Post-Conference Workshop

*California Guided Pathways: Achieving Equity in College Completion*

*Friday, October 17, 2017*

Laura Hope, CA Community College Chancellor’s Office

Linda Collins, Chase Fischerhall, Kris Palmer, Sia Smith-Miyazaki, Career Ladders Project (CLP)

Kelley Karandjeff, RP Group

Mandy Davies, Sierra College
This session today will comprise:

- An overview of the CCCC0’s GP Vision and Resources.

- Brief synthesis of the research on barriers to student completion and presentation of promising models of Guided Pathways.

- Experiences from administrators, faculty and other college staff participants in the workshop as they embark on redesign work, including successes, challenges, and next steps.

- Focus on the “how”: small group discussions and team activities focused on the Guided Pathways self-assessment on how to best utilize existing opportunities and structures at each college to leverage redesign.

- Tools that support Guided Pathways inquiry and design are shared such as the self-assessment and student voices brief.
# POST-CONFERENCE SESSION AGENDA

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 – 9:30 am</td>
<td>Presentations by Laura Hope, Linda Collins and Mandy Davies</td>
</tr>
<tr>
<td>9:30 am – 12 pm</td>
<td>Guided Pathways Inquiry and Design Elements Exploration Exercise</td>
</tr>
<tr>
<td>11:15 – 11:30 am</td>
<td>Break</td>
</tr>
<tr>
<td>12 - 12:30 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 - 1 pm</td>
<td>Identifying Inquiry and Design Process Help</td>
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Exploring the Context for Guided Pathways

- Recognition that the structure of community colleges is not designed to support completion outcomes
- Students continue to be trapped in long developmental sequences in math and English
- University transfer rates have remained relatively static
- The demand for a qualified workforce and college graduates is more intense than ever

We can do better to get students to a better future
Guided Pathways as a National Movement

• Part of a national movement initiated by the American Association of Community Colleges (AACC) and continuing with the CA Guided Pathways Project

• One of the few states with an infusion of dollars to accomplish the implementation

• Framework to take the “luck” out of students’ experience
Four Pillars of Guided Pathways

Clarify the Path
Create Clear Curricular Pathways to Employment and Further Education

Enter the Path
Help Students Choose and Enter Their Pathway

Stay on the Path
Help Students Stay on Their Path

Ensure Learning
Follow Through, and Ensure that Better Practices are Providing Improved Student Results.
About Guided Pathways

The Guided Pathways framework creates a highly structured approach to student success that:

- Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.

  - Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.
Simultaneous California Efforts

Guided Pathways: AACC Projects
- 30+ colleges participating nationally
- Competitive process
- Guided by national leaders with guided pathways efforts

CA Guided Pathways: Demonstration Project
- 20 colleges in California participating
- Competitive process
- Paid to participate
- One year of intensive support

California Community Colleges Guided Pathways
- Eligible participation for all 114 colleges
- Requirements for participation, regardless of previous GP affiliation
- Five years of support by CCCCCO and partners
Gearing Up for Implementation

- Self-Assessment
- IEPI Workshop
- Multi-Year Work Plan
- Funding Allocation
Overview of Funding

• Initial funding in April 2018

• Five years total to spend the allocations

• 25% of total allocation in the first year

• Spending guidelines with allocations in April
Support in the Future

- **IEPI Workshops**: mandatory workshops on self-assessment, work plan workshops, “collaboratory” sessions on implementation

- **Field Guide**: inquiry guide to build awareness, fortify process, and chronicle implementation

- **Online Learning**: modules for all campus stakeholders who want or need to learn more about guided pathways

- **Leadership Development**: workshops on leading change efforts and systemic transformation

- **Facilitation Teams**: cross-functional teams who can make college visits to help with planning and sticking points

- **Funding**: $15 million in direct support for five years and incentives
Guided Pathways KPIs

- Key Performance Indicators (KPIs) adapted from the national guided pathways effort.

- It uses cohorts of first-time students to track momentum points in their first year of enrollment.

- The past three academic years will be used as the baselines and metrics will be available by college, region, and student demographics (i.e., race/ethnicity, gender, age).
Where to find your college KPIs

- KPIs are posted on the LaunchBoard Guided Pathways tab for all colleges (login required)

  www.calpassplus.org/LaunchBoard/guidedpathways.aspx

- All data for the KPIs come the CCCC CO MIS submissions.

