

California Community College Libraries and Guided Pathways: Reflections and Action Planning from April 2018 Collaborative Workshops

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Workshop Description & Purpose

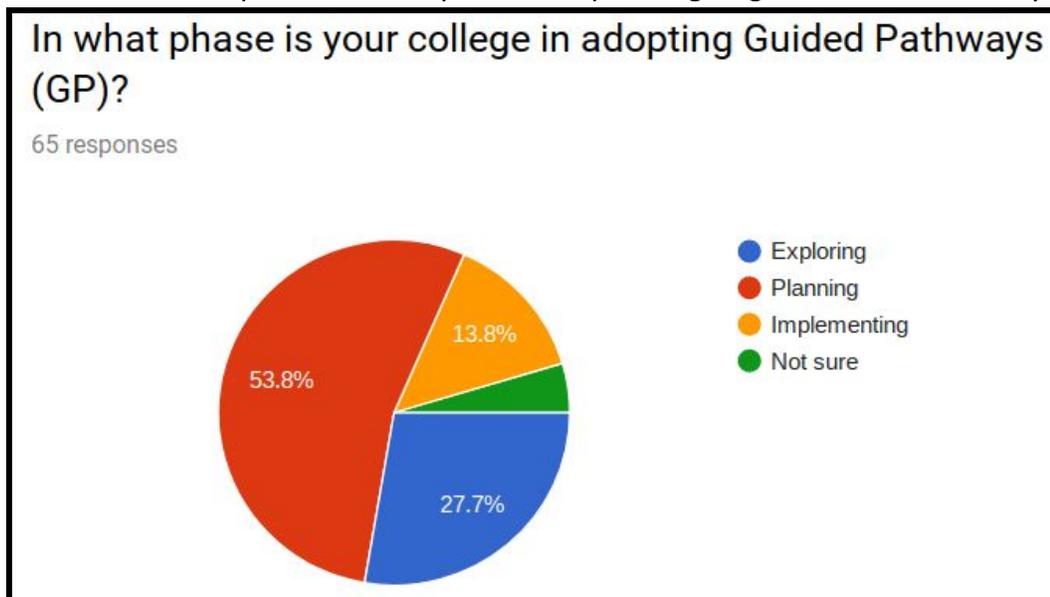
Knowing that the role of libraries and librarians in student learning and success is essential - yet often overlooked in planning for new programs and initiatives - the Council of Chief Librarians of California Community Colleges sponsored [professional development workshops](#) in April 2018 to share and discuss the role of libraries in Guided Pathways.

65 California Community Colleges were represented at these collaborative workshops. Michelle Morton and Aloha Sargent (Cabrillo College), and Elizabeth Bowman (Santa Barbara City College) facilitated two sessions, one in northern California and one in southern California.

