



**RESEARCH BRIEFS**

# **DESIGNING AND IMPLEMENTING STUDENT-CENTERED GUIDED PATHWAY AT CITY COLLEGE**



San Diego City College/University of California, Los Angeles  
Research-Practice Partnership

August 2022



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# INTRODUCTION

Since 2015, over 400 community colleges across the United States have begun inquiring about, designing, or implementing the Guided Pathways (GP) model.<sup>1</sup> The impetus behind the Guided Pathway model is to offer a different model than the current cafeteria or self-service model that emerged in the early 1970s, in which students entered a system that offers an abundance of choice yet minimal guidance.<sup>2</sup> Whether it is selecting from various academic programs, reviewing hundreds of course offerings, or going to multiple student services offices, the architects of the Guided Pathways model stated that students navigated confusing and complex pathways independently.<sup>3</sup> Colleges must create clear, educationally coherent program pathways that align with students' end goals, help students explore and select a pathway of interest, and track and support their progress along their chosen pathway.<sup>4</sup> Overall, the Guided Pathways model is a whole-college reform model requiring community colleges to provide students with a clear pathway to "high-opportunity programs," career advancement, and further education.<sup>5</sup>

In California, all 114 community colleges have been engaging in the GP redesign process since 2017 as a result of the establishment of the California Community College Guided Pathways Grant Program.<sup>6</sup> Since then, more legislation has listed GP implementation as a requirement and has made the GP model the vetted reform model for community colleges in California and the U.S.<sup>7</sup> While the GP model provides frameworks, tools, and resources for colleges, it is not a one-size fits all model which means community colleges have some autonomy over how GP looks at each community college.<sup>8</sup>

City College began inquiring about the GP model in 2018 with a focus on three inquiry projects: inquiry, student voice, and professional development. To support the process, Susan Murray, Director of Institutional Effectiveness, Masahiro Omae, Associate Professor, and Elsa Carrillo, Guided Pathways Co-Coordinator, began working with Cecilia Rios-Aguilar, Professor at UCLA. In May 2021, the San Diego City College and UCLA Research Practice Partnership was established with the goal of supporting an equity-focused, student-centered, asset-based, and practice-oriented approach to the design and implementation of Guided Pathways at City College. Over the course of a year, Dr. Rios-Aguilar, with the support of her graduate student team (Daisy Ramirez, Fernando Garcia, Sidronio Jacobo, Davis Vo, Liza Chavac, and Brianna Wright), coordinated monthly meetings with the leadership team at City College, facilitated professional development workshops during the academic year, interviewed 89 students, and sought to create products and materials to disseminate findings to the City College community.

What follows is a summary of the collective projects mentioned above. First, we provide a timeline of the activities over the course of the year. Second, we provide a more detailed account of the student interview process and student demographic characteristics. Then, we focus on two research briefs, one that focuses on the student interviews as it pertains to major and career choices, and the other that focuses on recommendations for implementing Guided Pathways at City College. Finally, we conclude with recommendations, resources, and tools from various organizations and community colleges that center on equity and racial justice.

# SAN DIEGO CITY COLLEGE + UCLA RESEARCH PRACTICE PARTNERSHIP TIMELINE

## INITIAL MEETING

August 2020

UCLA and the San Diego Guided Pathways leadership team began meeting monthly in order to provide input, feedback, and updates on the scope of work.

## STUDENT INTERVIEWS

Spring 2021

The UCLA research team interviewed 89 City College students.

## FIRST P.D. WORKSHOP

September 2021

In the "What Icebreakers won't tell you on the first day: Getting to know your students and taking action." workshop, we shared our preliminary findings about majors and career goals, highlighting two student narrative profiles.

## 2ND P.D. WORKSHOP

November 2021

We shared more findings from the student interviews. We took a deeper dive on the Latinx male sample and looked into frameworks centering the Latino male experience.

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## ACADEMIC COUNSELOR P.D WORKSHOP

December 2021

This academic counselor specific session focused on understanding students labor histories and how these experiences contribute to the skills that students bring with them to the institution. We also discussed student identity-based decision making in major and career choices.

Counselor Workshop Docs:  
<https://tinyurl.com/44k9kja>

## 3RD P.D. WORKSHOP

March 2022

Our first spring workshop was titled "Problem Solving for Positive Impact: Designing for Our Students". The workshops shifted to focus more on collaborative inquiry. We began to collectively identify high-leverage problems of practice.

