dedicated to the training and professional development, i.e., change management, communication, etc. MCC started the high-level planning and engagement phase in the summer of 2015. Since then a great amount of work has taken place to prepare for implementation. Over 150 faculty and staff have been engaged in the planning and Pathway Mapping process. Pathway Mapping is in progress to ensure that there are course sequences for all programs.

Presentation #2

Guided Pathways Intrusive Student Engagement and Degree Mapping e-Tool Implementation – Dr. Paul Dale, Interim Executive Vice Chancellor & Provost

MCCCD serves nearly 200,000 current and future leads that represent new markets or leads. The sources are FAFSA, Admissions, Inquiry, Veterans, Displaced Workers, and Employer leads. We need to provide a single point of contact for concierge services for prospective workforce students (leads), expand the work started with the Maricopa Call Center pilot, and provide a single point of contact for concierge services for prospective workforce students (leads),

There are 2 Key Positions:

Enrollment Specialist (10): Front-loads career advisement to pre-enrollment. Centralized to assist students with exploring right career/ program/ schedule/college options. and completing admission application/register student. Works ratio of 1:2000 leads (prospective students)

Intrusive Advisor/Program Navigator (20): College-based; aligned with sectors and guided pathway meta majors; help with retention, persistence and job placement. Becomes expert on programs specific to a sector (addresses issue of program overload most advisors face). Works ratio of 1:500-1000 students (based on software assistance from CRM, Symplicity, and Guided Pathways e-Tool)

The budget for this Intrusive Student Engagement is \$2,634,328 which includes staff salaries of \$2,055,484, equipment costs of \$375,750, and operating costs of \$88,000. The sequencing/mapping costs are as follows: \$479,200 for MCC; \$667,000 for all colleges. The e-tool for MCC and SMCC would be \$350,000, \$600,000 for GWCC and PC, and \$800,000 systemwide.

This is about culture change. It is important to get students to the right college in the right program. It is a value-added proposition. Faculty and some advisors could do sequencing and mapping. High cost at the beginning but it would taper down.

Presentation #3

Academic Advising and Counseling – Melanie Abts, Rio Salado College, and Felicia Ramirez-Perez, Phoenix College

Melanie Abts started out by saying that they were short 14 counselors. There are five things required of new students. These are assessment, placement testing, orientations, advising, and the college success course. Counseling Services provide both instruction and counseling services to the diverse student population since it is known that personal issues can be barriers to student success. Counseling faculty provide tools to cope with

the challenges faced in everyday life which may severely impact a student's educational journey. Counseling consists of academic, educational, personal, career, and crisis.

Academic/Education Counseling includes:

- Financial barriers/budgeting issues
- Time management
- Study Skills
- Motivation
- Success strategies
- Self-efficacy
- Text anxiety

Personal Counseling involves meeting with students from diverse backgrounds with a wide range of personal issues that affect student success such as:

- Alcohol and substance abuse
- Relationship challenges
- Emotional well being
- Stress and anxiety (Post-Traumatic Stress Disorder)
- Lack of motivation and inability to follow-through effectively
- Self-awareness
- Decision making skills
- Developmental and cognitive behavioral issues

Counseling faculty have the necessary training and expertise to work with students with serious psychological disorders and can provide timely and appropriate referral to an outside agency in the following areas:

- Mental health issues which may lead to emotional break downs and withdrawing from college
- Suicidal ideations (thoughts and behaviors)
- Violence prevention
- Sexual assault
- Domestic violence issues
- Homelessness

Career counseling is a process of student development which requires self-discovery and assessment.

Counselors help students identify and explore:

- Values
- Interests
- Skills
- Strengths
- Personality

Advising is Teaching and Transformational...

"The research clearly shows that when a student is more engaged on a campus they are more likely to remain enrolled and persist to graduation," says Charlie Nutt, executive director of the National Academic Advising Association, or NACADA. "Academic advising is the key mechanism, and on many campuses the only mechanism, through which students have a person they're connected with."