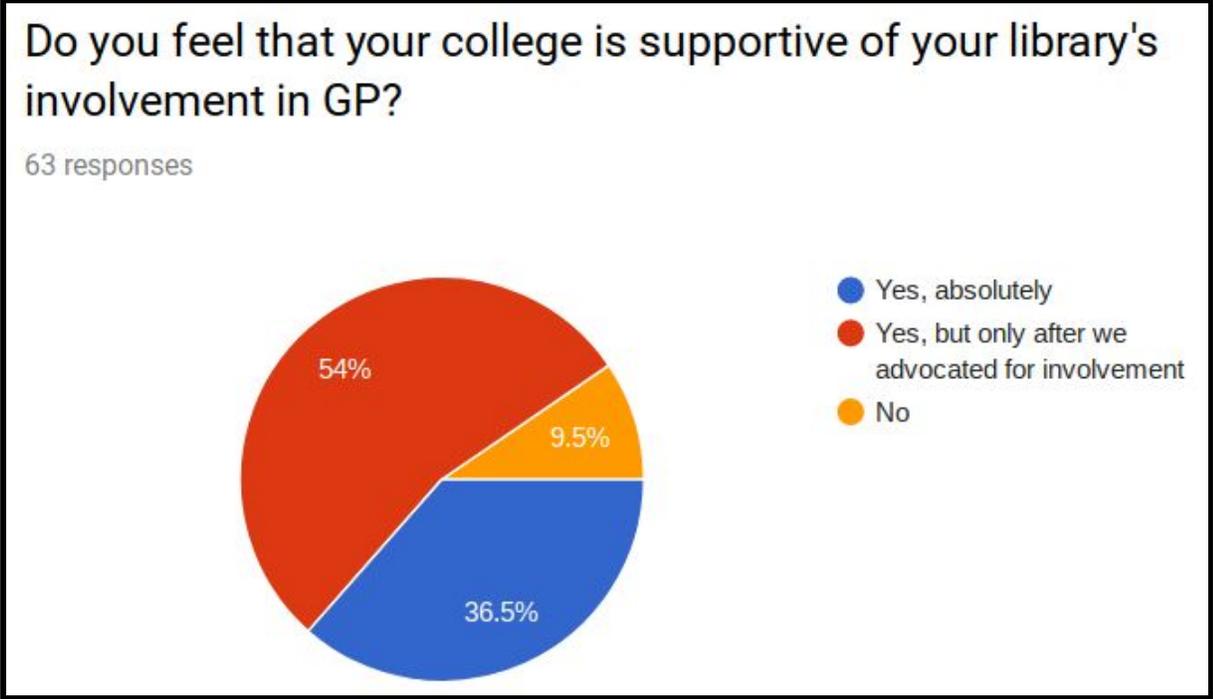
The design of the sessions was very deliberate. Much like the format of an “unconference,” the workshop creators wanted to draw upon the expertise of participating librarians. The primary purpose was to facilitate collaborative - and immediate - ideas about library contributions to Guided Pathways, so that participants could return to their institutions with plans of action and support from colleagues, to more effectively establish or enhance their role in Guided Pathways.

Attendee Survey: Where We Are

After a brief overview of national and statewide Guided Pathways efforts, with various [examples of library involvement](#), attendees participated in a [survey](#) about current practices at their institutions. Most attendees reported that they are in the planning stages of Guided Pathways.



There was uncertainty about the specifics of Guided Pathways, and the institutionally-specific nature of the framework presents a challenge to generalizations. Nevertheless, librarians expressed largely positive feelings about what is ahead for library involvement.

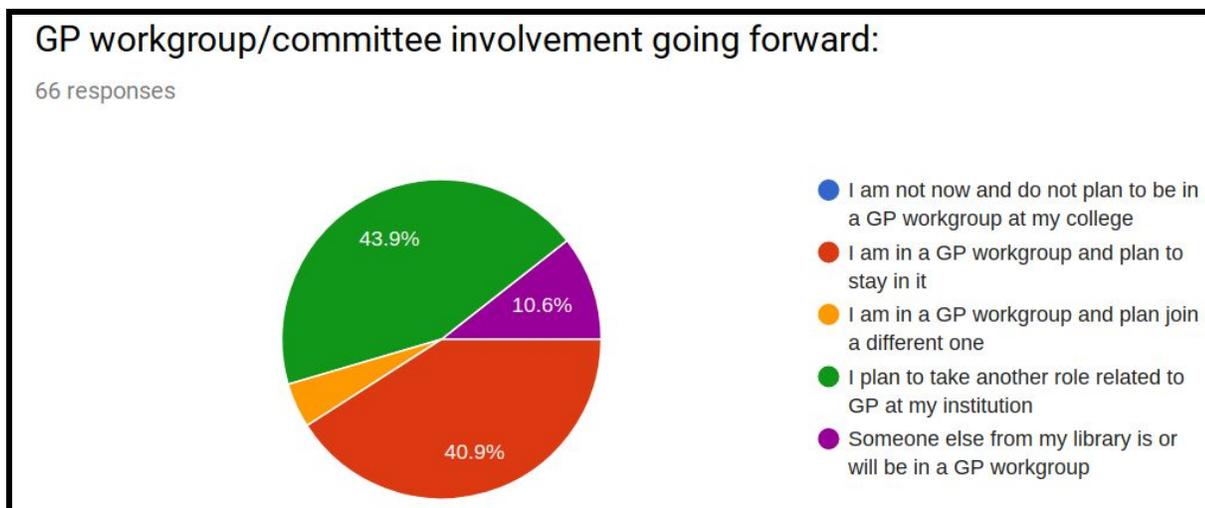


The [full survey results](#) are available, to offer further insights, including quantitative data on library practices and planning efforts, as well qualitative data on librarian perceptions and experiences with Guided Pathways.

