

GUIDED PATHWAYS

FLEX DAY
October 2017

From Murky to Clearer: A Working Conversation

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Guided Pathways

Agenda

- Making the Case for Guided Pathways
- Introduction to Guided Pathways
- National and Local Examples of Guided Pathways
- Where are we? And where are we going?

Making the Case for Guided Pathways

From A Student Perspective

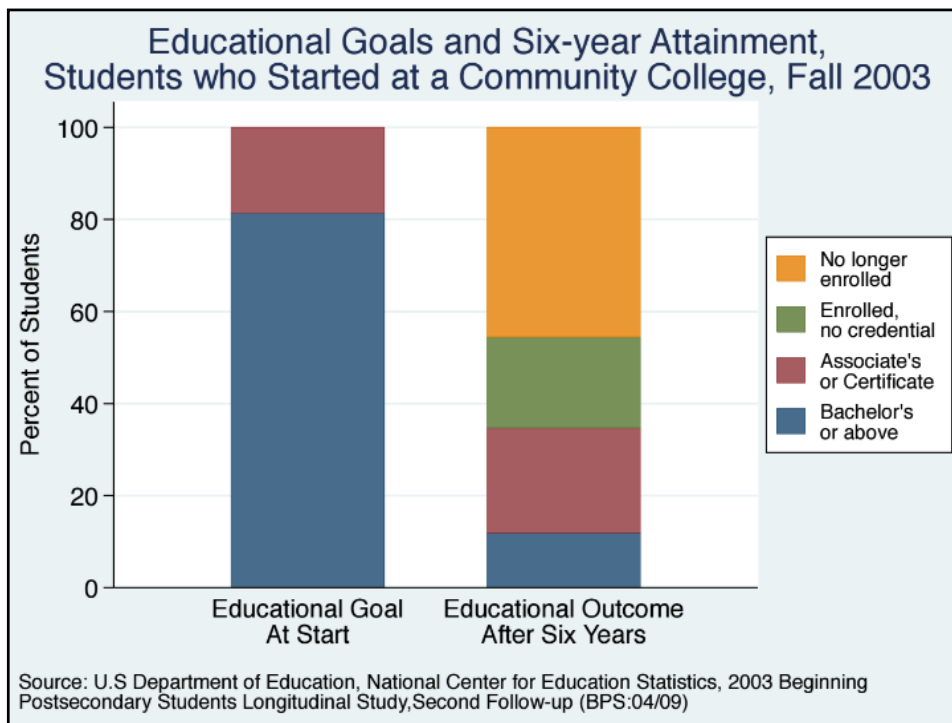
Guided Pathways



Congratulations!

You have all successfully enrolled in a community college and declared you have an educational goal.

Now stand up and grab a candy!



Why
GPS?

Students are ...

