



PRINCE GEORGE'S  
COMMUNITY COLLEGE



# Pathways at PGCC

Metropolitan Council of Governments

Region Forward Coalition

Dr. Charlene M. Dukes, President

Prince George's Community College

# The Pathways Project

- National project focused on building capacity for community colleges to **design and implement *structured academic and career pathways*** for all of their students
- Shift in focus from Access to Progression, Retention, and Completion
- Led by the **American Association of Community Colleges (AACCC)**
- Generous funding from the **Bill & Melinda Gates Foundation**
- **Seven Partners**
  - Achieving the Dream, Inc.
  - Aspen Institute
  - Center for Community College Student Engagement
  - Community College Research Center
  - Jobs for the Future
  - National Center for Inquiry and Improvement
  - Public Agenda.

## The Pathways Project

- Application process in [August/September 2015](#)
- Lengthy [analysis of readiness](#) to change the student experience, college culture, as well as academic and business processes
- PGCC [accepted as one of 30 community colleges nationwide](#) to participate in this ground-breaking work
- [Full implementation](#) at PGCC will occur in [fall 2018](#)



# PGCC's Journey to Pathways

Student Learning Outcome Assessment; Program Maps; Required Advising

Roadmap

Fall 2010

Focus on the Front Door; Eliminate Late Registration; Mandatory Orientation

Entering Student Success Institute

Spring 2011

Data-Driven Decisions; Focus on Completion; Gatekeeper Courses; Developmental Redesign

Achieving the Dream

Summer 2011

Envision Success

# Overview of AACC Pathways Project

- “Structured to assist community colleges to build their **capacity to design and implement academic and career *guided pathways*** to serve all their students”  
(from AACC Pathways Project Description)
- Focuses on the students’ **entire college experience**, starting in high school and extending to transition to four-year college or entry into career
- Provides a **framework that *unifies multiple, proven reforms*** around students’ academic and career goals
- Expected to **improve retention and completion** and **better prepare students** for transfer and/or entry into their chosen career
- Will lead to **significant cultural shifts; changes in policies, procedures, and processes** across all areas of the College; and **realignment of roles and responsibilities** of many College employees



Pathways

***“PATHWAYS IS NOT  
WHAT WE ARE DOING,  
IT IS WHAT WE ARE BECOMING!”***

*—Dr. Gretchen Schmidt, AACCC Pathways Executive Director, April 1, 2016 at PGCC*

# Organized Around Six Institutes

- **Institute #1:** *Leadership for Transformational Change: Implementing Pathways at Scale*; February 4-6, 2016
- **Institute #2:** *Pathways Design I: Mapping Pathways Through the Institution*; April 14-16, 2016
- **Institute #3:** *Redesigning Student Intake and Ongoing Supports*; October 2-4, 2016
- **Institute #4:** *Ensuring Students are Learning and Progressing Along the Pathway*; February 2-4, 2017
- **Institute #5:** *Pathway Design II: Pathways to Transfer and Employment*; June 22-24, 2017
- **Institute #6:** *Policy Meets Pathways: Governing Board Roles and Policy Change*; October 26-28, 2017



# Dimensions of Pathways

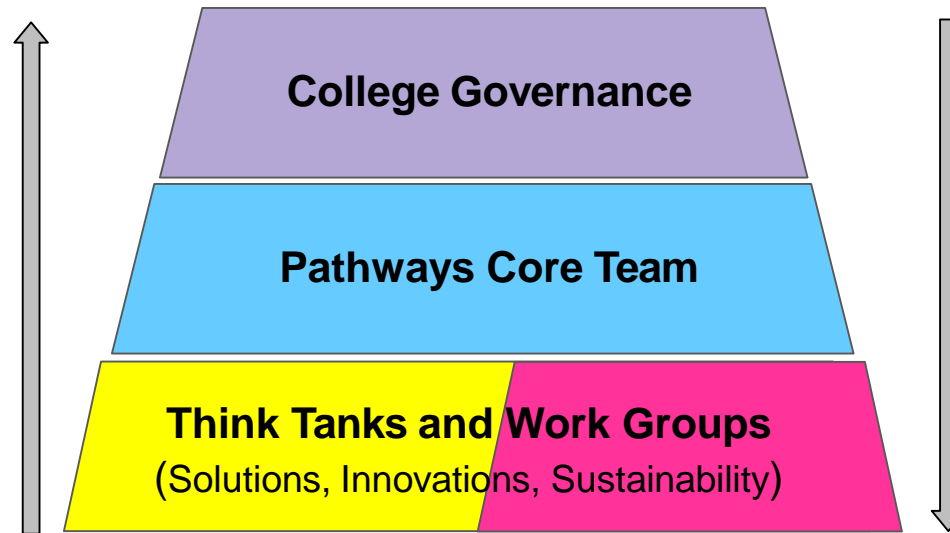
Mapping Pathways to Student End Goals

Helping Students Enter a Path

Keeping Students on the Path

Ensuring that Students are Learning





### Think Tanks

- Design creative and innovative vision for implementing Pathways at PGCC
- Composed of subject matter experts who have direct contact with students within a specific area
- Exist in a time frame that provides sufficient time to fulfill purpose, develop deliverables, and design implementation plan
- Implementation of Think Tanks' vision will be carried out by existing departments/areas of College
- Think Tanks will be added and dropped, as needed, throughout the Pathways development and Implementation

