This session will include the following components:

• Synthesis of the research on barriers to student completion and presentation of successful models of college redesign, including development of “structured” or “guided” pathways.

• Direct input from college presidents and senior leadership involved in college redesign work about their successes, challenges and lessons learned.

• Collecting feedback and data from you: California colleges and supporters

Sonya Christian, Bakersfield College

Angelica Garcia and Aaron McVean, Skyline College

Scott Evenbeck, Guttman Community College at CUNY

Kristina Palmer, Mina Dadgar and Chase Fischerhall, Career Ladders Project
Post-Conference Workshop

IMPLEMENTING INSTITUTIONAL REDESIGN: LEVERS FOR ACHIEVING EQUITY IN COMPLETION

Welcome and Framing | Friday, October 7, 2016

Mina Dadgar
Director of Research

Chase Fisherhall
Community College Associate

Kris Palmer
Senior Director
## POST-CONFERENCE SESSION AGENDA

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 am – 10:30 am</td>
<td>Presentations and Group Discussion</td>
</tr>
<tr>
<td>(10:30 break)</td>
<td></td>
</tr>
<tr>
<td>10:45 am – 12 pm</td>
<td>Presentation and Group Discussion</td>
</tr>
<tr>
<td>12 pm</td>
<td>Lunch and presentation</td>
</tr>
<tr>
<td>12:30-1:00 pm</td>
<td>Synthesis and Evaluation</td>
</tr>
</tbody>
</table>
Survey Results
Involvement in Campus-Wide Reforms

- Remedial education/placement reform
- Integrating support services
- Creating default maps
- Clustering programs of study
Career Ladders Project fosters educational and career advancement through research, policy initiatives and direct assistance to community colleges and their partners.
Educational Goals and Six-year Attainment, Students who Started at a Community College, Fall 2003

EXCESS CREDITS NATIONALLY:

Bachelor’s

136 EARNED

120 NEEDED

Associate

80 EARNED

60 NEEDED

Certificate

63 EARNED

30 NEEDED

Guided Pathway to Success: Boosting College Completion
Complete College America
http://completecollege.org/docs/GPS_Summary_FINAL.pdf
From the Students’ Perspective: Overwhelming and Unstructured Choice (Scott-Clayton)

<table>
<thead>
<tr>
<th>Programs</th>
<th>Associate Degree</th>
<th>Transfer Degree</th>
<th>Certificate</th>
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</thead>
<tbody>
<tr>
<td>Accounting (AS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting Technician</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Administration of Justice</td>
<td>AA</td>
<td>AS-T</td>
<td>CA</td>
</tr>
<tr>
<td>Administrative Assistant (AS)</td>
<td></td>
<td>AS</td>
<td>CA</td>
</tr>
<tr>
<td>Administrative Assistant (COA)</td>
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</tr>
<tr>
<td>Administrative Assistant Entrepreneur</td>
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<td></td>
<td>CP</td>
</tr>
<tr>
<td>Anthropology</td>
<td>AA</td>
<td>AA-T</td>
<td>CA</td>
</tr>
<tr>
<td>Aquatics</td>
<td></td>
<td></td>
<td>CP</td>
</tr>
<tr>
<td>Architecture</td>
<td>AA</td>
<td>AS</td>
<td>CA</td>
</tr>
<tr>
<td>Architecture Technology</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Art (Emphasis in Ceramics)</td>
<td>AA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art (Emphasis in Painting)</td>
<td>AA</td>
<td></td>
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<tr>
<td>Art (Emphasis in Sculpture)</td>
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<tr>
<td>Art (General)</td>
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<tr>
<td>Audio Recording</td>
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<td></td>
<td>CP</td>
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<tr>
<td>Automotive Chassis Technology</td>
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<td></td>
<td>CA</td>
</tr>
<tr>
<td>Automotive Drivetrain Technology</td>
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<td>CA</td>
</tr>
<tr>
<td>Automotive Engine Machining</td>
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<tr>
<td>Automotive Engine Performance Technology</td>
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<td>CA</td>
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<tr>
<td>Automotive Maintenance Technology</td>
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<td>CA</td>
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<tr>
<td>Automotive Service Consulting</td>
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<td>CA</td>
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<tr>
<td>Automotive Technology</td>
<td>AA</td>
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<tr>
<td>Automotive Technology (Emphasis in BMW Manufacture Training)</td>
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<td>AS</td>
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<tr>
<td>Automotive Technology Entrepreneur</td>
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<tr>
<td>BMW Manufacture Training</td>
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<td>Behavioral Science</td>
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<tr>
<td>Biology</td>
<td>AA</td>
<td>AS-T</td>
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<tr>
<td>Biology (Emphasis in Allied Health)</td>
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<td>Bookkeeping</td>
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<td>Business</td>
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<td>Business Administration</td>
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<td>AS-T</td>
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<tr>
<td>Business Graphics</td>
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<tr>
<td>Business “Transfer”</td>
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<td></td>
<td>CA</td>
</tr>
</tbody>
</table>
Two-Year Course Sequence Beginning in the Fall Semester