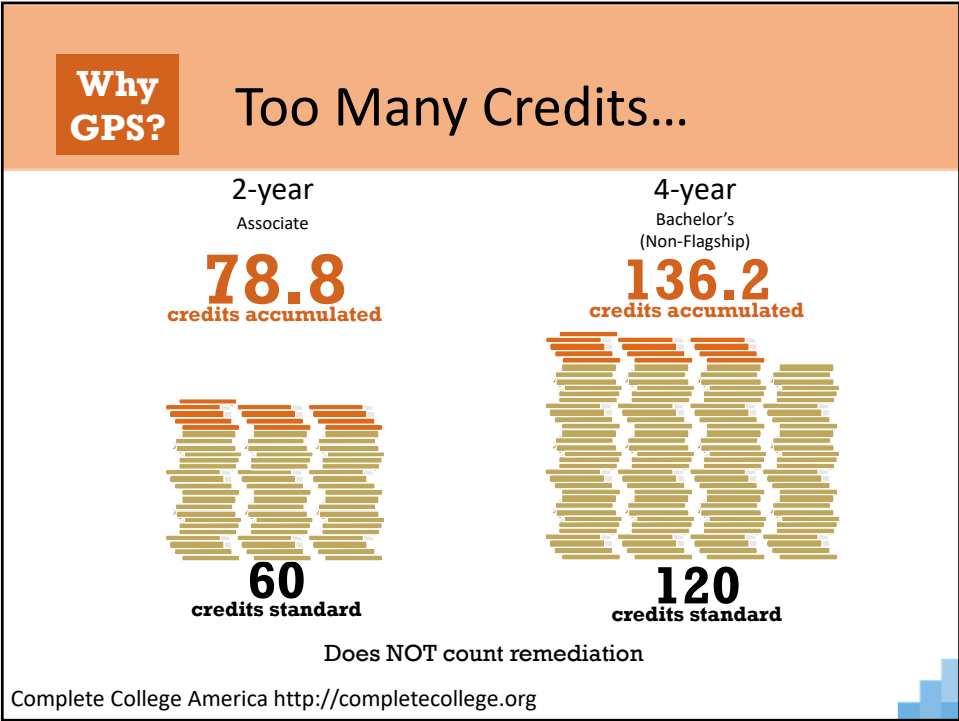
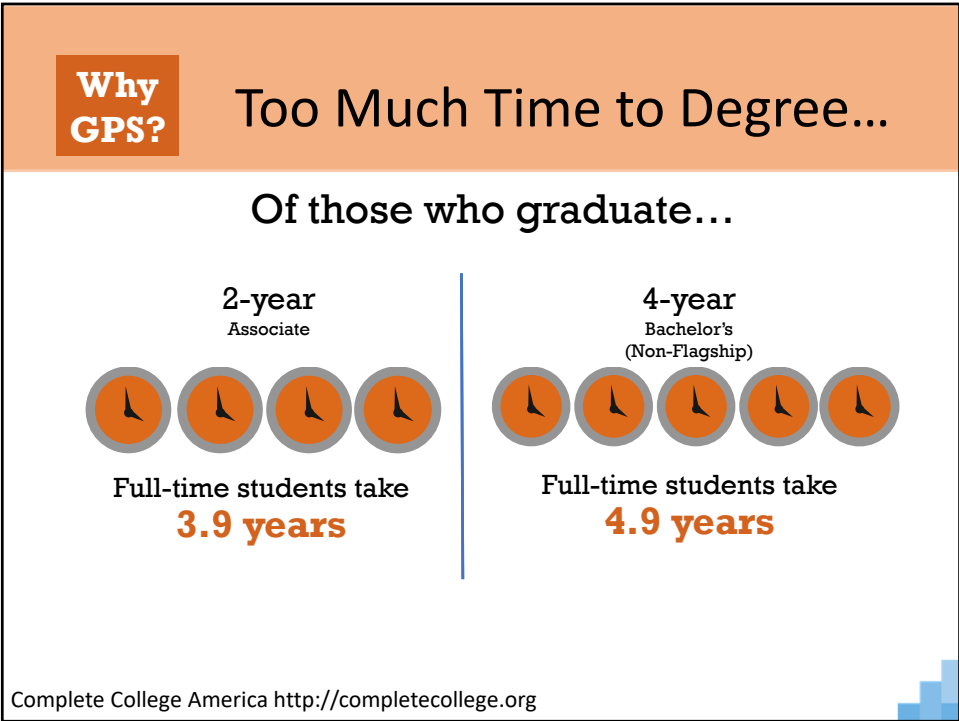
Taking too much time

Taking too many credits

Spending too much money

Not graduating

Complete College America <http://completecollege.org>



**Why
GPS?**

Very Few Graduate on Time...

On-Time Graduation Rates
(Full-time students)

2-year
Associate



5.0%

4-year
Bachelor's
(Non-Flagship)



18.1%

Complete College America <http://completecollege.org>

**Why
GPS?**

Too Few Graduate at All...

2-year
Associate



12.9%

4-year
Bachelor's
(Non-Flagship)



43.2%

150% time = 3 years for associate, 6 years for bachelor's

Complete College America <http://completecollege.org>

Why GPS? Part-Time Students Rarely Graduate...

Degree Type	Percentage
2-year Associate	6.9%
4-year Bachelor's (Non-Flagship)	15.9%

200% time = 4 years for associate, 8 years for bachelor's

Complete College America <http://completecollege.org>

Why GPS? Why So Many Excess Credits?

Causes
(in semester credit hours)

Cause	Credit Hours
Academic challenges: "F" grades	13
Poor student choices	12
Academic problems: "W/R" grades	7
Transfer problems	3
Unavailable courses	3
Degree requirements	1

GPS directly addresses these problems

Complete College America <http://completecollege.org>

**Why
GPS?**

Too Many Choices and Too Little Guidance

- Most colleges have more than 100 majors and hundreds of courses
- Most students are uncertain about their career interests
- 45% of students haven't seen a counselor by the third week of class

