



# Student Services

## Administrative Program Review



June 2017

# Modesto Junior College

## Student Services Program Review

July 2017

### Contents

Administrative Area Overview (Student Services).....	2
The Mission of Modesto Junior College.....	2
Student Achievement and Completion .....	4
College Goal for Student Achievement.....	4
Success.....	4
College Profile.....	11
Remedial / ESL .....	11
Transfer Level Achievement .....	12
Completion.....	13
Student Learning and Outcomes Assessment .....	14
Administrative Unit Outcomes (AUO) .....	14
Institutional Learning Outcomes (ILO) .....	15
Analysis, Planning and Continuous Quality Improvement: AUOs and ILOs .....	17
Program Analysis .....	18
Program Personnel.....	18
Long Term Planning and Resource Needs .....	20
Long Term Planning.....	20
Executive Summary .....	21

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## Administrative Area Overview (Student Services)

### The Mission of Modesto Junior College

*MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.*

Provide a brief overview of the administrative area and how it contributes to accomplishing the Mission of Modesto Junior College. (Overview Suggestions: How consistent is the administrative area with the institutional mission, vision, core values and/or goals? How are aspects of the institutional mission addressed within the administrative area? Is the administrative area critical to the pursuit of the institutional mission?)

The broad educational purpose of the College as described in the mission is to serve “the ever-changing populations and workforce needs of our regional community” by “transforming lives through programs and services informed by the latest scholarship of teaching and learning.” The mission guides Student Services to support student learning and student achievement that is responsive to the needs of students and the community.

The College maintains a comprehensive portfolio of student support services that assist student learning and aid in accomplishing the mission of the college. These services include:

- [Admissions and Records](#)
- [Articulation](#)
- [Associated Student Government](#)
- [CalWorks](#)
- [Campus Life & Student Development](#)
- [Career Center](#)
- [Comprehensive Student Information System \(PiratesNet\)](#)
- [Cooperative Agencies Resources for Education \(CARE\)](#)
- [Counseling](#)
- [Disabilities Support Programs and Services \(DSPS\)](#)
- [Extended Opportunity Programs & Services \(EOP&S\)](#)
- [Health Services](#)
- [International Student Program](#)
- [K-12 Partnerships](#)
- [Male Collaborative Support Program](#)
- [Mental Health Services](#)
- [Transfer Center](#)
- [Scholarships](#)
- [Student Financial Services](#)
- [Student Success Pathways Centers](#)
- [Testing and Multiple Measures Assessment](#)
- [TRiO Student Support Services](#)
- [TRiO Upward Bound Program](#)
- [TRiO Talent Search/Gateway Program](#)
- [Umoja](#)
- [Veterans Resource Center](#)

Student Services at Modesto Junior College has as its chief function the facilitation of the education, growth and development of students. The vision of Student Services is to provide exemplary services that support, inspire and empower students to achieve their goals. Student Services aims to provide services and programs in partnership with other areas of the college and the community that will maximize each student's success. From the point of access at a high school or within the larger community, to the completion of an educational goal, Student Services provides comprehensive, holistic support for students in order to address equity (by closing achievement gaps) and continuously improve success and achievement rates.

The Student Services Division also includes the Office of Institutional Effectiveness. Student Services also provides administrative oversight for several current statewide initiatives and college-wide projects, including the Student Success and Support Program, Student Equity, the Basic Skills Initiative, the Strong Workforce Program, and grants.

The philosophy and premise that underlies the institutional approach to student services is that counseling faculty, instructional faculty, specialists, and others who deliver core services to students will base their interactions with students on the following principles and factors that impact student success, as documented by the California Community Colleges Research and Planning Group:

- Directed: helping students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal
- Focused: fostering students' motivation and helping them develop the skills needed to achieve their goals
- Nurtured: conveying a sense of caring where students' success is important and expected
- Engaged: actively involving students in meaningful and authentic educational experiences and activities inside and outside the classroom
- Connected: creating connections between students and the institution and cultivating relationships that underscore how students' involvement with the college community can contribute to their academic and personal success
- Valued: providing students with opportunities to contribute to and enrich the college culture and community

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# Student Achievement and Completion

## College Goal for Student Achievement

### *Increase Scorecard Completion Rate for Degree and Transfer*

The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022**. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units)**.

As you answer the questions below, please consider how your administrative area is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCC Scorecard by 2022.

## Success

The following questions refer to data from the [Success Rate Data Dashboard](#) and the [CCCCO scorecard](#).

Use the filters in the Success Rate Dashboard to examine departmental course level and degree attainment data over the last two years. In the equity tab, examine disaggregated success rates by ethnicity, modality and gender. Finally, examine degree and certificate attainment rates at the college and department level on the program awards dashboard.

Use the CCCC Scorecard to examine disaggregated Math and English/ESL Metrics, Completion Metrics, and CTE Metrics.

Discuss the above college-level data in context. Evaluate how your area has addressed issues of student equity and success. Also discuss future plans: how will your administrative area help to close achievement gaps across student populations, and how will it contribute to overall success? How will your area help to increase the CCCC Scorecard Completion rate to 53%?

According to internal data on the Success Rate Dashboard, the College has an overall cumulative success rate of 69% over the last 2 years, with the following equity gaps:

- African American success rates overall were at 54%, showing high disproportionate impact
- Hispanic success rates were at 66%, showing disproportionate impact
- Native Americans success rates were at 65%, showing disproportionate impact
- Pacific Islander success rates were at 67%, showing disproportionate impact
- Men succeeded at rates 3.1% below women (66.3% to 69.4%)
- Online courses were 6.4% less successful than face-to-face courses (62.9% to 69.3%)

In terms of the CCCC Scorecard:

- Modesto Junior College enrolls approximately 4,800 new first-time students and 2,400 new transfer students each year. The 2015-2016 unduplicated headcount for the college was approximately 24,149 with an annual estimated FTES of 14,500.
- African Americans are experience severe disproportionate impact in remedial courses at 33% success rates
- Hispanics and African Americans experience disproportionate impact in one year rates to complete transfer level English
- Rates to attain transfer-level Math are one-year (2.9%) and two-year (12.0%)
- Rates to attain transfer-level English are one-year (32.7%) and two-year (49.0%)

- African Americans underprepared for college are experience severe disproportionate impact in completion (28.9%); however, African Americans prepared for college exceed the completion average.