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## LAST P.D. WORKSHOP

March 2022

In this workshop, we continued to define a problem of practice, with a focus on using casual systems analysis (fishbone diagrams). This workshop was titled "Piecing Our Plan of Action"

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## FINALIZING BRIEFS

Summer 2022

During the summer of 2022, we finalized research briefs that incorporated input from students and faculty voices.

## FINAL PRESENTATION

September 2022

In September 2022, the UCLA research team will present the final results of the partnership.

# METHODOLOGY FOR STUDENT INTERVIEWS

During the Spring semester of 2021, the UCLA team interviewed 89 San Diego City College students. The interview protocol was based on the conceptual framework "Getting In, Fitting In, and Moving On" developed by Rios-Aguilar and Deil-Amen to examine the transition and trajectories of students of color into and through postsecondary education.<sup>9</sup> To capture the rich lived experiences and labor histories of students, the interview protocol was organized into three parts: (i) introductions, background, education, & labor histories, (ii) educational & support goals; sources of support & information, (iii) San Diego City College student support services. Ultimately, the goal was to identify practices, policies, structures, and systems that San Diego City College could develop to better serve students through their pedagogy, curriculum, and services.

Before conducting the interviews, we first received IRB approval from San Diego Community College District and UCLA. In order to recruit participants, the UCLA team provided recruitment materials to the Guided Pathways Co-Coordinators and staff from different student service offices and affinity groups. Our goal was to ensure we pooled a sample group that reflected the diverse student body of San Diego City College. The UCLA team conducted one initial set of interviews with a total of 89 Pathways and non-Pathways students in their first-, second-, and third-years of college (including international and undocumented students). All interviews were conducted via Zoom and participants received a \$50 gift card for their participation. In addition, students were required to fill out a demographic survey.

To analyze interviews, the team engaged in both inductive and deductive coding. In the first cycle of coding, we divided the interview data generated into descriptive and holistic codes.<sup>10</sup> For example, the team identified responses about transitions to and from college/majors/work, educational/degree goals, majors, careers, jobs, and institutions/systems. Through immersion with the interview transcripts and discussions among the research team, the team generated codes that are explored in the following research briefs.

## STUDENT DEMOGRAPHICS

The sample of students was representative of the City College body, in terms of age, gender identity, and race/ethnicity



69% woman  
29% man  
2% non-binary



23% are parents to one or more children.



1%	19 or less	4%	35 to 39
24%	20 to 24	17%	40 to 49
3%	30 to 34	4%	50 + yrs old



49% Latinx	4% Multi-Racial
11% Black	3% Other
8% Asian	11% No Response



23% reporting having a disability.



29% of them were continuing students and were enrolled in the spring semester prior.



20% identify with as gay, lesbian, bisexual, transgender, or queer.



53% are first-generation college students

# Student Decision Making

## How students make decisions about majors and careers

### Key Findings



Student sample represented 38 different programs and certificates. The top five programs were: Psychology, Biology, Business Administration, Nursing, and Social Work.



Students labor histories inform their career/major choices. Students want to follow major and careers they are passionate about.



Family (both immediate and extended) provide students with information and advice about majors and careers;



Students bring with them an amazing wealth of formal and informal professional experiences that inform their decision making for majors and careers.



Faculty, academic counselors, student support service staff, and other students are instrumental in major and career advice



Students are motivated by the desire to choose a major/career path that will allow them to help others.

### Introduction

In the last decade, there has been an increased call for culturally-responsive and sustaining approaches to higher education research and practice. This is vastly important as we consider the national and local contexts regarding our students. Enrollment in higher education fell to new lows in the Spring of 2021. Overall Spring enrollment fell to 16.9 million from 17.5 million, marking a one-year decline of 3.5% or 603,000 students, seven times worse than the decline a year earlier. While every institution sector saw undergraduate enrollment dip this spring, community colleges were hit the hardest (-9.5% or 476,000 fewer students). This trend also continued for student persistence and retention. The overall persistence rate dropped two percentage points to 73.9 percent for Fall 2019, its lowest level since 2012. Community colleges showed the steepest persistence rate decline over last year of all institution sectors (-3.5% to 58.5%). Retention rates also declined most in the community college space, dropping 2.1% to 51.6%.