You can use the following pattern to complete an Associate in Science Degree for Transfer in Business Administration. This is only one possible pattern. If you wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>1st Semester/Fall</th>
<th>Units</th>
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<tbody>
<tr>
<td>BUS 010 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td><strong>MATH 016A Calculus for Business and the Life and Social Sciences</strong></td>
<td>3</td>
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<tr>
<td>General Education and Elective Courses</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Semester/Spring</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BUS 002 Introduction to Business Law</td>
<td>3</td>
</tr>
<tr>
<td>ECON 001 Principles of Economics (Macro-Economics)</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Elective Courses</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Semester/Fall</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 001A Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ECON 002 Principles of Economics (Micro-Economics)</td>
<td>3</td>
</tr>
<tr>
<td>General Education and Elective Courses</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Semester/Spring</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 001B Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>MATH 013 Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>General Education and Elective Courses</td>
<td>7</td>
</tr>
</tbody>
</table>
10% of students majoring in Business reached Math 016A within 5 years.
WHAT WOULD BE DIFFERENT WITH GUIDED PATHWAYS?

- BUS001A: Financial Accounting
- BUS002: Introduction to Business Law
- BUS010: Introduction to Business
- MATH250: Arithmetic
- MATH253: Pre-Algebra
- MATH225: Mathematics for Technicians
- MATH210D: Elementary Algebra (Lab) A-D
- MATH200B: Intermediate Algebra
- MATH200A: Intermediate Algebra – Part 1
- MATH201B: Intermediate Algebra (Lab) – A-D
- MATH208: Intermediate Algebra
- MATH211D: Intermediate Algebra (Lab) A-D
- MATH202: Geometry
- MATH013: Introduction to Statistics
- MATH001: Pre-Calculus
- MATH050: Trigonometry
- ECON001: Macro Economics
- ECON002: Micro Economics
- MATH016A: Calculus for Business and the Life and Social Sciences
- MATH021D: Arithmetic (Self-paced) A-D
- MATH025D: Pre-Calculus with Analytic Geometry
PUTTING THE DESIGN INGREDIENTS TOGETHER

• Clustering of Programs of Study into meta majors
• Program-based pre-requisites for the first semester or first year (gateway courses)
• Streamlining of program requirements
• Career exploration opportunities within each meta major
MetaMajors

HEALTH SCIENCE
- LVN
- ADN
- Exercise & Sports Sciences
- Physical Therapist Assistant
- Radiologic Technology
- Sports Medicine
- Surgical Tech

ARTS & HUMANITIES
- Art
- English
- Music
- Photography
- Spanish
- Social Sciences
- Theatre

PUBLIC & CONSUMER SERVICE
- Child Development
- Criminal Justice
- Education
- Physical & Health Education
- Psychology
- Sociology
- Substance Abuse Counseling
- Cosmetology
- Culinary Arts
- Fire/EMS

BUSINESS & INDUSTRY
- Agriculture
- Business Professions
- Mass Communications
  - Welding
- Office Systems Technology
- Automotive & Diesel Technology
- Paralegal Studies
- Machining
- OSET

SCIENCE, TECHNOLOGY, ENGINEERING & MATH
- Biology
- Chemistry
- Computer Information Science
- Energy Technology
- Engineering
- Geology
- Mathematics
- Physics
Career/Major Interest Areas

Begin with your CAREER in mind...