- Data definitions are available on the LaunchBoard Guided Pathways tab under “Technical Definitions”
WHY “GUIDED PATHWAYS?”
Educational Goals and Six-year Attainment, Students who Started at a Community College, Fall 2003

CREDITS ACCRUED NATIONALLY

<table>
<thead>
<tr>
<th>Bachelor’s</th>
<th>Associate</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needed</td>
<td>Earned</td>
<td></td>
</tr>
<tr>
<td>120</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>136</td>
<td>80</td>
<td>63</td>
</tr>
</tbody>
</table>

Guided Pathway to Success: Boosting College Completion
Complete College America
http://completecollege.org/docs/GPS_Summary_FINAL.pdf
Data from California Community College
“...a student who takes four years to earn an associate degree can spend as much as $15,200 more on fees and other expenses, and will earn $33,500 less than someone who graduated in two years.”

-The Campaign for College Opportunity
Dev Ed Throughput

Student Progression Through the Developmental Math Sequence

100% (63,650)
- Referred to 3+ Levels of Remediation
- Level 3+ Course
  - Did Not Enroll in Next Course: 26%
  - Level 2 Course: 15%
    - Level 1 Course: 7%
      - Gatekeeper: 4%
        - Did Not Pass/Complete Course: 22%
        - Passed Gatekeeper Math: 11%

Source: CCRC
FROM THE STUDENTS’ PERSPECTIVE
COMMUNITY COLLEGE STUDENTS

> 50% concerned about making a mistake when choosing classes

(Moore & Shulock, 2014)

Surprised to find that courses taken do not count towards credentials

(Nodine et al 2012)
COMMUNITY COLLEGE STUDENTS

- Find choosing a major to be a difficult task.
- Find choosing the right courses and getting into the courses they need to be challenging.
- Value support services when they can access them, but many are unaware of the available supports.
- Yearn for a sense of community, peer connection, and culturally relevant curriculum and experiences.

Career Ladders Project (2017). *Bringing Student Voice to Guided Pathway Inquiry and Design*
Thought we were pretty good until we saw students weren’t completing their goals.

Attrition of students who want degree, transfer or certificate

Applicants Fall 2012 Spring 2013 Fall 2013 Spring 2014 Fall 2014 Spring 2015

- 5,656 3,169 2,588 2,099 1,857 1,510 1,352

44% 19% 19% 12% 19% 11% 2% lifelong learners
Scheduling Misalignments yet enrollments were declining....