Student Services and college-wide planning has been implemented to mitigate disproportionate impact and to focus on holistically serving students. There is commitment to especially closing achievement gaps, including those experienced by Hispanics and African Americans on campus. Data review and analysis have become institutional starting points for evaluating and improving student support services. Through the protocol of analyzing and evaluating student achievement data, the College developed a focused change agenda of interrelated interventions and activities to enhance the student educational experience in all delivery modes. College leaders and faculty from across the college are now implementing initiatives to increase student success because of the analysis of the Student Equity data. As a result of the increased review and analysis of data, as well as the evaluation of the quality of student service and student support programs, several improvements have been made to enhance student services and increase student success outcomes:

- Development of interdisciplinary First-Time-In-College course for incoming students (COLSK 100)
- Development and implementation of support program for men of color
- Collaboration with the Center for Urban Education to develop communities of practice for faculty and staff
- Implementation of the California Community College Research and Planning Groups' *Six Factors for Student Success* as a framework for the structure and delivery of student services and student support.
- Collaboration with the Disney Institute to develop a holistic, comprehensive, institution-wide approach the student engagement and service for faculty and staff
- Additional Student Success Specialists (connecting students to support services).
- Book Loan program for students
- Re-designed student services facilities and processes that enable one-stop services on both campuses
- Development of accelerated programs
- Convening a faculty retreat focused on equity-minded and success-driven practices
- Launching student success Pathways Centers for drop-in SSSP services
- Utilizing multiple measures assessment
- Understanding and leveraging Growth Mindset for success
- Conducting research with Student focus groups to learn about institutional barriers for students
- Improving student learning resources, including tutoring, SI, and supplementary modules
- Developing K-12 and adult education partnerships
- Increasing student engagement and connection through direct contact via student specialists

Student services is dedicated to enabling students throughout their entire college experience. Access and matriculation services include dedicated outreach to high schools, deploying Student Success Specialists to feeder high schools each year to help prospective students apply, complete orientation, take assessment exams, finalize federal financial aid information, and--along with counselors--complete abbreviated education plans (AEP). The College subsequently hosts two New Student Days on select Saturdays in the spring when students can enroll in classes with their AEPs. If they need more

matriculation help, over 150 MJC employees are on site to help with prospective student needs.

Student Services is committed to making sure students are on a clear path to completing their educational goals. The college maintains two Pathways Centers--one on each campus--that are dedicated to delivering just-in-time core services to students (orientation, assessment, educational planning, and support and follow up services). The Pathways Centers employ: Student Services Representatives, who can help with admissions, records, and financial aid information; Student Success Specialists, who can help with orientation, assessment, follow up, and student coaching; and faculty counselors, who assist in educational planning and other follow up services. These comprehensive centers are designed to meet students "where they are," with immediate drop-in services available, in order to give prospective and continuing students clarity, support, and direction to meet their degree, certificate and transfer goals.

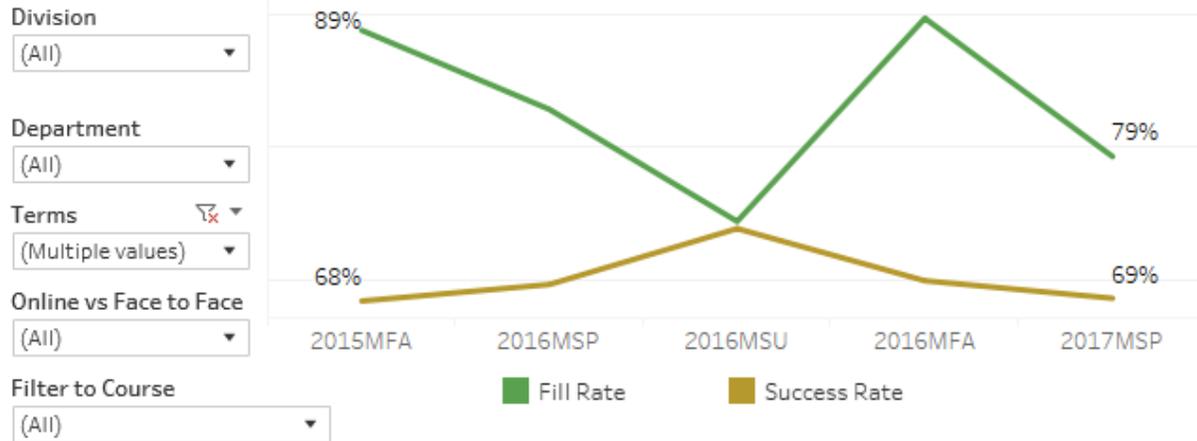
In 2015-2016 MJC evaluated placement data and expanded the range of assessment instruments available to students. The college is actively implementing multiple measures by adopting the California State University (CSU) standards of accepting ACT, SAT, English Placement Test (EPT) scores and/or Entry Level Math (ELM) scores, and EAP scores that place students in college-level English and/or math courses. Additionally, the college adopted the CSU, EAP score of "Conditionally Ready" placement in college-level English and/or math courses; meaning a student must complete a senior year-long English and/or math course with a grade of "C" or better. As of academic year 2016-2017 Modesto Junior College is expanding multiple measures to include CLEP and cumulative high school GPA of 2.6 for English transfer-level placement, and 3.00 GPA for Math transfer-level placement.

In 2015, the institution analyzed quantitative and qualitative data to ensure comparable service delivery on both college campuses. From that evaluation, the College developed and acquired a Department of Education Title V Grant focused on reducing academic, procedural, and physical barriers to student success. With grant funding, the College redesigned many of its student services operations, improving services on both campuses in the following ways:

- Renovated the first floor of a West Campus building to enable greater student access; comprehensive, co-located student services; and the integration of department services. Students now have a true one-stop shop on each campus.
- Hired additional personnel to meet the processing and advising needs of students on both campuses, including new counselors to provide core services and new classified professionals to connect students to services and provide integrated enrollment and financial aid services.
- Streamlined testing services to accommodate students in multiple testing rooms on both campuses on a drop-in basis, replacing appointments and lengthy wait times.
- Established a Pathways Center on each campus, where students can drop in for questions, assistance with core services, or to see a counselor.

The College is committed to providing comprehensive, reliable resources and support services to address diverse student needs in multiple locations and means of delivery. Student Services managers meet regularly to coordinate, assess, and improve services. Managers from counseling, financial aid, enrollment services, special programs, equity programs, student success, health services, student life, and TRIO programs discuss the needs of students and work together to improve services and evaluation in all areas.