Advisors help students with the following:

- Programs
 - Understand District-wide programs
- Curriculum
 - Understand and interpret course and program requirements
- University Transfer
 - Interpret transfer pathways (public, private, out-of-state and for-profit)
- Graduation leading to Student Goal Achievement
 - Degree/program completion
 - Career readiness
 - Transfer readiness

Advisors Salaries:

Grade		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
000	Hourly	\$16.46	\$17.43	\$18.40	\$19.36	\$20.33	\$21.30	\$22.27	\$23.24	\$24.21	\$25.17
	Bi-weekly	\$1,316.77	\$1,394.23	\$1,471.69	\$1,549.15	\$1,626.62	\$1,704.08	\$1,781.54	\$1,859.00	\$1,936.46	\$2,013.92
	9mos Annual	\$25,677	\$27,198	\$28,008	\$30,200	\$31,710	\$33,230	\$34,740	\$36,251	\$37,761	\$39,271
	9.5mos Annual	\$26,084	\$27,605	\$28,415	\$30,607	\$32,117	\$33,638	\$35,148	\$36,658	\$38,169	\$39,679
	10mos Annual	\$28,311	\$29,832	\$30,642	\$32,834	\$34,344	\$35,854	\$37,364	\$38,875	\$40,385	\$41,895
	10.5mos Annual	\$29,627	\$31,148	\$31,958	\$34,150	\$35,660	\$37,170	\$38,680	\$40,191	\$41,701	\$43,211
	12mos Annual	\$34,236	\$35,757	\$36,567	\$38,759	\$40,269	\$41,779	\$43,289	\$44,799	\$46,309	\$47,819

Advisor Ratios:

Colleges	Fall '16 Headcount	Total Advisors (FTE)	Ratio	Board Approved Advisors (FTE)
Chandler-Gilbert	12652	8	1488:1	9
Estrella Mountain	9159	8.75	1047: 1	8.75
Gateway	5058	7	722:1	8
Glendale	19000	10.5	1809:1	10
Mesa	20214	13	1554:1	10
Paradise Valley	8236	5.5	1497:1	5
Phoenix	11505	11	1045:1	9
Rio Salado	27406	20	1370:1	17
Scottsdale	9551	8.8	1085:1	7
South Mountain	4058	6	676:1	5
District Totals	126,839	99.05	1280:1	88.75

Advisors connect with students to talk about the realities of life.

Closing Discussion Comments

The Chancellor commented that for many years the emphasis was on enrollment versus student success, persistence, and completion. We didn't focus on advising and we didn't look at data on persistence. It was all about who was coming, not who was staying, who was completing. During this period of time we also experienced enormous

budget pressures and cuts from the State. Amidst all this the focus was not on advisement. However, we are coming to an awareness that investment in advising pays dividends. As we look at other community college systems and their investment into advisement, we see the results.

Dr. Dale expressed appreciation for allowing this group to present on the interrelatedness of guided pathways and the onboarding of students in terms of conversion rates. Three primary cost centers that were identified through this discussion were start-up guided pathways, the maintenance of the guided pathways e-tool, raising the advisor ratio and raising the conversion rate.

Board Member Comments:

- Many factors enter into the success of this organization and today we are focusing on counseling and advising. We know that advisors are essential for retention and completion. We need to think about how we can help students and families and address their needs. We need to rethink how we do things and take some proactive steps to do this.
- President Gutierrez commented that this only makes sense if advisement and guided pathways are done together. To have a systemwide transformation is a goal here and that certainly will require added income. At the upcoming board meeting we will be facing a vote on the budget and whether we shut the door to added income. The vote will not be to increase taxes but to increase revenue. If we vote no then there will be no further discussion on this program. If yes, then this discussion will continue. He hopes that we keep the door open and continue our discussion.

Adjournment

The Special Session concluded at 6:50 p.m.

Dr. Linda Thor
Governing Board
Secretary