Attendee Reflection: Where We Want to Go

During the workshop, participants had opportunities to discuss how libraries are relevant to Guided Pathways workgroups at their institution, and to formulate ideas about how Guided Pathways will impact libraries and their programs, services, resources, and staff. At the end of the day, participants were asked to [record their thoughts](#) about their own way forward.

Most attendees indicated a willingness to be involved in Guided Pathways, even though some had yet to determine how this initiative will unfold for them.



Advocacy for Library Inclusion

In Fall 2017 the Academic Senate for California Community Colleges passed a resolution calling for the [“Inclusion of Library Faculty on College Cross-Functional Teams for Guided Pathways and Other Student Success Initiatives.”](#) Cross-functional teams are a key component to collaboratively designing new program pathways. They bring discipline faculty, counselors, librarians, and staff together to design a better student experience, as well as build relationships and trust across departments and divisions.¹ This team approach improves course design and the integration of support services.

While this statewide affirmation is significant, librarians must identify what *inclusion* means for their individual institutions. Collaborative discussions during the workshops resulted in the following recommendations regarding advocacy for library involvement in Guided Pathways.

What can libraries/librarians offer to Guided Pathway efforts at their colleges?

- Expertise on finding and organizing information useful to support metamajor and program mapping efforts
- Familiarity with working across disciplines and with faculty, staff, and students from across campus
- Expertise on contextualized, point-of-need instruction

¹ Baily, Thomas R. et al. *Redesigning America's Community College*. Harvard UP, 2015.

- Support for key elements of Guided Pathways implementation, such as Reading Apprenticeship, Habits of Mind, study space, common readings, textbooks, OER, online collections, and culturally responsive teaching and learning
- Research on Guided Pathways examples from other colleges (especially in California) to share with campus committees, work groups, coordinators
- Targeted resources which are already in place (thus not requiring new purchases or staff)
- Skill at highlighting equity issues in implementation and support for acceleration efforts
- Coordination with instructors, counselors, and tutors to create support teams for metamajors
- Willingness to rethink information literacy instruction through a metamajor/program mapping lens
- Experience in outreach efforts, to support Pathways promotion to staff and students ([example video from CRC Library](#))

What opportunities does Guided Pathways present for libraries?

- Focus, efficiency, clarity in our work: Guided Pathways is about offering targeted services for specific communities, which allows us to rethink how we use existing resources and focus on high impact practices
- A new forum for explaining what we already do and what we can do (library mission, vision, pedagogy)
- A new venue for information literacy across the curriculum, within new types of classes, and with new opportunities to scaffold and sequence instruction

Inclusion will look different at each institution, but it will require active engagement by all librarians. Librarians are encouraged to make involvement in Guided Pathways planning a priority. Librarians have much to offer, and can join workgroups and attend meetings, trainings, reading circles, and other events. They can pursue funding for new resources or even to enable others, such as adjunct librarians and staff, to participate in planning. Above all, libraries need to be persistent and explicit in conveying the value of libraries and librarians to student success. Guided Pathways affords a new opportunity to do this.

Libraries and Guided Pathways: What Happens Next?

Workshop attendees offered these specific examples of activities that community college librarians could use to address challenges and opportunities presented by Guided Pathways.

Metamajors and Program Mapping

- Customize instruction for metamajors (credit classes, embedded instruction, libguides, Canvas modules, etc.)
- Reorganize resources by metamajors (website, databases, collection, local subject headings, OER, displays, social media, etc.)
- Join metamajor support teams to provide wraparound services (cross-component collaboration makes wraparound services possible) and to build relationships with counselors, instructors, staff, students
- Support OER for metamajors as part of a “safe” first year and staying on the path
- Evaluate collections for metamajors: Are there gaps? Collaborate with faculty.
- Build on what we’ve learned about working with cohorts (Learning Communities, CTE)