## Course Success



### Course Success and Fill

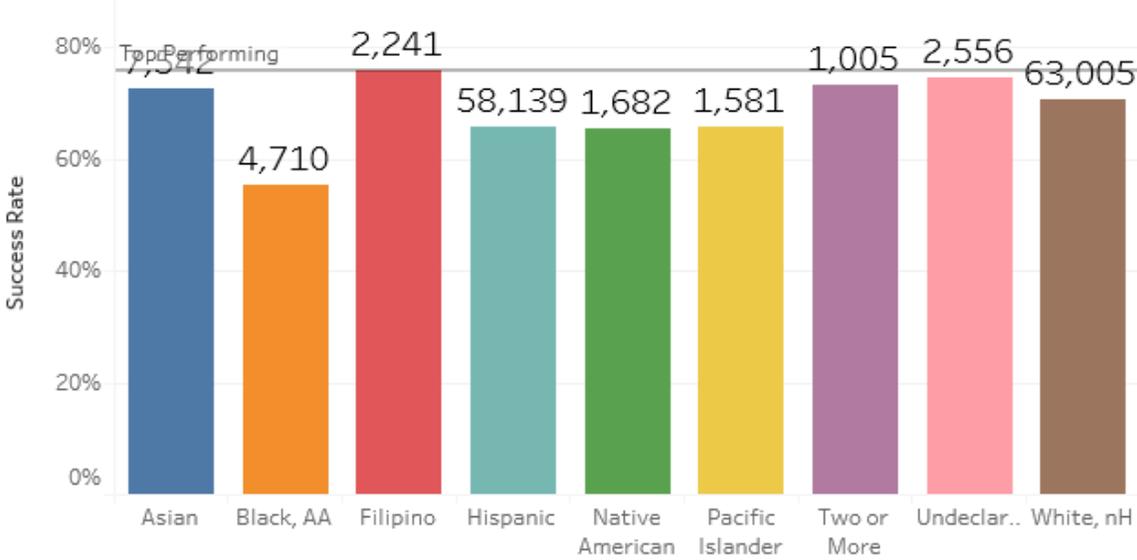
	Season	2015-2016	2016-2017
Census	FALL	50,354	50,012
	SPRING	48,194	46,491
	SUMMER	17,467	
Capacity	FALL	56,773	55,708
	SPRING	58,691	55,184
	SUMMER	23,472	
Fill Rate	FALL	89%	90%
	SPRING	82%	84%
	SUMMER	74%	
Successful	FALL	33,550	34,023
	SPRING	32,660	31,904
	SUMMER	12,885	
Success Rate	FALL	67%	68%
	SPRING	68%	69%
	SUMMER	74%	

# Course Success Rates by Ethnicity, Gender, and Modality

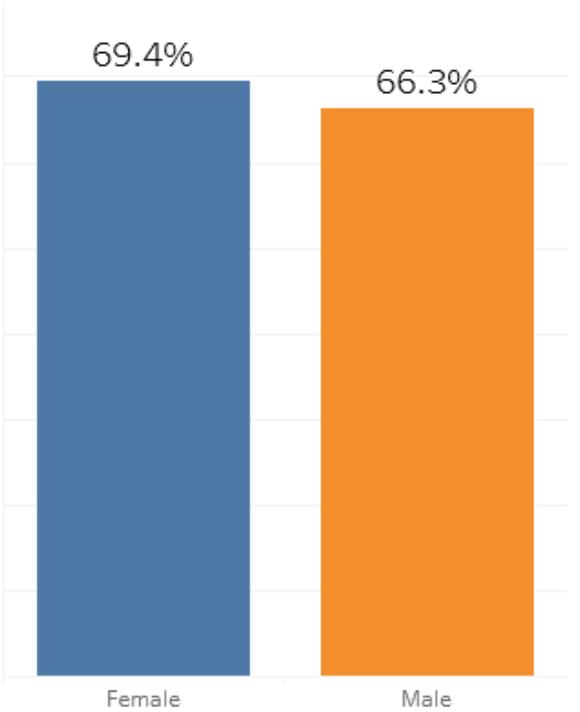
Divison: (All) | Department: (All) | Course Name: (All)

Academic Year: (Multiple values) | Term: (All) | Modality: (All)

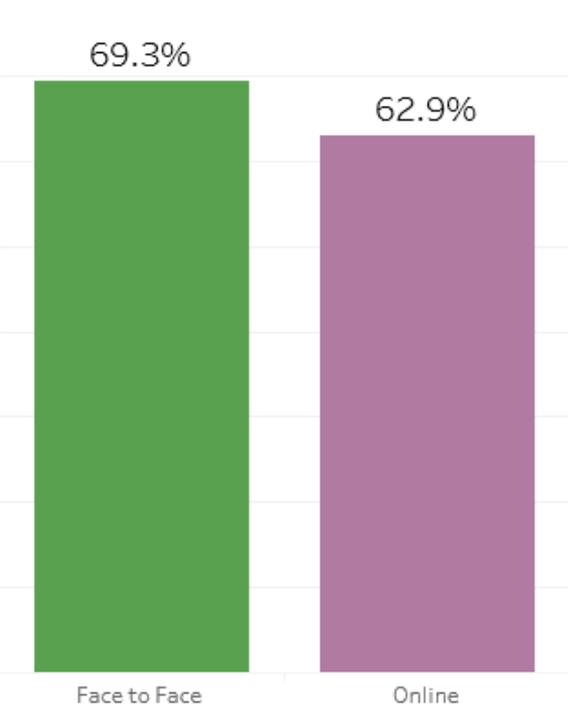
**Ethnicity for 2015-2016 & 2016-2017**



**Gender**



**Modality**



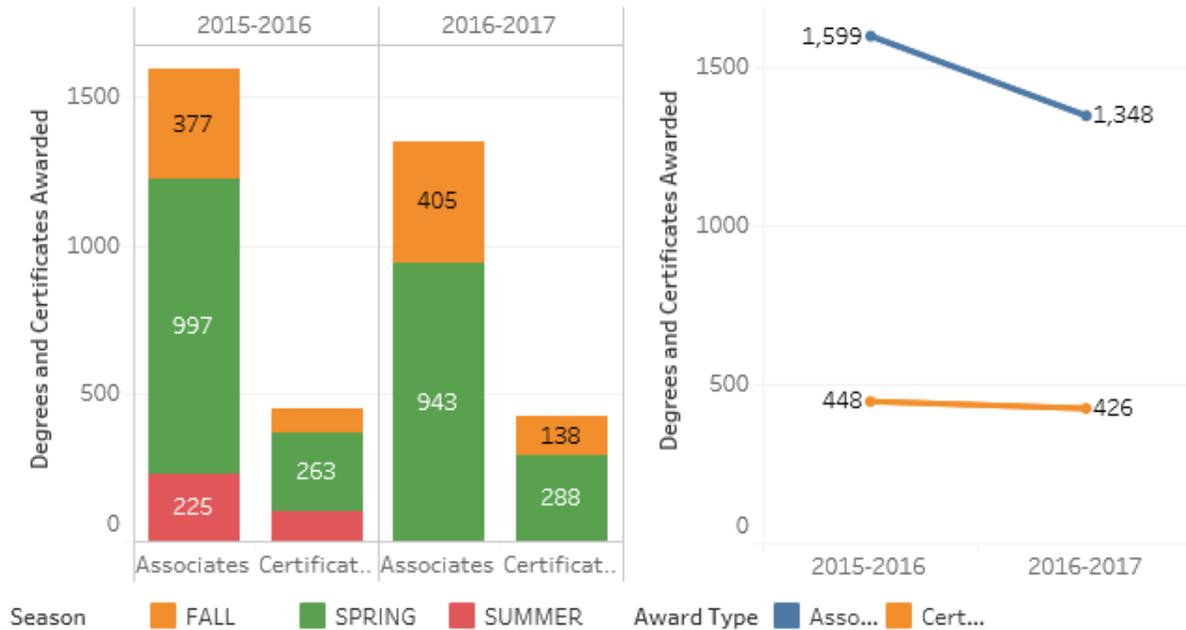
## Degrees Awards and Certificates - Trended

Academic Year (Multiple valu...)  
 Division ID (All)  
 Department ID (All)  
 Academic Program (All)

### Academic Program Awards, 2015-2016 & 2016-2017

Select Dept, Division, or Program, or use dropdown filters to focus charts.