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CLOSED SECTIONS</th>
<th>Why Impacted</th>
<th>WAITLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 581</td>
<td>5/11 12</td>
<td>Students who start here have 4 semesters to Math D; 5 to transfer</td>
<td>203</td>
</tr>
<tr>
<td>MATH 582</td>
<td>8/24 14</td>
<td></td>
<td>105</td>
</tr>
<tr>
<td>MATH A</td>
<td>8/24 32</td>
<td>AA Requirement</td>
<td></td>
</tr>
<tr>
<td>MATH D</td>
<td>8/24 48</td>
<td></td>
<td>281</td>
</tr>
<tr>
<td>MATH 12</td>
<td>6/1 31</td>
<td>STEM majors. Gatekeeper to math sequence. <strong>CSU, UC</strong></td>
<td>135</td>
</tr>
<tr>
<td>MATH 13</td>
<td>6/1 31</td>
<td><strong>MOST</strong> transfers must have. <strong>CSU, UC</strong></td>
<td>434</td>
</tr>
<tr>
<td>MATH 8</td>
<td>6/29 11</td>
<td>Math and science <strong>MUST</strong> take. <strong>CSU, UC</strong></td>
<td>97</td>
</tr>
<tr>
<td>ENG A</td>
<td>8/24 46</td>
<td>Prerequisite for English 1A. Critical for all college level courses</td>
<td>154</td>
</tr>
<tr>
<td>ENG 1A</td>
<td>7/27 88</td>
<td><strong>ALL</strong> transfers must have. Must pass. <strong>CSU, UC</strong></td>
<td>756</td>
</tr>
<tr>
<td>ENG 1B</td>
<td>8/24 49</td>
<td><strong>ALL</strong> transfers must have. Must pass. <strong>CSU, UC</strong></td>
<td>175</td>
</tr>
<tr>
<td>ENG 1C</td>
<td>7/28 32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 5</td>
<td>5/11 11</td>
<td>Nursing, Kinesiology. <strong>AA, CSU, UC</strong></td>
<td>196</td>
</tr>
<tr>
<td>CHEM 2A</td>
<td>5/11 35</td>
<td>AA, CSU, UC. Kinesiology, Nutrition. Must take before BIOL 6. <strong>CSU, UC</strong></td>
<td>144</td>
</tr>
<tr>
<td>CHEM 3A</td>
<td>5/11 7</td>
<td>Students who fail CHEM 1A exam. Only offered in fall. <strong>AA, CSU, UC</strong></td>
<td>75</td>
</tr>
<tr>
<td>COMM 1</td>
<td>5/11 29</td>
<td>Nursing, Engineering and Communications majors. <strong>AA, CSU, UC</strong></td>
<td>209</td>
</tr>
<tr>
<td>BUS 1</td>
<td>6/29 17</td>
<td>1st of 3 semester sequence of accounting</td>
<td>192</td>
</tr>
<tr>
<td>CSCI 10</td>
<td>6/29 14</td>
<td>Computer Science and Business majors. 1st course</td>
<td>135</td>
</tr>
<tr>
<td>HIST 17A</td>
<td>7/27 28</td>
<td><strong>CSU</strong> graduation requirement. <strong>UC, AA</strong></td>
<td>205</td>
</tr>
<tr>
<td>HIST 17B</td>
<td>7/27 23</td>
<td><strong>CSU</strong> graduation requirement. <strong>UC, AA</strong></td>
<td>152</td>
</tr>
<tr>
<td>NUT 10</td>
<td>8/24 32</td>
<td>Nursing and Nutrition. <strong>AA, CSU</strong></td>
<td>158</td>
</tr>
<tr>
<td>PSYC 1</td>
<td>8/24 36</td>
<td>Nursing and Psychology majors. <strong>AA, UC</strong></td>
<td>178</td>
</tr>
</tbody>
</table>

**CSU** – fulfills a General Education Breadth Requirement
**UC** – fulfills a General Education Transfer Curriculum Requirement
**AA** – fulfills a Sierra College General Education Degree Requirement

"Golden 4"
Look at all we’ve done!

California Career Pathways Trust (CCPT)

California Community Colleges
CURRICULUM

Who do u want 2B?

CCCApply

C-ID
COURSE IDENTIFICATION NUMBERING SYSTEM

COMMON ASSESSMENT INITIATIVE

Associate Degree for Transfer
A Degree with a Guarantee.

BSI³
INSIGHTS INFORMATION INNOVATION

Basic Skills and Student Outcomes Transformation Program

STUDENT SUCCESS AND SUPPORT PROGRAM (SSSP)

STUDENT SUCCESS INITIATIVE

Canvas by Instructure
Creating School to College Articulation

EQUITY

Doing What MATTERS™
FOR JOBS AND THE ECONOMY
And yet, students still struggle
Four Pillars of Pathways

- ICAS
- EQUITY SSSP
- EQUITY SSSP
- EQUITY

California Career Pathways Trust (CCPT)
Career Cafe
Education Planning Initiative
Co-Requisites
Noncredit
Supplemental Instruction/Tutoring
Contextualized Learning
BSI e-Resource
California Community Colleges
CURRICULUM

Equity, Social Mobility, Economic Health for All Students
GUIDED PATHWAYS

CLARIFY THE PATH

HELP STUDENTS GET ON THE PATH

KEEP STUDENTS ON THE PATH

ENSURE THEY ARE LEARNING

ORGANIZE

ASSIST

SUPPORT

VERIFY
Clarify the Path – Academic Maps
Fall 2016 Created Maps for 150+ Degrees and Certificates

Select 10 courses from this list of 543

### YEAR ONE

**Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAJOR REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td>ANTH 1</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 1L</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 2</td>
<td>3</td>
</tr>
<tr>
<td>MAJOR ELECTIVES</td>
<td></td>
</tr>
<tr>
<td>GENERAL EDUCATION (for degree or transfer)</td>
<td></td>
</tr>
<tr>
<td>ENGL 1A</td>
<td>3</td>
</tr>
<tr>
<td>SOC 15 or MATH 13</td>
<td>3-4</td>
</tr>
<tr>
<td>Transferable Elective</td>
<td>1-2</td>
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</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAJOR REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td>ANTH 5</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 6</td>
<td>3</td>
</tr>
<tr>
<td>MAJOR ELECTIVES</td>
<td></td>
</tr>
<tr>
<td>GENERAL EDUCATION (for degree or transfer)</td>
<td></td>
</tr>
<tr>
<td>ENGL 18 or PHIL 4</td>
<td>3</td>
</tr>
<tr>
<td>HIST 18A, 18B, 25, or 27</td>
<td>3</td>
</tr>
<tr>
<td>Transferable Elective</td>
<td>1-2</td>
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</tbody>
</table>