- Embed library instruction in metamajors
- Embed library instruction in program maps to provide consistent, scaffolded, sequenced instruction (e.g., first semester vs. program-specific sources and research methods)

Coordination with Campus Support Services

- Embed support services in First Year Experience (FYE) and in program maps
- Create metamajor support teams to provide wraparound support services
- Add librarians and other support services as referrals for point-of-need support (e.g. reference appointments); Add librarians and other support services to referral software (e.g. Starfish, Early Alert)
- Offer tutor training on research and citation
- Support registration during peak times, Host counselors and peer mentors in the library, Get cross training on ed planning

First Year Experience and Basic Skills Redesign

- Connect students to resources as part of FYE curriculum. Embed library in orientations, learning communities, categorical programs, summer bridge, etc.
- Scaffold library resources and information literacy basics in FYE; Add program-specific information literacy in later semesters
- Review support services from a student perspective
 - Collaborate with student employees and clubs
 - Work with institutional research office to create or revise institutional surveys that assess the study habits and needs of your specific student population (see 2018 CARL presentation [“I study in my car”](#))
- Collaborate on acceleration efforts
 - Work with English faculty to provide point-of-need support (via co-req or embedded support)
 - Train tutors providing tutoring and supplemental instruction to use library resources; Offer citation instruction
 - Highlight known equity issues: Information literacy and access to library resources are equity issues--especially in California, which has among highest numbers of first generation students but the lowest number of high school librarians ([approximately 9% of high schools have librarians, 1 librarian for every 7,187 student vs. the national average of 1 :1,023](#))
- Ensure library is visible in Canvas for acceleration, FYE, Metamajors
- Pasadena Pathways: “College 1” course can be taught by any faculty, trained by librarian support embedded throughout course
- Sabbatical project: FYE Information Literacy

Career Exploration

- Develop career-focused Libguides and workshops
- Build modules on evaluating career and company websites
- Partner with counseling and career center; Add links on the library website

Remaining Questions

- How are students assessed to identify their barriers to staying on the path, and the support services they need?
- How do students connect to “point-of-need” and “wraparound” services? (e.g. referrals to library support)
- How can we scale “high touch,” “point of need” services; How many can we offer?
- How can a solo librarian support Guided Pathways? How can one librarian support multiple metamajors? How do we engage adjuncts?
- Are students (especially equity populations) serving on the workgroups that define metamajors, barriers to staying on the path, etc?
- Will metamajors actually help students? Too few can be restrictive, too many can be unmanageable.
- Will standalone library credit courses be squeezed out?
- How will Redesigning Basic Skills impact the library? Will students who need extra support get less support?

Guided Pathways Resources

Workshop Materials

- [Agenda](#)
- [Slides](#)
- [Survey Results](#)
- [Reflection Results](#)

Selected Guided Pathways Websites (Community Colleges)

- [Austin Community College Libraries GP website](#)
- [Bakersfield College GP website](#)
- [Cabrillo College GP website](#) and [LIBR 10 Elevator Speech](#)
- Cosumnes River College [video on “Career & Academic Communities”](#)
- [Delta College GP website](#)
- [Diablo Valley College GP website](#)
- [Florida \(various colleges\) metamajor projects](#)
- [Laney College GP website](#) and [GP LibGuide](#)
- [Modesto Junior College GP website](#)
- [Sacramento City College GP website](#)
- [San Joaquin Delta College GP website](#)

Key California Resources

- [Academic Senate Resolution about Librarian Involvement](#) (2017)
- Chancellor’s Office [Guided Pathways website](#)
- [Student success data](#) - see specifically: [Transfer Velocity](#)
- Infographic: [Guided Pathways at California Community Colleges](#)
- Student voices (Students at Guided Pathways colleges offer [“Bringing Student Voices to Guided Pathways Inquiry and Design.”](#))
- Video: [About Guided Pathways](#)

Key National Resources

- [American Association of Community College Pathways Project](#)
- [“Guided Pathways Demystified: Exploring Ten Commonly Asked Questions about Implementing Pathways”](#)
- *Redesigning America's Community Colleges*. Thomas R. Bailey, Shanna Smith Jaggars, Davis Jenkins. Harvard University Press, 2015.