	Associates	Certificates	Total
MAGEN	205	84	289
MAHCO	236	45	281
MALHE	302	73	375
MBSS	800	3	803
MBUSI	419	72	491
MFACO	108	280	388
MINST	55	225	280
MLLA	72		72
MPEHE	89		89
MPUBS	30	8	38
MSME	596		596
MTECH	35	84	119



## Degrees Awards and Certificates

**Academic Year**

**Division**

**Department**

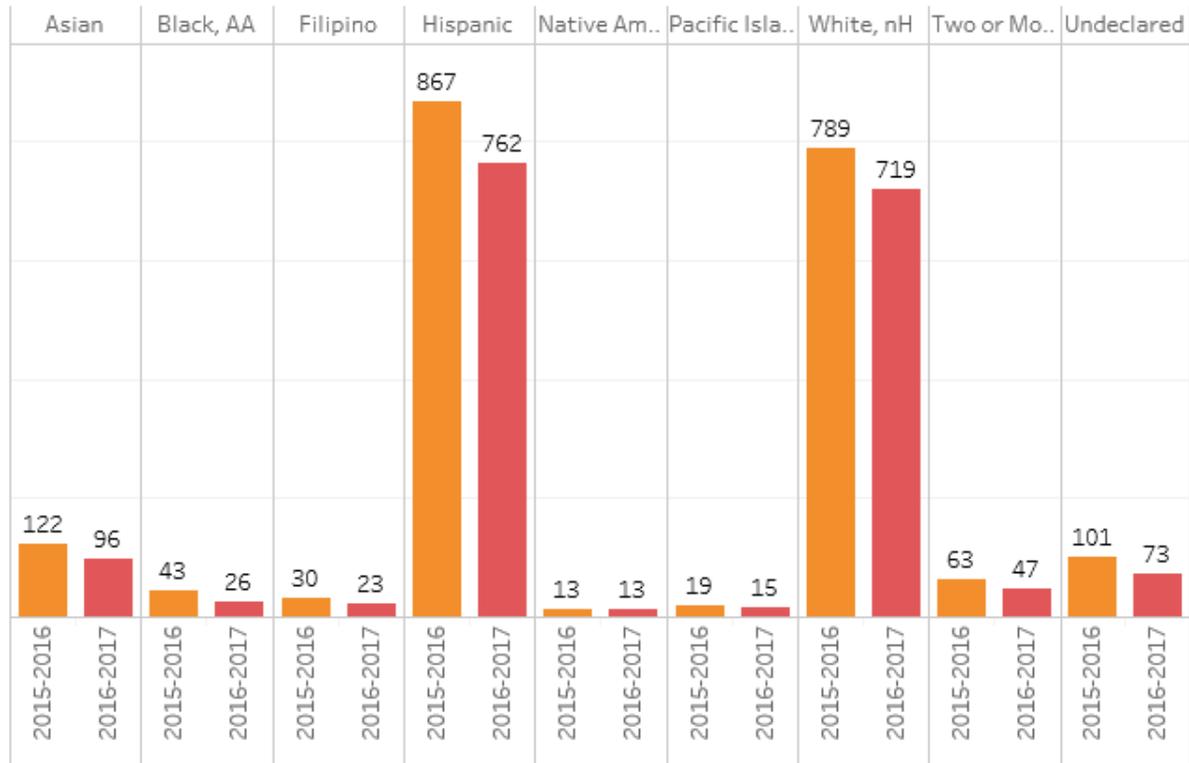
**Academic Program**

**Award Type**

### 2015-2016 & 2016-2017

Associates	2015-2016	Female	1,042
		Male	546
		Unlisted	11
2016-2017	Female	897	
	Male	440	
	Unlisted	11	
Certificates	2015-2016	Female	297
		Male	147
		Unlisted	4
2016-2017	Female	281	
	Male	135	
	Unlisted	10	

### By Ethnicity



**Academic Year**

■ 2015-2016

■ 2016-2017

# College Profile

The student population and course sections offered described in the tables are based on the 2015-16 academic year. Students represented differ from those included for calculation of Scorecard metrics, which are based on first-time students enrolled in 2010-11.

## STUDENT INFORMATION (view historical trend)

Students		24,149	
Gender		Ethnicity/Race	
Female	57.6%	African American	3.5%
Male	41.4%	American Indian/Alaska Native	0.6%
Unknown	1.0%	Asian	5.2%
Age		Filipino	
Less than 20 years old	28.9%	Hispanic	47.6%
20 to 24 years old	35.3%	Pacific Islander	1.0%
25 to 39 years old	26.5%	White	37.6%
40 or more years old	9.3%	Two or more Races	1.2%
Unknown	0.0%	Unknown	2.1%

## INSTITUTIONAL INFORMATION

Full Time Equivalent Students	14,683.2
Credit Sections	3,717
Non-Credit Sections	68
Median Credit Section Size	29
Percentage of Full-Time Faculty	66.4%
Percentage of First-Generation Students	49.3%
Student Counseling Ratio (FALL 2015)	788:1