While these statistics are of utmost concern, it is important to note the work that San Diego City College has been engaged in as an effort to further support students. One particular effort has centered around interview data that was collected with students at City College. These interviews focused on addressing students' decision making around majors/careers and how to possibly streamline services for students at the institution. The wealth of knowledge that students shared with us in the interviews will inform this first brief. It was of utmost importance that we engage in this work from an asset based perspective, one that moves away from seeing students as at fault for their ability or inability to navigate higher education institutions, and instead try to interrogate how institutions can continue to support their diverse students with varied needs. We are hopeful that the information below will further highlight the incredible wealth of knowledge that students bring with them, and potential ways that the institution can support these students as they navigate higher education.

## Choosing majors and careers that center social justice and community engagement

When colleges learn and better understand their students' funds of knowledge and labor histories, they can be better positioned to implement major and career pathways. As the table in the appendix shows, in our sample of 89 students, 38 different academic programs and certificates were represented. A few students were pursuing more than one program or certificate, while four students had not decided on any program yet. The top five programs selected that represented half of the responses regarding majors were Psychology, Biology, Business Administration, Nursing, Social Work, and Alcohol and Other Drug Studies. In our analysis of student major choices, we found that students often stated they wanted to pursue majors they were passionate about. While students spoke of seeking careers that could provide more life opportunities, many students desired majors and careers that were community-facing and that aimed at improving the well-being of others (e.g., people, animals, and the environment).

As Lizzie succinctly stated, she had a "real passion, a real sincere desire to help people," and most of our sample shared this sentiment regarding major and career choices. Whether it was elementary education, nursing, or social work, students selected majors that focused on helping people.

Whether it was becoming a social worker, psychologist, teacher, or veterinarian, students eagerly expressed how they were motivated by wanting to help people. Our analysis showed that students based their decisions on their lived experience and their identities. For example, many second-generation immigrants aspired to provide medical, educational, and wellness resources because they knew firsthand of limited access.

In our sample, there was a strong interest in behavioral sciences, in particular Psychology and Social Work. In particular, students who struggled with substance use disorders, mental health challenges, and different forms of trauma, resonated with these fields. For example, one student, Marisol, who previously had been impacted by the justice system, shared:

"There's a community center here in San Diego. It helps teens stay away from gangs. I went to it when I was younger... That's what I want to do. Like I said, like how I said I want to help women just out of prison... I want to give back to my neighborhood basically."

Other students who had been impacted by the justice system shared similar aspirations. Fidelia, a student whom we spotlighted in our first workshop, shared that she chose political science as a major to become an immigration lawyer. As part of a mixed-status family, she witnessed many challenges associated with immigration status, including seeing her brother deported. Marisol and Fidelia's career aspirations to make a social impact expand on how students utilize funds of knowledge and identity that are obtained from their lived experiences as resources and assets in making decisions about their majors and careers.

"So I was originally a biology major. I decided I don't like math, so I want to do something helping others and their wellbeing. Growing up as a Native American on the reservation, you don't get that. There's a lot of high suicide rates for Native American youth. So I decided that's ultimately what I want to do and what will make me happy in the future."

**Elodis, a third-year student pursuing Psychology**

## Getting advice and support on majors and careers on and off of the college campus

San Diego City college counselors, faculty, and staff were mentioned as some of the most influential people in the major and career decision-making process. In addition to the required first academic counselor appointment to set their educational plans, students utilized counselors and advisors from the Puente Program, Promise Program, DSPS, and other student support services. In addition to the personnel support, students found discovery courses such as the Personal Growth class impactful, as well as some of the tools for career exploration. For example, Agata, a third-year student, shared:

"I joined the PUENTE program at city college and one of the classes that we took was Personal Growth 130, and it was a career planning class. We did a lot of research for the whole semester and that's when I changed my major from nursing to something that's in kinesiology. I wanted to be a physical therapist or physical therapy assistant, but then I was like, maybe there's something else that's related to that. And that's when I talked to my counselor at city college..."

The only student support service office that seem to be underutilized by students was the Career Center. In addition to counselors, faculty across disciplines were sources of support in career and decision-making. Because of their expertise, career experience, and professional networks, faculty were sought for advice and information by students. Some students discussed that professors were very proactive in notifying them of workshops, internships, and job fairs both at City College and in the local area. While some faculty engaged about majors and careers as part of their curriculum, students often went to office hours for advice. Overall, there was a strong sentiment of

support from San Diego City College in terms of identifying and selecting a major and career, even after the onset of the COVID-19 global pandemic. When it comes to majors and career advice, it's important for faculty, counselors, and other student support services to be consistently aware of changes in program and certificate offerings as they play a crucial role in information-sharing, career exploration advice, and validation.