Complete College America <http://completecollege.org>

**Why
GPS?**

1 counselor: 600 to 700 students



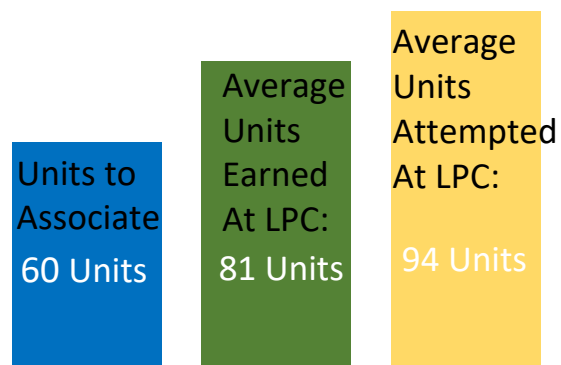
Complete College America <http://completecollege.org>

**Why
GPS?****Behavioral Economics: Choice**

Too much choice

- especially uninformed choice
- leads to indecision or poor decisions.

Complete College America <http://completecollege.org>

**Las Positas College 2016-17
First-Time Associate Degree Completers****Average Unit Accumulation**

Community College Students Want More Clarity

Many find choosing a major a difficult task

(Career Ladders Project (2017): Bringing Student Voice to Guided Pathways Inquiry and Design)

>50% concerned about making a mistake when choosing classes

(Moore & Shulock, 2014)

Many are surprised to find that courses taken **do not count** towards credentials

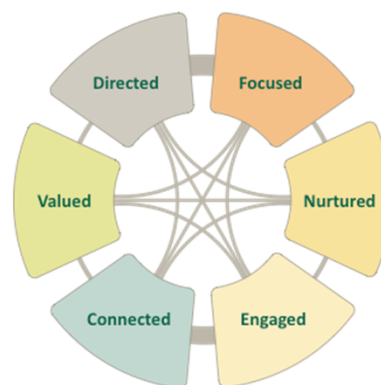
(Nodine et al 2012)



California Community College Students Want More Structure

Students indicate they want more structure and guidance:

- **Directed:** students have a goal and know how to achieve it
- **Focused:** students stay on track – keeping their eye on the prize



The Research and Planning Group for California Community Colleges (RP Group) developed the six success factors framework as part of the Student Support (Re)defined study.

Las Positas College Students Need More Clarity

It is clear to me what I am expected to learn, know, and be able to do in order to successfully complete:

- | | |
|-------------------------|-----|
| • My courses | 83% |
| • My major/program | 64% |
| • My degree/certificate | 62% |
| • My transfer education | 57% |



About 40% of our students are not clear about what they need to do to complete their program of study

So, What's Different Here?

Comprehensive approach to improving student completion

- Focus is shifted from course completion to **program completion**
- Focus is on **institutional** transformation
- Guided Pathways provide an overarching framework to **integrate diverse initiatives** and reforms underway at the colleges

What are Guided Pathways?

An Introduction

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.

About Guided Pathways

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



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.

About Guided Pathways

The Guided Pathways framework creates a highly structured approach for ALL STUDENTS.

It takes the wonderful things we are doing and fills in the gaps to make sure that students know what they need to do, how to do it, and complete it.

It takes the 'luck' out of being successful and instead assures that all students interface with evidence based practices.

About Guided Pathways





Bring together evidence-based practices into a more coherent whole:


- Support and guide student exploration to understand options and make informed choices
- Clearly delineate program requirements, “mapping” them and offering predictable course schedules so students can complete
- Transform remediation: (via placement reform, co-requisite instruction and math relevant to program of study)
- Bring together “career” and “transfer” programs, major requirements, general education and elective options
- Provide proactive and intrusive student supports that are integrated with instruction and students’ program of study