\* Insufficient data

\*\* No data

 Mouse over to display the pie chart

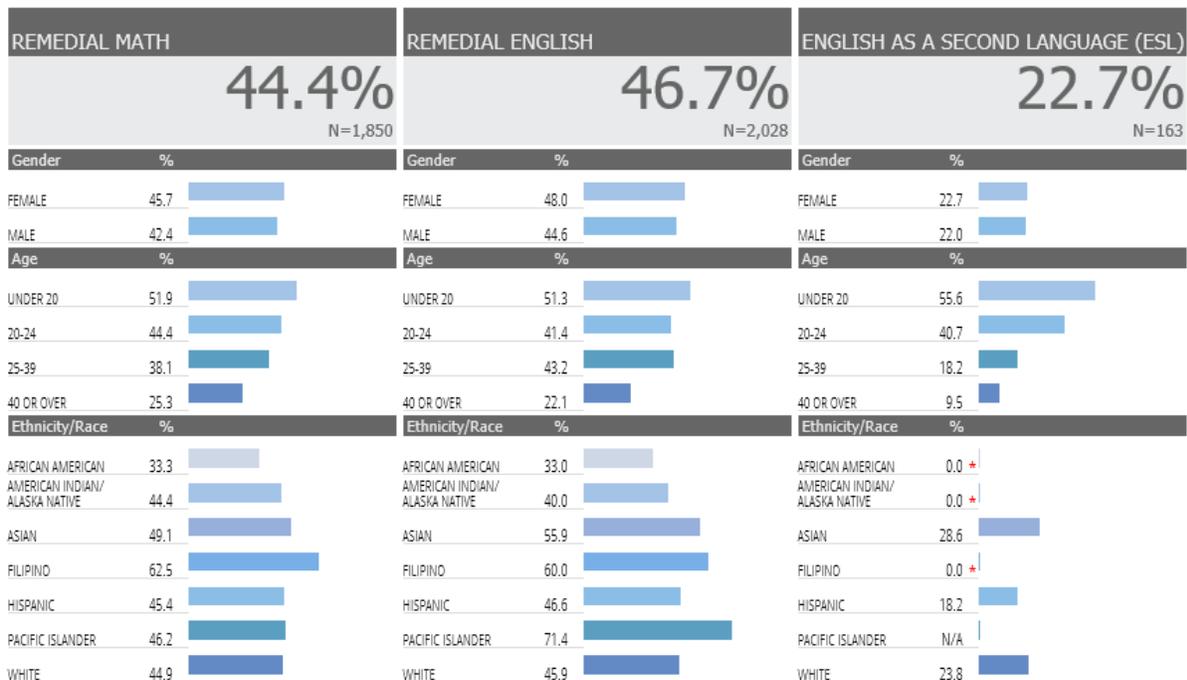
## About the college

Established in 1921, Modesto Junior College (MJC) is one of the oldest community colleges in the state. The college began with an enrollment of 61 students. To complement student growth, the campus has grown as well. The college holds the distinction of having erected the first junior college classroom building in the state. From this modest beginning, MJC has grown until it now provides courses on two sites, the original MJC-East on College Avenue and MJC-West on Blue Gum Avenue in northwest Modesto.



# Remedial / ESL

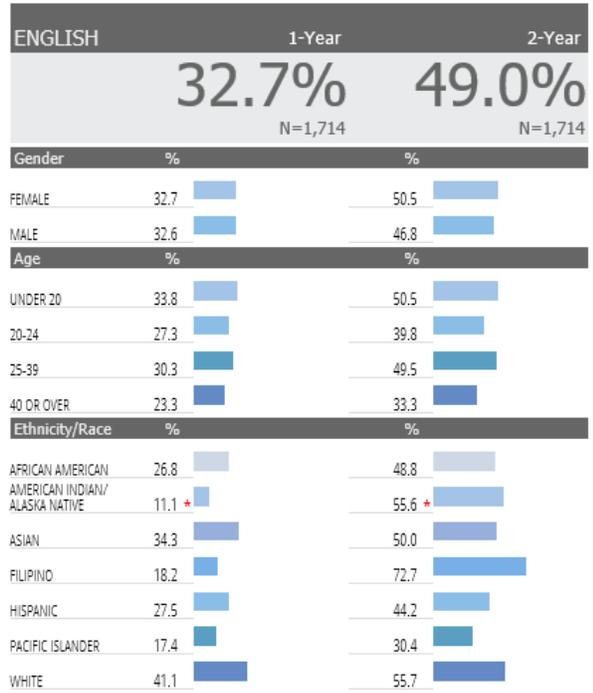
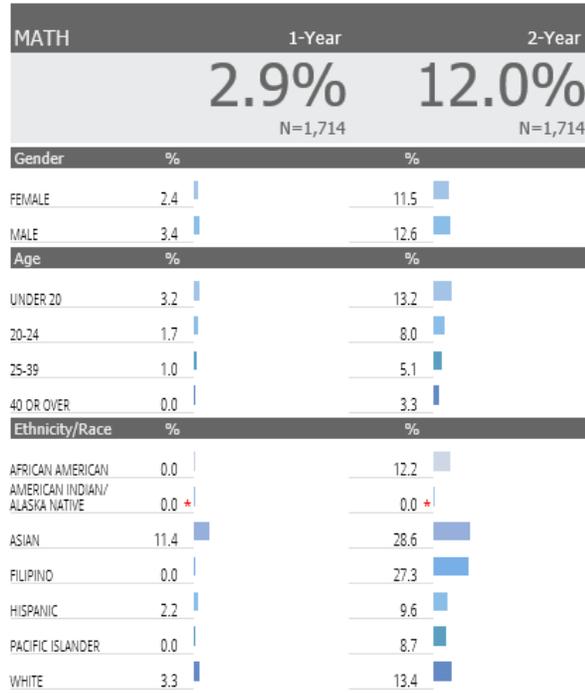
Percentage of credit students tracked for six years through 2015-16 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2010-11 and completed a college-level course in the same discipline.



0%: Cohort with no students attaining an outcome  
 N/A: Cohort has no students  
 \*: Cohort fewer than 10 students

# Transfer Level Achievement

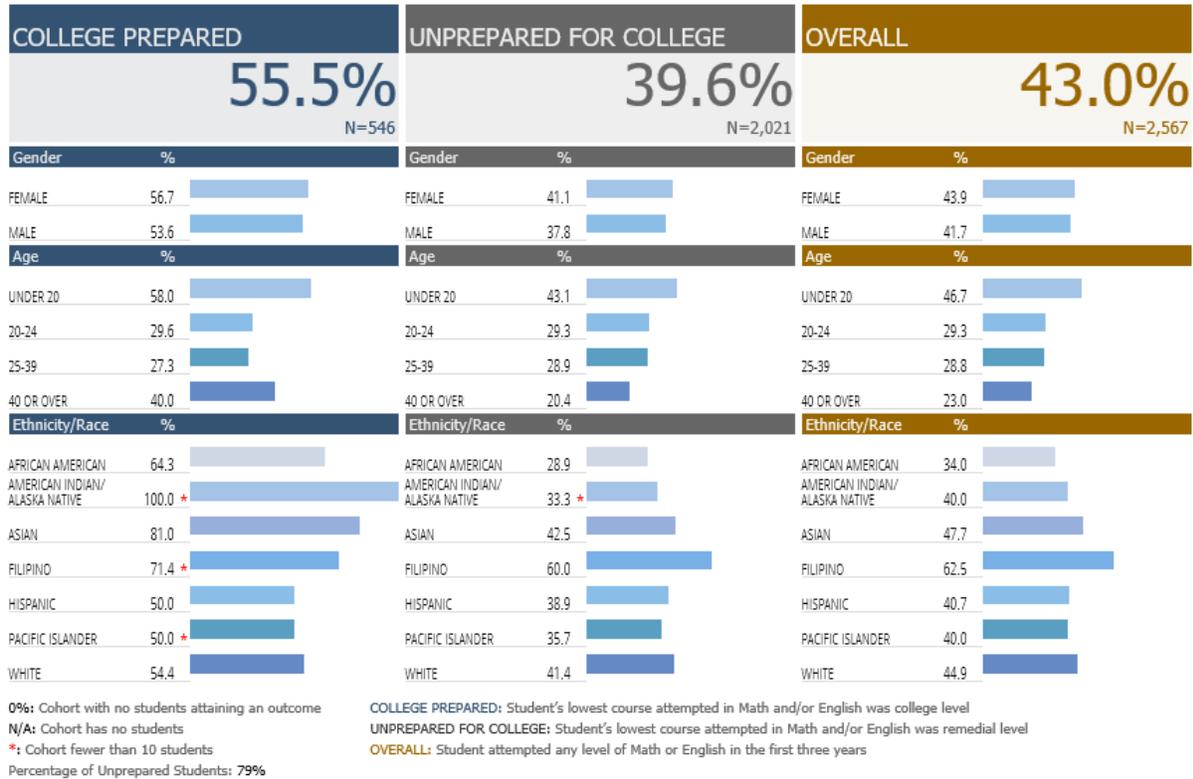
The percent of first-time students in 2014-15 who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in Math or English in their first or second year.