### Core Team

- Serve as Executive Committee for Pathways that provides leadership, management, and final decisions for the direction and implementation of Pathways
- Responsible for document submission to national Pathways leadership
- Oversees communication about Pathways within both the College and with external community
- Maintains regular communication with governing bodies and recommends changes in policies and procedures as needed
- Communicate Pathways decisions and information to the department/area they represent
- Present ideas and opinions from department/area they represent
- Serve as co-leads, members, or resources on the Think Tanks or Work Groups and provide feedback on Work Group and Think Tank work

### Work Groups

- Serve as permanent subcommittees of Pathways
- Represent and report to corresponding College functional areas/departments
- Support Pathways planning and implementation by providing ongoing resources, structure, and processes
- Produce deliverables related to infrastructure
- Provide resources (within established budget) to ensure the vision of Think Tanks can be implemented
- Work Groups are: Marketing and Communication; Professional Development; Technical Support; Human Resources; and Financial Resources

- Established a **creative and unique structure**, i.e., Core Team, (Steering Committee), Think Tanks, Work Groups, to accomplish the work of Pathways for full implementation, at scale, in fall 2018
- Developed and implemented methodology for **needs assessment/program consolidation** of all credit academic programs by program faculty
  - Started with **217 programs**; about **100 programs are remaining**
- Hired a consultant to serve as **Pathways project manager**
- Developed **academic and career pathways** for **both credit and workforce programs**
  - Allied Health and Nursing
  - Business, Industry and Entrepreneurship
  - Liberal and Creative Arts
  - Public Safety and Law
  - Technology
  - Behavioral and Social Sciences
  - Education
  - Personal and Professional Development
  - Sciences, Engineering and Mathematics
  - Wellness, Culinary Arts and Hospitality

- Developed **five math paths**; faculty identified “right math” for every program
- Increased focus and emphasis on **student end goals, especially transfer and employment**
- Addressed in a systemic manner **Goal 1 of Strategic Plan: *Enhancing pathways that guide students to achieve their academic, career, and personal goals***
- Changed the **focus of budget discussions** to the essential, mission-driven work of the College, i.e., teaching-learning, student support, and student success
- Focused **all critical Pathways decisions on data** – some driven internally and some by national Pathways

- Initiated **embedded advisors** in select academic departments and programs
- Initiated **on-site advisors in Public Schools** for dual enrollment students, through new program called COAST
- Implemented a day of **faculty mapping and prescribing of specific general education requirements** for every credit program
  - Identified courses preferred by major transfer institutions
  - Included advisors in the process
- Developed plan for **faculty mapping of four different paths** (full-time; part time; with and without remediation) for each program in summer and fall 2017
- Developed **Logic Model** to guide entire process, including evaluation plan
- Developed plan for **more streamlined support for students**, especially during the intake process

## Involving P-20 in Pathways

- All dual enrollment students will be put on a Pathway
  - Academy of Health Sciences @ PGCC (Fall 2011)
    - 400-plus students; enter as rising 9<sup>th</sup> graders
    - At the end of grade 12, earn a high school diploma and associate degree the same day
    - Enter four-year college/university as juniors
    - Fall 2017 – opened [Teacher Preparation Academy](#) as part of the AHS@PGCC with 42 students
  - Information Technology Early College (ITEC – Fall 2013; Fall 2016)
    - Partnership among Chesapeake Math and IT Academy, North and South
    - 111 Students
    - Earn high school diploma, associate degree and industry certifications at completion of 12<sup>th</sup> grade

## Involving P-20 in Pathways

- Fall 2017, along with PGCPS and industry partners, opened **two P-TECH (Pathways in Technology Early College High) Schools**
  - Housed at Frederick Douglas High School
  - Academic programs
    - 31 students in Hospitality Services Management and
    - 33 students in Health Information Management
  - Earn high school diploma and associate degree in 4, 5, or 6 years, depending on progression
- **Prince George's 3-D Scholars (Fall 2017)**
  - Partnership among Prince George's County Public Schools (PGCPS), University of Maryland University College (UMUC), and PGCC
  - Started with 18 PGCPS students, all in 11<sup>th</sup> grade

## Involving P-20 in Pathways

- Current pathways: business administration, criminal justice, and cybersecurity
  - Earn 30 dual enrollment credits in high school, then 30 credits at PGCC at reduced tuition, then complete bachelor's degree at UMUC
  - All for a guaranteed cost of no more than \$10,000!
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- Four-Year Colleges and Universities
    - Developing clear MOUs regarding transferability of credit
      - Ensure seamless transitions where all credits count
      - PGCC graduates enter as partner colleges college juniors



## Pathways Video

<https://youtu.be/XhDMPFZ0h0g>





# Thank You!

## Questions?