In addition, to students seeking support on-campus from counselors, staff, faculty, and peers, they also seek family and close relatives for support. Conversations with students, who more recently graduated high school, demonstrated that they relied on their family (both immediate and extended), friends, and high school teachers to provide them with knowledge about majors and careers. The majority of students looked to their families as a source of support in their decision-making process. Students, particularly adult learners, made college-related decisions based on household influences and family dynamics, such as familial responsibilities. A fund of knowledge approach posits that families' household labor histories, as well as those in their immediate surroundings, are instrumental in knowledge construction and sense-making for other members of the same household. In recognizing their familial support and labor histories, students were also cognizant of examining their own.

"What I've seen is that... And this has been told to me by professors, instructors and other people who work in mental-health field, that there is not very many people who look like me, who are therapists. They're not many people who look like me, who are able to relate to the client in such a way that is cultural."

Terence, a student pursuing a Mental Health Work Certificate and Associate's in Behavioral Sciences

## Labor Histories Inform Career/Majors

From our sample of 89 students, students had 228 different types of jobs, internships, or work experience altogether. As Table 2 in appendix A shows, jobs in retail, customer service, fast food, and restaurants, were the most common in our sample. Some students had labor histories of over seven jobs, in particular older students, and some students had just begun volunteering or doing internships.

Students, particularly adult learners, use funds of knowledge from labor histories to make decisions about majors and careers. Their decisions are a reflection of key moments that took place from prior professional experiences. When Noah, who had been working as a vocational nurse for over fifteen years, was asked to share how and why he decided to enroll in community college, he stated:

"[I want] to pursue my registered nursing license because I already had my LVN [Licensed Vocational Nursing] license, which I acquired when I was in the Navy. And I always knew that it was a dead end road being a licensed vocational nurse... And so that's what kind of pretty much set the tone for me to start taking courses in college."

Noah's words highlight the importance of prior professional experiences and how it was used to inform his college and career aspirations. Other students also revealed the rich and diverse funds of knowledge they obtained through their labor histories, and how influential those assets and experiences were to their career and/or major choices. Additionally, Fidel, an older student working full-time, decided to pursue a career as a sports psychologist because he worked in an

entertainment arena. He spoke with a sports psychologist during work, and this conversation influenced him to pursue a career in sports psychology. Students who had jobs in their sought careers were more likely to be in the field of nursing, education, childcare, and social work.

While some students were similar to Noah, many more students were like Fidel, who took employment opportunities that did not necessarily align with future career goals. In particular, students who had a stronger financial need took upon non-career-oriented jobs. This was often demonstrated in conversations about differentiating jobs and careers. Often, students said that jobs, were like the ones that they currently held, those to support self- and familial daily needs. When they discussed careers, they often, talked about those that they aspire to have, ones that provide satisfaction, financial stability, and promotion opportunity. Fidel, shared:

"Well, a job, I believe, is more something to help you pay the bills, in order to get experience, to put on a resume. It's something to get your monthly income or daily income to keep afloat. With a career, I think it's more of something that you're in for the long haul. You want to be in that, what you call, job field."

This example along with the above vignette of Fidel shows how students are consistently considering and negotiating their future careers, and ways to make connections to their everyday lives. When students talked about the skillsets they learned through these experiences, they were able to identify what skills they had and needed in their future careers, and they sought professional networking opportunities. As the school designs and implements Guided Pathways, students' labor histories, and major, and career aspirations, must be understood and considered.

# FINDINGS ON GUIDED PATHWAYS

Where can we go next? Building on what has been accomplished.

## Introduction

In *Redesigning America's Community Colleges: A Clearer Path to Student Success*, the architects of the Guided Pathways model state the model's goal is twofold:

- (1) provide students with career pathways
- (2) define & help students meet their career goals

The Guided Pathways frameworks model is often understood through four pillars or goals:

- (1) clarify paths to students' end goals
- (2) help students choose and enter a pathway
- (3) help students stay on that path
- (4) ensure student learning.