0%: Cohort with no students attaining an outcome  
 N/A: Cohort has no students  
 \*: Cohort fewer than 10 students

# Completion

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate or transfer-related outcomes.



# Student Learning and Outcomes Assessment

Please review your Learning Outcomes data located on the [MJC Student Learning Outcomes Assessment](#) website in regards to any applicable Program, Institutional, and General Education Learning Outcomes. After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address your Administrative Unit Outcomes (AUO) and the College Institutional Learning Outcomes (ILO) in your analysis.

## Administrative Unit Outcomes (AUO)

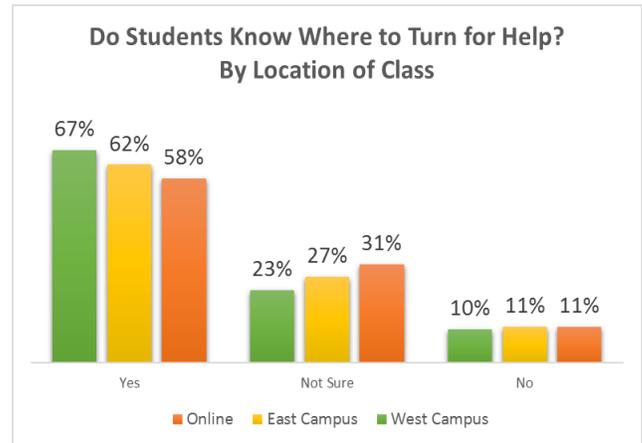
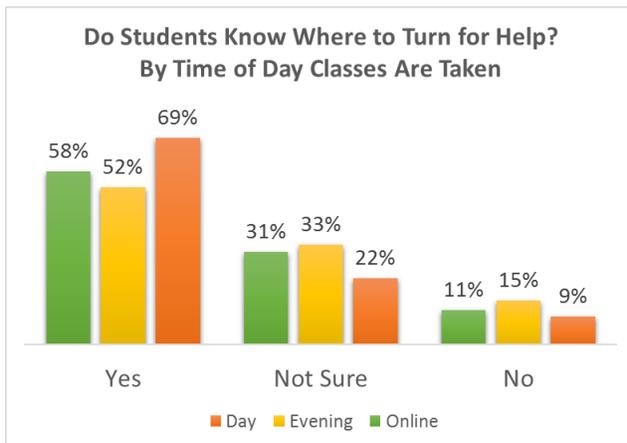
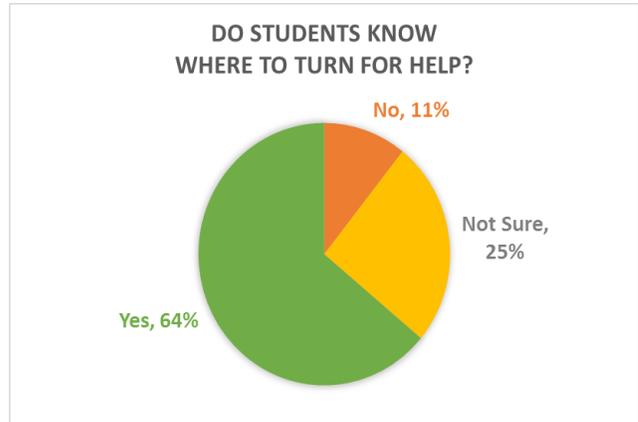
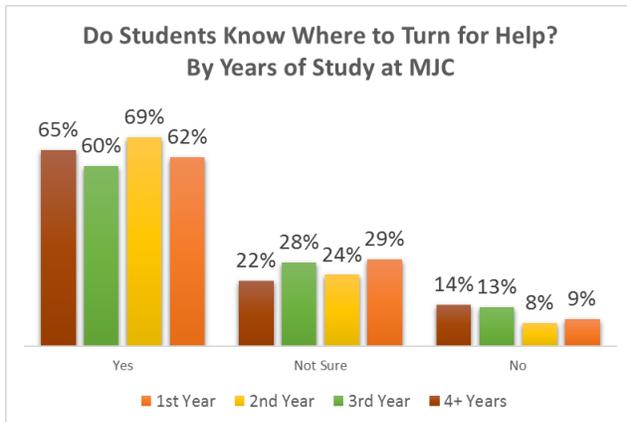
Examine your disaggregated Administrative Unit Outcomes and provide a brief synopsis of the data.

Through an extensive student services satisfaction survey, the attached data was provided to measure the following AUO by asking whether or not student knew where to turn for help and assistance:

*Students, classified professionals, and faculty will be provided with information, problem solving tools, structure, resources, and an interactive environment in order to facilitate the learning process and improve engagement (feeling focused, connected, valued, nurtured, and directed).*

This disaggregated information—by year, time of day, campus, and division—is presented below and attached as a graphic. Most notably, the difference between evening and day “knowing where to turn” as 17 percentage points. Across divisions, Literature and Language Arts was lowest at 52%, and Agriculture was highest at 71%.

Knowing where to Turn	No	Not Sure	Yes
1st Year	9%	29%	62%
2nd Year	8%	24%	69%
3rd Year	13%	28%	60%
4+ Years	14%	22%	65%
Day	9%	22%	69%
Evening	15%	33%	52%
Online	11%	31%	58%
East Campus	11%	27%	62%
West Campus	10%	23%	67%
Knowing where to Turn	No	Not Sure	Yes
Agriculture	5%	19%	71%
Allied Health	10%	21%	69%
BBSS	8%	25%	67%
Family & Consumer Sci.	10%	31%	59%
Lit. & Language Arts	4%	42%	52%
Physical/Recreational/Health Ed.	3%	26%	65%
Science, Math, Engineering	16%	20%	64%
Tech Ed.	11%	28%	61%
<b>Overall students</b>	<b>11%</b>	<b>25%</b>	<b>64%</b>



## Institutional Learning Outcomes (ILO)

Examine the overall College disaggregated Institutional Learning Outcomes and provide a brief synopsis of the data.

Across all Institutional learning Outcomes (ILOs)—in Communication, Creative/Critical/Analytical Thinking, Cultural Literacy & Social Responsibility, Information & Technology Literacy, and Personal & Professional Development—there were two main issues of equity:

- African Americans are experiencing achievement gaps in all learning outcomes, especially Information & Technology Literacy and Communication.
- Hispanics are experiencing achievement gaps in all learning outcomes, especially in Communication.