**Total Semester Units:** 15

### YEAR TWO

**Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>MAJOR REQUIREMENTS</td>
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</tr>
<tr>
<td>ANTH 7 or ANTH 4</td>
<td>3</td>
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<tr>
<td>MAJOR ELECTIVES</td>
<td></td>
</tr>
<tr>
<td>GENERAL EDUCATION (for degree or transfer)</td>
<td></td>
</tr>
<tr>
<td>SSNI 50 or ARHI 132 or ARHI 140 or ARHI 150 or ARHI 155</td>
<td>3</td>
</tr>
<tr>
<td>Transferable Elective</td>
<td>1-2</td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAJOR REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td>ANTH 9 or ANTH 10 or ANTH 12 or ANTH 14 or ANTH 27</td>
<td>3</td>
</tr>
<tr>
<td>MAJOR ELECTIVES</td>
<td></td>
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<tr>
<td>GENERAL EDUCATION (for degree or transfer)</td>
<td></td>
</tr>
<tr>
<td>SSNI 25 or LGBT 2 or WMST 3</td>
<td>3</td>
</tr>
<tr>
<td>Transferable Elective</td>
<td>1-2</td>
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**Total Semester Units:** 15

**TOTAL GENERAL EDUCATION BREADTH AND LEARNING SKILLS UNITS:** 20-30
Clarify the Path – Interest Areas

Spring 2017: Organized 150+ programs into 9 Interest Areas

BEFORE: 150+ Degrees and Certificates

AFTER: 9 Interest Areas
GUIDED PATHWAYS

CLARIFY THE PATH

HELP STUDENTS ON THE PATH

KEEP STUDENTS ON THE PATH

ENSURE THEY ARE LEARNING

ORGANIZE
• by Interest Areas/Meta Majors
• Map all Programs
• Connect to Careers
• Connect to Jobs

ASSIST
• Build K-12 alignments
• Redesign onboarding and infuse Career “Safe 1st Semester” plans
• Schedule classes to meet needs
• Design Survey courses as program “samplers”
• Accelerate onramps to college level - English, math, ESL

SUPPORT
• Contextualize English and other Gen Ed courses
• ED Plans “MAP” + Career Action Plans “CAP”
• Progress bar in degree audit
• Off-track alerts
• “Just in Time” prompts via social media

VALIDATE
• Respond to loss/momentum points
• Program Outcomes
  - After transfer did they have to retake classes?
  - Did they graduate?
  - Did they get jobs?
• Institutional learning outcomes or competencies

CLARIFY THE PATH

HELP STUDENTS ON THE PATH

KEEP STUDENTS ON THE PATH

ENSURE THEY ARE LEARNING
Get Students on the Path

Provide a class schedule that aligns with students’ needs:

1. **Urgently addressing areas of impaction**
   - Adding high demand e.g. Bio, Chemistry, Math, Com Studies
     - Nearly 2,000 additional seats
   - Expanding on-line
   - Creating innovative packaging options for adult learners
   - Enrollment was (-5%) now +1%

2. **Class Scheduling Software**
   - Extracting data from Student Education Plans in DegreeWORKs
   - Maximizing facilities
   - Fall 2017 select software
   - Spring Implementation
Get on and Stay on the Path

3. Coordinating other instructional efforts, e.g.
   • Math Acceleration – get students through transfer math in 1st year
   • Non-credit certificates that ladder into credit programs (CDCP)
   • Expanding Dual Enrollment – currently 1,000 students

4. Investing in Professional Development
   • College-wide Student Success Conference January 2018
Get on and Stay on the Path – Student Services

5. Restructuring Onboarding Process with career-development focus
6. Redesigning web pages with Interest Areas, Templates, career and employment data
7. Integrating Technology - Degree Tracker, Student Portal, Social Media
8. PROMISE Program - Fall 2018 launch
   • 1,200 students
   • Expand capacity in Equity programs
   • Summer Bridge – English and math preparation
   • Year-Round Registration

9. Proactive academic and career counseling
   • Interventions and nudges
   • Enhanced Early Alerts
   • Career Action Plans (CAPs)
What have we learned?