To achieve student success, Bailey et al. suggest organizational redesign of community colleges, emphasizing changes in :

- program structure
- onboarding & student support services
- teaching and instruction
- remedial education

The focus of this brief is to utilize insights we collected via student interviews, conversations at professional development workshops, and information from Guided Pathways tools and resources to discuss how San Diego City College can design and implement Guided Pathways. This brief provides findings and recommendations on

- program structure
- onboarding and student services
- teaching and learning
- collaborative inquiry groups

## KEY SUMMARY

- City College students have diverse needs, including personal, legal, financial, familial, linguistic, social, and cultural ones
- Programs like Psychology, Social Work, Mental Health Certificate, and Alcohol, and other Drug Studies could benefit from a pilot on meta-majors, program maps, academic communities
- Student support services are critical in the recruitment and retention of students. There needs more support for student intake, programming, and assessment.
- Students have multiple entry- and exit points that should be addressed in guided pathways implementation
- City College should support asset-based approaches to learning and teaching, that support faculty in asynchronous and synchronous learning, that allows for better engagement with students
- Continue to support cross collaborative inquiry groups of faculty, staff, counselors, administration, and other community college stakeholders

In the pages that follow, click on the logo icons to see examples from other California community colleges.



## Area of Focus: Program Organization and Redesign

The goal is to simplify students' decision-making process into high-opportunity programs through *meta-majors, program maps, and academic/career communities*.

**Meta-majors:** broad and predetermined fields of interest that cluster career-technical, transfer-oriented, credit, and non-credit programs in the same field.

**Program maps:** a document that provides key information about a program, such as a program description summary, sequence of courses, potential certificates and degrees, learning outcomes and competencies, and potential career jobs.

### Potential Benefits

- examining course-taking patterns to position students succeed
- the number of students enrolled in credit programs can increase by clustering career-technical and transfer-oriented programs together can prevent students from taking excess or unnecessary units that can exhaust future financial aid eligibility
- requires faculty, counselors, and staff to collaborate on program organization and redesign

### Potential Drawbacks

- assumes students do not know what major or program they want to pursue
- program maps must account for students who are part-time, full-time, who take breaks between semesters, and other circumstances that must be considered when thinking about semester-by-semester sequenced courses
- can limit academic communities from being centered solely on academic interests and not other social or cultural interests
- re-bucketing majors into smaller chunks does not simplify the choice process for students, it actually can hurt students of color

### What we learned at City College

- Within the behavioral sciences, there are common majors and certificates that are commonly pursued such as social work, mental health certificate, alcohol and other drug studies program, and psychology.
- Academic communities must consider social and cultural interests and focus on community engagement and social justice
- Since, in our sample, there was a strong passion for pursuing majors and careers that help people, the environment, and animals, an emphasis on social justice can benefit all meta-majors and/or academic communities.
- Program maps require collaboration with local CSU's and UC's, which has been challenging in the past
- Pathways must be described in ways that connect to students of color lived experiences
- It could be helpful for students to visually see their options in stacking credentials and certificates and continue on their plan to transfer to a four-year university or to receive a credential/certificate.
- Some students and staff shared frustration about course scheduling.

## Area of Focus: Onboarding and Student Support Services

The goal is to ensure students stay on a path by providing consistent academic and career information- from onboarding to program completion. As such, **academic counselors** and other **student support service staff** must:

- help students choose a program of study and, if applicable, transfer destination and career goal
- teach students how to effectively self-advise
- track student progress

In addition, *counselor case management systems, e-advicing, online self-advicing tools, academic and career communities* based on meta-majors, and *student success courses* are critical for student success.

### Potential Benefits

- students are encouraged to consider their majors and careers simultaneously from the onset
- capitalizes on technology to mitigate staff shortages and promote self-advicing
- first-year student success courses can provide social and academic communities amongst students, staff, and faculty
- encourages students and counselors to track progress and be alerted when milestones are reached or missed

### Potential Drawbacks

- Students who do not have consistent enrollment, or those who withdraw enrollment for more than a year, may need additional assistance in ensuring they continue their education plans.
- technical solutions need a human connection to work; e-advicing, online tools must be scaffolded by counselors and other students support services