Graphic representation of the disaggregated data is attached.

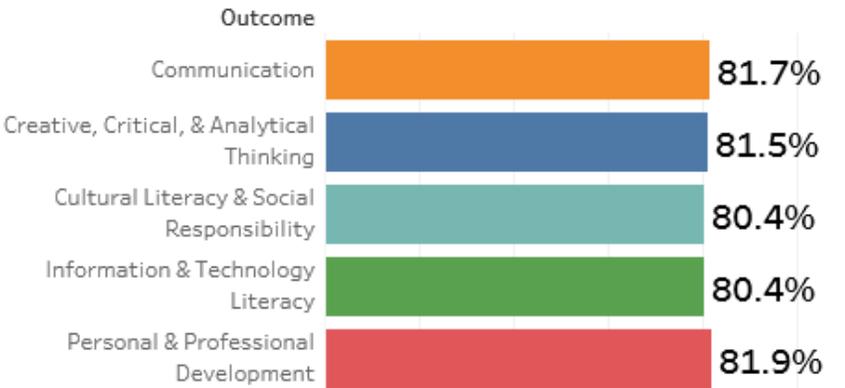
# Institutional Learning Outcomes

Use drop down boxes to focus on divisions, or departments.  
 Hover over chart elements for details.

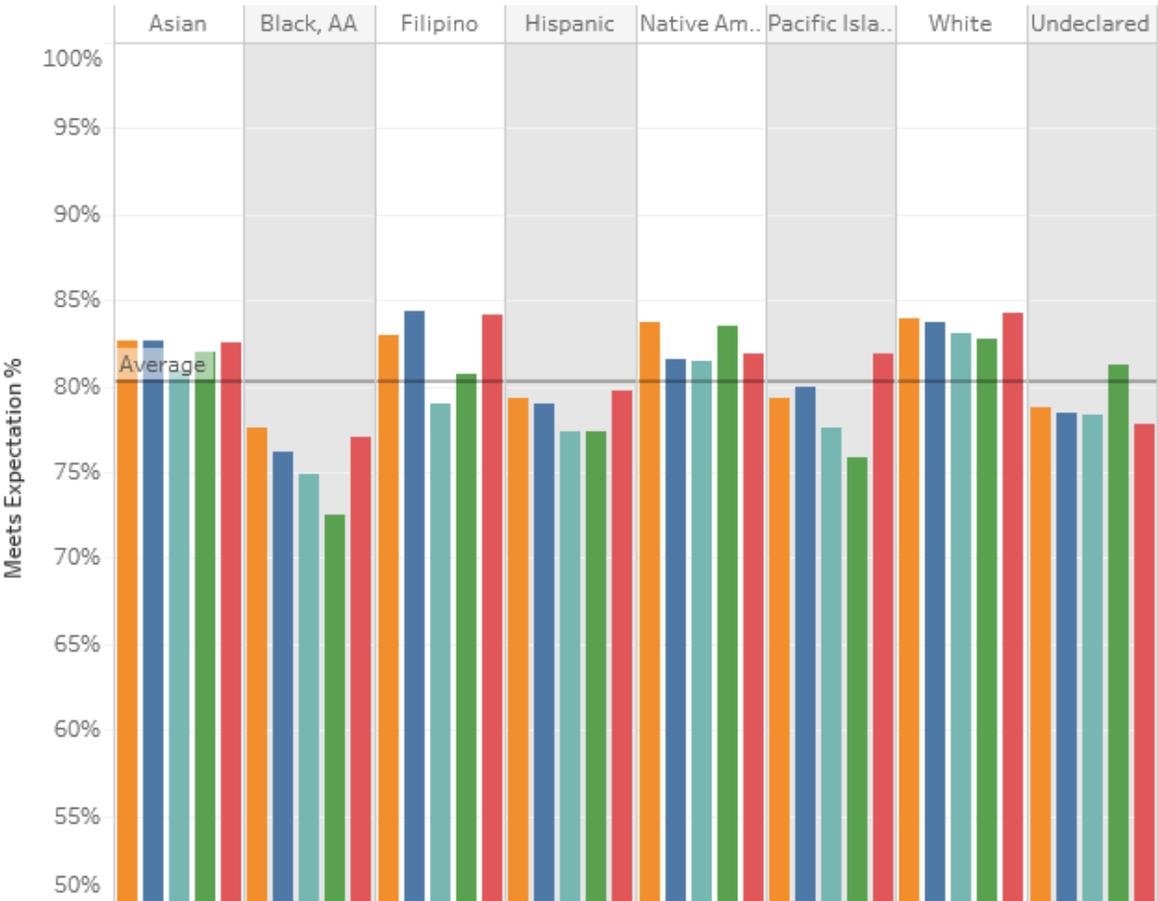
1) Division

2) Department

## Overall Outcome Results for All, All (Select outcome to filter to ethnicity)



### ILO by Ethnicity, All, All



## Analysis, Planning and Continuous Quality Improvement: AUOs and ILOs

After analyzing the above data, provide plans for improvement. How does your administrative area plan on addressing issues of equity and success in AUOs and ILOs? How does your area plan on closing learning gaps across student populations?

In addition to course selection and educational planning, many students need assistance in transitioning to college and becoming actively engaged in the collegiate environment, and Student Services will address the above mentioned gaps in success and achievement for AUOs and ILOs through more engagement with students. Our newly employed Student Success Specialists will help to fulfill this role.

Beyond the provided data, in the 2015 CCSSE, only 23% of MJC students felt the College provided sufficient support for coping with non-academic responsibilities. Therefore, the College recently developed Pathways Centers and Student Success Hubs across both campuses in order to engage students through success coaching models and deliver support services. The centers now serve as one-stop service hubs, where students receive multiple services, including education planning, orientation, assessment services, and referrals to additional services. Student Success Specialists received training in Growth Mindset approaches to encourage students that they could succeed if they keep trying, that they belong at the College, and that their actions now are connected to their long-term goals.