• Create and maintain sense of urgency
• Fit your culture
• Find your champions
• Set goals and celebrate milestones
• Accept that some will never agree
• You can never over-communicate
• Take every opportunity to maximize participation
• Leverage professional development
• Invest in Change Management training
• We are in for a long haul!
The How: Full-scale Institutional Redesign Processes

1. Learning and Inquiry
   • Commitment to wholesale redesign vision, create urgency.
   • Resources committed to support time/processes of cross-functional team engagement—inclusive process
   • Time for exploration, immersed in evidence: site visits, student experience, data analysis & visualization, focus groups, shared metrics, benchmarks
   • Integrated planning; Start with the end in mind

2. Design
   • Galvanize leadership at all levels. Cross-disciplinary teams mapping meta-majors (counseling and instructional faculty across departments) clustering courses, program redesign, administrator involvement. Inclusive decision making.
   • Inter-segmental alignment, clarification of the path
   • Scale major and career exploration early in student experience.
   • Improve basic skills, help students choose and enter a pathway
   • Clarify the path, create predictable schedules, backward design

3. Implementation
   • Proactive and integrate student supports/services
   • Integrated technology infrastructure created
   • Strategic professional development, frequent, consistent
   • Aligned learning outcomes
   • Assessing and documenting learning and applied learning opportunities
Audience Interaction Portion

9:45 am – 1 pm

Kris and Chase
As far as you know:

Where is my college in terms of Guided Pathways

1. What’s Guided Pathways?

2. Inquiry and learning stage

3. Design stage

4. Full implementation stage

Stand in 4 areas of the room

Sit together at tables
General discussion questions and pair share

For the inquiry groups:

• What has the beginning of GP looked like at your campus?
• What discussions are underway?
• What student data are being shared?
• Where is there energy—in what initiatives?
• What has gotten you where you are?
• Who is involved? Are there teams?
• Questions of each other.

For design – implementation level groups:

• What has your design/implementation process looked like?
• Who is involved? Teams? How cross-functional?
• Meta-majors—are they selected? How?
• Mapping default course sequences?
• Scale being reached?
• Questions of each other?
Framing the self assessment
What is it good for? Context and Usefulness

- Understanding GP elements--Opportunity to identify where your campus is in terms of pathway development -- across 14 different elements

- Communication and organizing tool for engaging stakeholders across campus - faculty, counselors and student services, executives, trustees and students (will require all voices, ideas, active participation)

- Resource for ONGOING inquiry, design, and implementation (not a one-time event). Way to continuously gauge progress

- Not connected to funding - rather tool to support campus-based efforts AND a way for us to take a statewide look at where colleges are with GP and track progress with development overtime
Self-assessment Exercise

Instructions

1. Review the inquiry, design or implementation section individually

2. Select where your college is on the scale

3. Take notes on why you think that’s where you are.

4. Where do you want to go next? What pieces are most compelling to do next to you? To your college? What is your next step/what are you attempting, and what is going to get you there?

Map along the wall
Where are you? Orange dot
Where do you expect to go next? Blue dot
Pair share Instructions

First sharer describes where their college fall on the self-assessment and where s/he hopes to go next. Shares where you think the college is strong and the assets you hope to build upon.

First speaker chooses a stance/role/set of characteristics for the listener. Preferably someone who you know you’ll have to persuade and inform when back on your campus.

Switch
BREAK
Challenges and Obstacles

As a large table:
Brainstorm and discuss a group greatest challenges lie in getting started or going to the next step. Particularly weaknesses as well as what you might need, pain points

Prioritize problems (top 3 priorities)
Supports—

What support are you going to leverage internally? (Funding? Internal capacity? Existing shared governance bodies or committee spaces? Re-assigned time? Other Initiatives (SSSP, SE, BSI, etc.)? What would you like to see from third party support? Facilitation? Workshops? Tools? College exchange and visits? What could be supported internally, by third party, another college, or the CCCCCO or x? Designate a recorder, sharer
FOR MORE INFORMATION:

CCC Guided Pathways
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