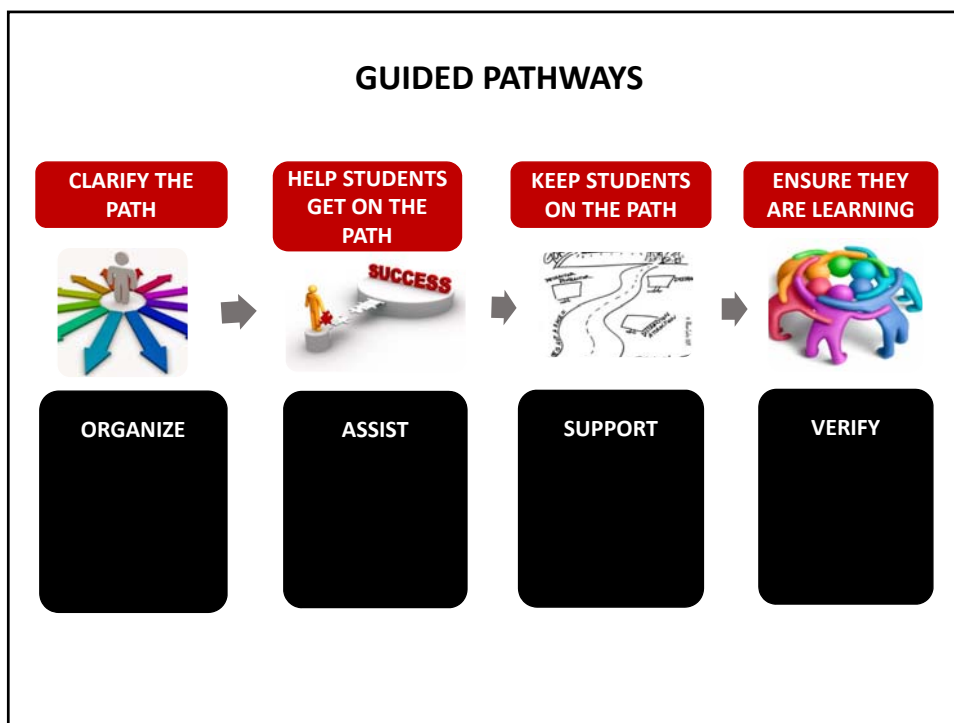
Guided Pathways Efforts

<p>Early Pathways Work</p> <p>2004 Achieving The Dream</p> <p>2011 Completion By Design</p> <p>Research</p> <p>Literature Reviews</p>	<p>AACC Pathways Project</p> <p>Funded by Gates Foundation</p> <p>30+ colleges participating nationally</p> <p>Competitive process efforts</p>	<p>CA Guided Pathways Demonstration Project</p> <p>20 colleges in California participating</p> <p>Competitive process</p> <p>Paid to participate</p>	<p>California Community Colleges Guided Pathways</p> <p>All 114 CCC eligible</p> <p>Requirements for participation, regardless of previous GP affiliation</p>
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Evidence Based Practices Four Pillars of Guided Pathways

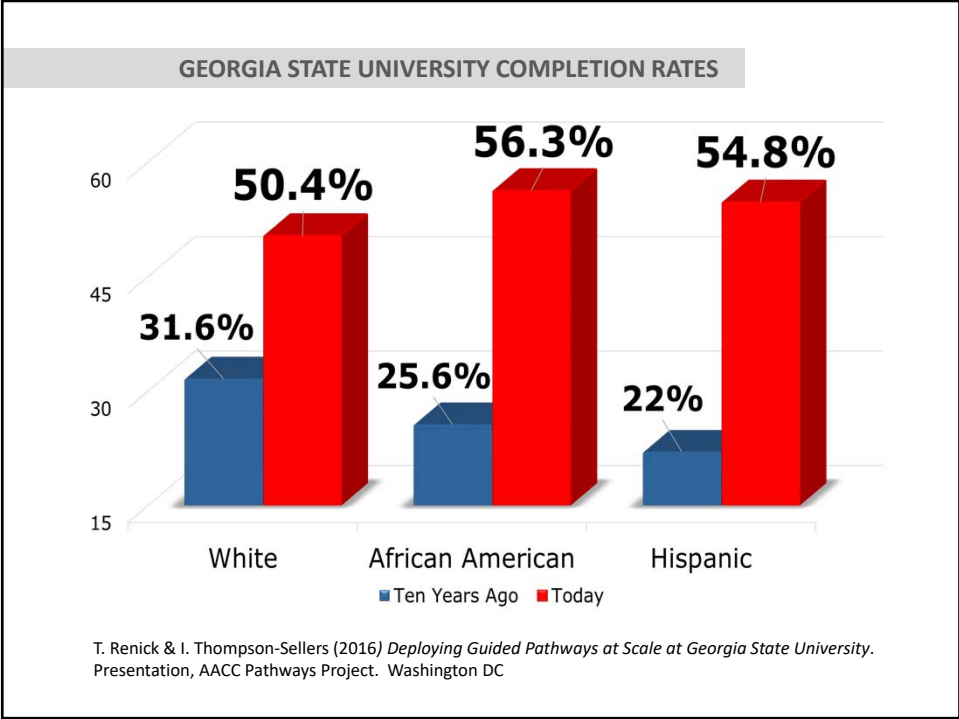
<p>Clarify the Path</p>  <p>Create Clear Curricular Pathways to Employment and Further Education</p>	<p>Enter the Path</p>  <p>Help Students Choose and Enter Their Pathway</p>	<p>Stay on the Path</p>  <p>Help Students Stay on Their Path</p>	<p>Ensure Learning</p>  <p>Follow Through, and Ensure that Better Practices are Providing Improved Student Results.</p>
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Examples of Guided Pathways