Under appropriate direction, SSSP Specialists work with counselors to provide accurate, relevant information related to students' programs of study. In that role, specialists may:

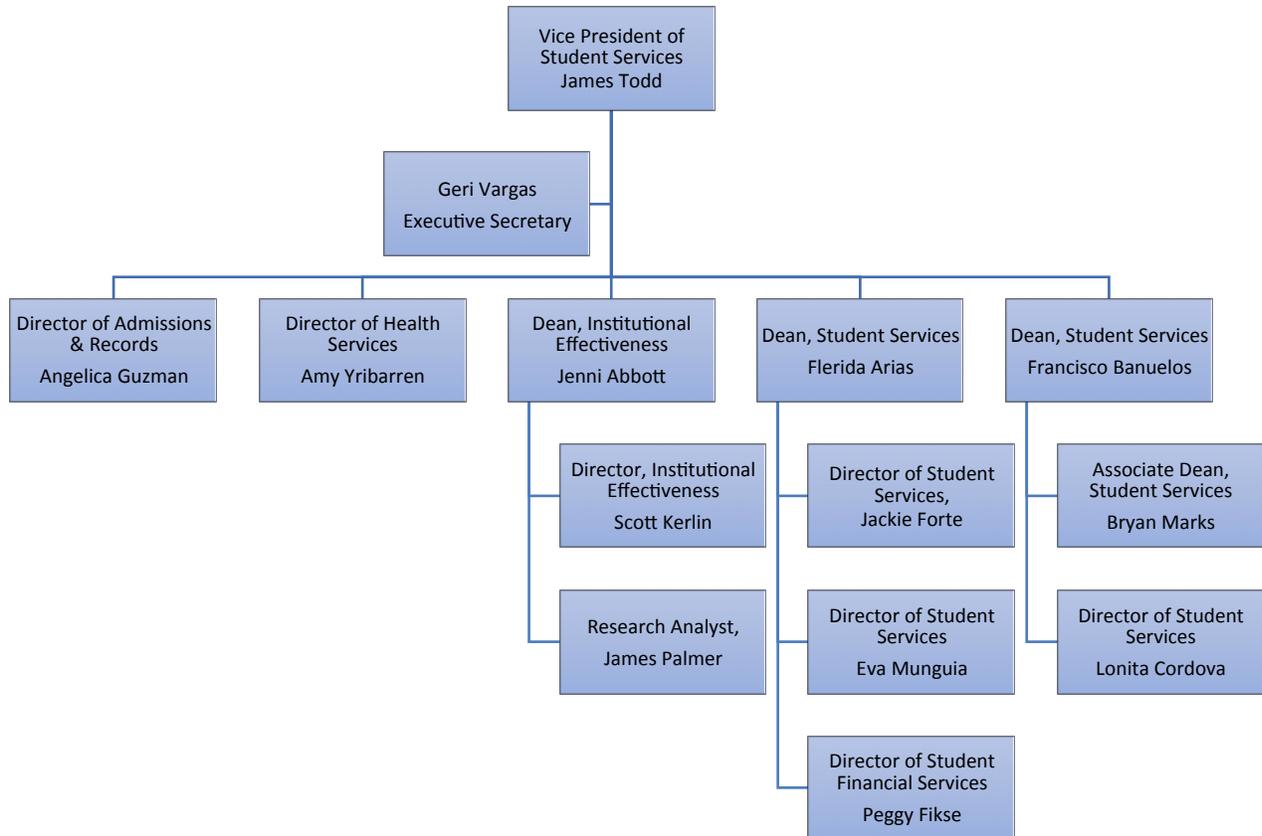
- Use SIS data (i.e. GPA, course load, withdrawals, and late registrations) and information from faculty/departmental referrals to identify students who need extra support
- Track and monitor students that are failing to make satisfactory progress and/or are placed on probation or dismissal status
- Monitor and track students referred to academic support services to make sure they are using the support services as recommended
- Organize and run mentorship program case management workshops
- Mentor new students during their first-year in college, as well as those students on probation and those returning from suspension or dismissal
- Identify students who are at risk for failing a course or multiple courses or at risk for withdrawing from a course or the college
- Provide referrals for support services (e.g. tutoring, academic counseling, and/or behavioral counseling)
- Provide assistance and information during pre-enrollment, enrollment and registration processes
- Assist students in scheduling classes from an approved student education plan
- Refer students to campus offices and services
- Maintain a repository of off campus services and resources
- Provide on-line assistance with pre-enrollment, enrollment, registration processes, information regarding programs and services, and assistance in using reference materials or electronic records systems
- Assist with community outreach and K-12 partnerships; and coordinate tours of universities or local businesses or industry

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# Program Analysis

## Program Personnel

Provide an organizational chart and report any recent changes in personnel and any future personnel planning.



## Program Personnel Analysis

In the summer and fall of 2016, MJC brought together Title V and Student Equity funding to reshape and expand the delivery of student services on east and west campuses. The result has been the development of “one-stop shops” for students to complete their financial aid and enrollment services at one time. Additionally, MJC opened a new student success Pathways center on West campus. Expanded mental health services, assessment testing (including drop-in services), and general counseling are now located on both

campuses. MJC recognized the need to reassign key deans and directors to best meet the needs of the college and best facilitate the expanded services for students. In June 2017, the Board of Trustees approved a reorganization designed to provide coverage of--and flexibility in--areas of need. The proposed changes were to create positions of Dean of Student Services, Associate Dean of Student Services, and Director of Student Services. All moves were lateral; however one dean position was ultimately reassigned to instruction.

Additionally, since 2015, the Office of Institutional Effectiveness has slowly emerged, with the hiring of a Director of College Research, a Research Analyst, and a Dean of Institutional Effectiveness. Institutional Effectiveness resides under that Dean, reporting to the Vice President of Student Services.

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## Long Term Planning and Resource Needs

### Long Term Planning

Provide any additional information that hasn't been addressed elsewhere in this program review, such as environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

These are exciting times for our MJC, and especially in Student Services. The division is set to operationalize both campuses to run at full capacity. We now have free bus transportation for all of our students, student equity projects that are taking shape to serve our campuses, multiple measures to better place students, Pathways Centers that increase immediate access, and a number of programs taking shape to serve our students most in need.

The Education Master Plan links all other College initiatives and plans to the strategic priorities of the college. All Student Services programs directly support the college mission through the implementation of these initiatives. MJC is an Achieving the Dream (ATD) college, and through work with the ATD network, the College has developed a comprehensive, strategic focus on closing achievement gaps and accelerating success among diverse student populations--particularly low-income students and students of color. The College is in the third year of implementing a Student Equity Plan (SEP), which identifies achievement gaps across an array of student groups in five key areas: access, course completion, ESL/Basic Skills completion, degree/certificate completion, and transfer velocity.

The Division will continue to prioritize addressing student equity and success. Perhaps most important will be the commitment to the development of meta-majors and guided pathways.

The Division is also working on the implementation of an online educational planner through the statewide Education Planning Initiative. The Hobsons Starfish and Degree Planner is scheduled to go live in Fall 2017. This service will aid in face-to-face and online counseling, as well as enabling students to access and change their educational plan and their schedule electronically.

The Division instituted a new mobile phone application that enables students to access PiratesNet, Canvas, campus maps, and contact information from their phone.

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## Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

The Student Services Division is well poised to serve all MJC students holistically, and to address issues of equity and success among all students. Comprehensive services are available at both campuses with the recent emergence of Pathways Centers and one-stop-shops. Student Success Specialists and Counselors will begin caseload work with incoming students to provide more intrusive work with those in need.

The Division will be heavily involved in the planning and discussions regarding the implementation of Guided Pathways. The reorganization of Student Services Administration has provided full leadership and accountability on both campuses, as well as the support to run full services for all students.