### What we learned at City College:

- Students have multiple entry points, dispelling the traditional high school to college pipeline. Some first-time students enrolled:
  - while in high school (i.e., dual enrollment) immediately after high school graduation, especially because of the Promise program
  - after taking 1+ school break for personal reasons (e.g., family, health, finances) as part of a public assistance program (CalWORKs) after completing a GED program
  - returning student seeking new credentials
  - some enroll as international students
- Tutoring, EOPS, DSPS, and promise programs were the most frequented students support services.
- There is a student need for medical, psychological, and mental health services
- There is linguistic diversity in the City College student body, six interviews were conducted in Spanish
- Counseling is accessible online and in person, yet not all students see their counselor regularly
- Career Center was not utilized by most students
- About 1 in 4 students had utilized DSPS, especially Black students
- There is no one-stop shop for students to ask for academic, personal, and career support or referrals

## Area of Focus: Teaching and Learning

The last pillar of Guided Pathways focuses on ensuring student learning. The goals of teaching and learning are to ensure faculty utilize *asset-based pedagogical practices*; and *active and experimental learning*. In addition, the curriculum should have *learning outcomes* that prepare students for transfer or work opportunities.

**Asset-based pedagogical approaches:** teaching that is student-centered and equity-focused

**Active and experimental learning:** learning that is centered around critical thinking, problem-solving, questioning, and analysis

**Learning outcomes:** skills, concepts, and habits of minds essential in a student's field of study

### What we learned at City College:

- ▶ With the onset of the pandemic, students want virtual, in-person, synchronous, and asynchronous classes
- ▶ Many students who had children, who were taking precautions with the pandemic, who worked, and those who preferred a virtual format expressed positive experiences having the flexibility for asynchronous and virtual learning
- ▶ Some students were eager to return to in-person instruction and be able to socialize and network
- ▶ Faculty and staff should be given extra support in virtual and in-person instruction and support.
- ▶ In conversations with faculty and staff, some shared the challenges with teaching from books that have long been deemed as anti-deficit.
- ▶ Faculty often have individual experience when making changes to deficit-based curriculum

## Guided Pathways design and implementation through collaborative inquiry groups

To facilitate a whole-college redesign, faculty, staff, administrators, and other key leadership must work together through *cross-functional teams* and *collaborative inquiry groups*.

**Cross-functional teams:** professional groups that bring together staff with different roles and job classifications that work together to address a problem of practice

**Collaborative-inquiry groups:** professional learning communities that develop tools to address and measure problems of practice

### What we *did* at City College:

The SDCC-UCLA RPP hosted four professional development workshops open to all staff, faculty, and administrators and one workshop just for academic counselors. The workshops took a collaborative inquiry approach and engaged people inter-and intra-department. In total, we have 98 San Diego City College faculty, staff, and administrators attend one of the five workshops.

Throughout the workshops, there was consistent interest in San Diego City College staff in participating in the professional development workshops. The faculty had positive feedback about the collaborative inquiry group format of the professional development workshops. The following pages highlight what the groups came up with together to actively problem-solve problems of practice utilizing principles from Improvement Science.

**City College Recommendations:** After having the opportunity to collaborate with City College staff, faculty, and administrators, there was a chance to have these campus constituents identify high-leverage problems of practice that they have observed at the institution. In order to accomplish this goal, all those involved were encouraged to use improvement science research in education. Improvement Science in education is influenced by different sectors and industries, improvement sciences looks at practices that accelerate our organizations to improve. The improvement paradigm is based on six principles:

Another recommendation is to continue questioning and learning about students labor history, continue to ask what it is that they do, and use it as a way to connect to them, whether in the classroom, in student support services, and beyond. There also needs to be an opportunity to continue interrogating what local City College data further tells us about graduation rates, retention, and persistence. How can that be coupled with the qualitative data that was collected for this effort?

After naming some of the challenges, this provides the institution an avenue to interrogate the language that is used in institutional policies and guiding documents such as strategic plans and college mission. Is there an opportunity to review the language in these to try to discover if more student centered/racial justice language can be included? There is a strength to being able to refer to institutional documents when trying to make positive shifts for students.