Georgia State University and Florida State University
Angella VenJohn



Florida State University : Degree Maps

- In 10 years using Degree Maps and other strategies, FSU has cut the numbers graduating with excess units in half.
- **Graduation Rates :**
 - For ALL students increased 12%, to **74%**
 - African American students increased to **77%**
 - 1st generation Pell students to **72%**
 - Hispanic students to more than **70%**.

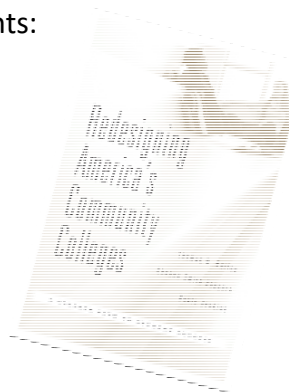
Examples of Guided Pathways

The Texas Promise:
Austin Community College
Lisa Everett

How Austin Started GPs



- Created *Futures Institute* to study how college might help students achieve greater success.
- During Fall 2015, the Institute participants:
 - Read and discussed the latest literature
 - Engaged in numerous presentations and discussions with students, faculty, staff, and community members
 - Visited leading institutions and reported back on “best practices”
 - Miami-Dade College
 - City Colleges of Chicago
 - Sinclair College.



How Austin Started GPs



- Futures Institute produced at report –
 - *Redesigning the Student Experience: Guided Pathways for Success at Austin Community College – Recommendations of the ACC Futures Institute (December 2015).*
- The report makes recommendations organized by the 4 CBD Principles:
 - **Connection** (13 recommendations)
 - **Entry** (7 recommendations)
 - **Progress** (6 recommendations)
 - **Completion** (8 recommendations)

Example Recommendation



- **Entry – Recommendation #1:**

Redesign admissions application and website to support selection of meta-major, program of study, and career goals.

Meta-Major / Area of Study



ACC Areas of Study (AoS)



Arts, Digital Media,
and Communications



Business



Computer Science
and Information
Technology



Culinary, Hospitality,
and Tourism



Design,
Manufacturing,
Construction, and
Applied Technologies



Education



Health Sciences



Liberal Arts



Public and Social
Services



Science Engineering
and Math

Goals of Program Mapping



- Identify a **course sequence** that effectively introduces and offers students opportunities to master student learning outcomes (SLOs) and clearly demonstrates progression towards an award.
- Determine **default common electives** that best align with program competencies and SLOs across an Area of Study and meet transfer program requirements.
- Develop **common semesters** across Areas of Study Programs incorporating, as appropriate, opportunities for experiential learning (co-ops, internships, service learning, etc.)

Goals of Program Mapping



- Ensure program student learning outcomes (SLOs) **effectively prepare students for job entry/career opportunities or transfer** into a baccalaureate program.
- Outline a viable set of college-credit, continuing education, and developmental education **stackable credentials**, if appropriate, in the form of degrees, certificates, and marketable skills achiever (MSA) awards.
- Programs incorporate as appropriate **industry certifications**.

Examples of Guided Pathways

Sierra College
Kristy Woods

Equity Planning got Sierra College looking at their cohort data.



50% of all students leave every year

- 4% complete 30 units their 1st Year
- 2% eventually earn certificates
- 11% who want to transfer actually do
- 14% who want a degree actually earn one



Sierra college Looked at the SSSP intake process



After at least 4 previous steps.... Sierra students see a counselor, get an education plan, and register for classes

I want to transfer. Don't know about my major.....