- Business and Entrepreneurship
- Communication and Creative Arts
- Culinary and Hospitality
- Education
- Engineering and Manufacturing
- Health Care
- Human and Social Services
- Information Technologies
- Sciences
- Personal / Professional Development
- Public Safety
- Sports and Fitness

A-Z List of Programs

[Click on Health Care]
Welcome to Academics Central. Here you will find information about the Queensborough Academies, Programs of Study, and resources you may need to be successful at Queensborough Community College.
Counseling faculty Specialize in Meta Majors.

Instructional and Counseling faculty work closely together on student success.

Instructional faculty have a role in Career exploration in their field and also able to refer students to different resources.
### INSTITUTIONAL REDESIGN & GUIDED PATHWAYS DESIGN PRINCIPLES

<table>
<thead>
<tr>
<th>Current System</th>
<th>Design Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many degrees, certificates, programs</td>
<td>Guide students in choosing a program by clustering credentials into <strong>meta majors</strong>.</td>
</tr>
<tr>
<td>Many course options, unclear requirements</td>
<td>Help students through by clarifying course requirements and <strong>default course sequencing</strong>.</td>
</tr>
</tbody>
</table>
| Extensive dev-ed sequences, siloed pre-requisites, under-placement             | Students will be ready for college faster and better when colleges:  
  - Set English and math **pre-requisites** or **requirements** from a whole pathway perspective.  
  - **Accelerate** developmental education with contextualization, bridges/jams, shorter sequences.  
  - Improve placement accuracy with **multiple measures**.                                      |
| Difficult to navigate, isolated pockets of support, lack of focus             | Provide proactive and integrated **academic and non-academic support** and earlier college exposure and career exploration for students to identify interests and goals. |
The How:
Full-scale Institutional Redesign Processes

Galvanizing leadership
• Commitment to wholesale redesign vision
• Top leadership plan for the planning (champion reps: president, VPs, deans, faculty senate, finance, IR/IT, enrollment services)

Learning
• Time for exploration, “use the book”
• Immersed in evidence: site visits, student experience, data analysis & visualization
• Face the brutal facts, create urgency.
• Highly strategic & inclusive process for learning and design
• Push into existing meetings (flex days, joint division meetings)
• Start with the end in mind

Design
• Cross-disciplinary teams mapping majors (counseling and instructional faculty across departments) clustering courses, program redesign, administrator involvement
• Student input: student meta-major mapping, focus groups
• Push into existing meetings (flex days, joint division meetings)
MESA COMMUNITY COLLEGE

MCC has created “mapping sequence teams,” cross-functional teams of instructional faculty and counseling faculty to clarify course sequence for each program.

Which GE courses meet the competencies for meta majors
REDESIGN PROCESS EXAMPLE
FLEX DAY ACTIVITY: MAPPING DEGREE & COURSE SEQUENCES

1) Develop cross functional teams (instruction, counseling, and student support faculty and staff)

2) Working together, teams work to sequence courses (content, GE, math, and English) for two of Skyline College’s degrees for transfer ready and pre-transfer ready students at (15, 12, and 9 units/semester)

3) As teams work facilitators (deans and CLP) support teams to work through questions and concerns, as well as document them

4) Teams share out their outcomes, and more importantly their feedback and thinking on the process

5) Facilitators gather and document sequencing, feedback, and learning to share in spring

Mt. Sac, Fall 2016
For more information, or to contact the CLP team, please visit: careerladdersproject.org/clp-members

www.CareerLaddersProject.org