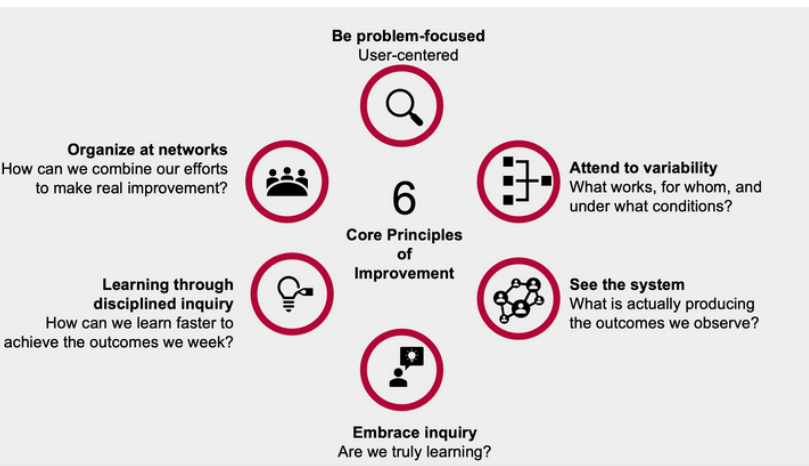
Understanding that the GP conversation is prominent throughout the state, what would it look like to engage in conversations with other local community colleges who are also attempting this work? What could cross-campus collaborations provide even as a means of sharing information or strategies?

Finally, how can we engage with campus leadership to not only share this information but to garner their support and buy-in. Campus leadership support is not only crucial but a necessity in trying to advance issues of social and racial justice. Continuing to engage with these problem statements with their insight may also help increase support from other campus constituents.

At the most recent workshop, two different groups of City College constituents developed the following problem statements:

- Services offered by City college are not embedded in instruction --- there is not a one-stop place to ask for help and to access support services
- Students of color do not feel welcome in certain spaces/places, or students of color do not see themselves in all spaces on campus.

This step of being able to identify problems of practice at the institution is one of the first steps in trying to find ways to adapt policies, strategies, and procedures that positively impact students.





# Guided Pathways Resources

## Resources and Tools at the National Level

### Community College Research Center

CCRC has been a leader in the field of community college research and reform for over 25 years. Their work provides a foundation for innovations in policy and practice that help give every community college student the best chance of success.

Report: [How to Achieve More Equitable Community College Student Outcomes Lessons From Six Years of CCRC Research on Guided Pathways](#)

### National Equity Project

The National Equity Project is a leadership and systems change organization committed to increasing the capacity of people to achieve thriving, self-determining, educated, and just communities. Our mission is to transform the experiences, outcomes, and life options for children and families who have been historically underserved by our institutions and systems.

### Continuous Learning Institute

Dr. Al Solano uses his expertise in coaching, facilitation, training, and project management to support institutions of higher education to effectively plan and implement homegrown practices to improve student success and equity. He also authors a practitioner-focused blog, provides insightful webinars & podcasts, and creates easy-to-navigate resources and tools to help educators learn about promising practices.

### Jobs for the Future

Jobs for the Future (JFF) drives transformation of the American workforce and education systems to achieve equitable economic advancement for all.

## Resources and Tools at the State Level



California Community Colleges  
Chancellor's Office



**CCHALES**

San Diego State University

The CCHALES Research Collective is focused on examining the systems, structures, and practices within higher education that hinder racial equity. We conduct policy-relevant and practice-focused scholarship to improve the conditions, experiences, and outcomes for racially-minoritized students, especially in the community college context.

## Resources and Tools at the Regional Level from Regional Coordinators

[San Diego /Imperial Region](#)

[Los Angeles/Orange County](#)

[San Francisco/Bay Area Region](#)



## Appendix

Table 1. Top Student Majors

Major	# of students
Psychology	13
Biology	9
Business Administration	6
Nursing	6
Social Work	6
Alcohol and Other Drug Studies	5
Behavioral Science	4
Elementary Education	4
Undecided	4
Communication Studies	3
Sociology	3

Table 2. Student's Labor Histories

Type of Work/Industry	Occurance
Retail (Associate, Cashier)	18
Restaurant Worker (Host, Cook, Manger, Server)	17
Babysitting	12
Customer Service Agent/Representative	10
Fast Food Crew Member/Worker	8
Medical Assistant (Living Aide, Nursing Assistant)	8
Driver (Lyft, Postmates)	6
Tutor	6
Administrative Assistant/Receptionist/Office Assistant	6
Sales Agent/Associate	5

Table 3. Top Student Support Serviced Utilized by Students

Student Support Service	# of students
Counseling	44
EOPS	28
Promise Program	26
Tutoring	25
DSPS	20

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## San Diego City College Team



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## UCLA Team



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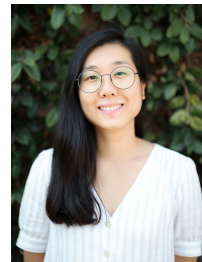
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