12 minute counseling session for each new student (9,000+ a year)



Sierra Students Were Encountering Scheduling Challenges

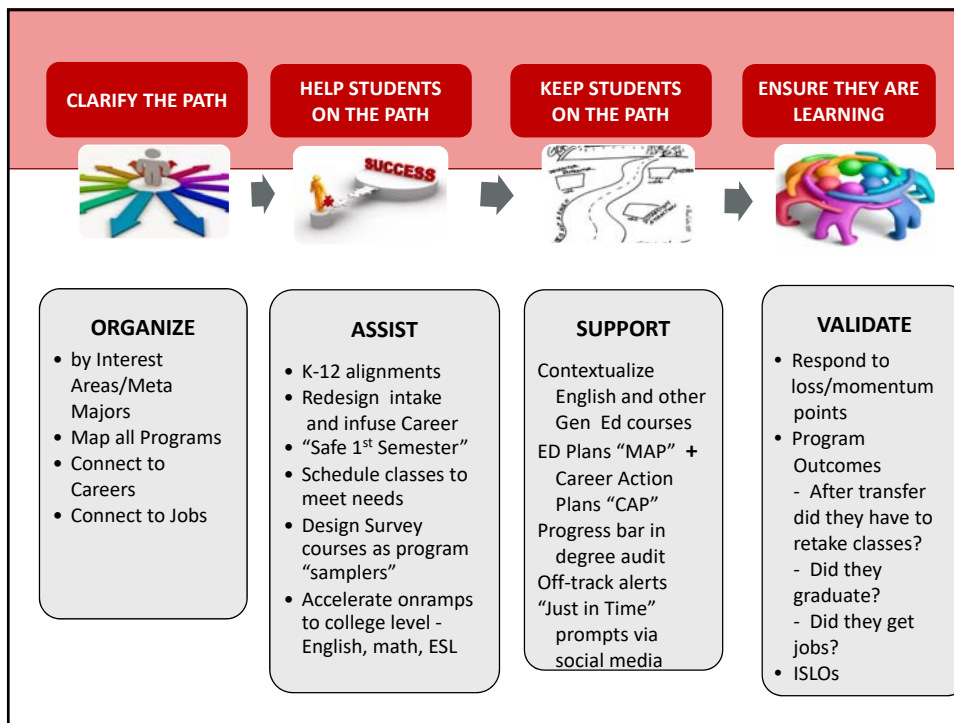


COURSE	CLOSED SECTIONS	Why Impacted	WAITLIST
MATH 581	5/11 12	Students who start here have 4 semesters to Math D; 5 to transfer	203
MATH 582	8/24 14		105
MATH A	8/24 32		281
MATH D	8/24 48	AA Requirement	
MATH 12	6/1 31	STEM majors. Gatekeeper to math sequence. CSU, UC	135
MATH 13	6/1 31	MOST transfers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

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"

Class Full!



Clarify the Path: Interest Areas

BEFORE: 150+ Degrees and Certificates

[Grid of 150+ small text items representing degrees and certificates]

AFTER: 9 Interest Areas

Clarify the Path: Academic Maps



Select 10 courses from this list of 543

GENERAL EDUCATION REQUIREMENTS		MAJOR REQUIREMENTS	
A	ENGL 1A	ANTH 1	3
B	ENGL 1B	ANTH 1L	1
C	ENGL 1C	ANTH 2	3
D	ENGL 1D	ANTH 3	3
E	ENGL 1E	ANTH 4	3
F	ENGL 1F	ANTH 5	3
G	ENGL 1G	ANTH 6	3
H	ENGL 1H	ANTH 7	3
I	ENGL 1I	ANTH 8	3
J	ENGL 1J	ANTH 9	3
K	ENGL 1K	ANTH 10	3
L	ENGL 1L	ANTH 11	3
M	ENGL 1M	ANTH 12	3
N	ENGL 1N	ANTH 13	3
O	ENGL 1O	ANTH 14	3
P	ENGL 1P	ANTH 15	3
Q	ENGL 1Q	ANTH 16	3
R	ENGL 1R	ANTH 17	3
S	ENGL 1S	ANTH 18	3
T	ENGL 1T	ANTH 19	3
U	ENGL 1U	ANTH 20	3
V	ENGL 1V	ANTH 21	3
W	ENGL 1W	ANTH 22	3
X	ENGL 1X	ANTH 23	3
Y	ENGL 1Y	ANTH 24	3
Z	ENGL 1Z	ANTH 25	3

Award name: Anthropology AA-T		Award name: Anthropology AA-T	
YEAR ONE			
Units:	Spring Semester	Units:	Spring Semester
MAJOR REQUIREMENTS	MAJOR REQUIREMENTS	MAJOR REQUIREMENTS	MAJOR REQUIREMENTS
ANTH 1	3	ANTH 5	3
ANTH 1L	1	ANTH 6	3
ANTH 2	3		
MAJOR ELECTIVES		MAJOR ELECTIVES	
GENERAL EDUCATION (for degree or transfer)		GENERAL EDUCATION (for degree or transfer)	
ENGL 1A	3	ENGL 1B or PHIL 4	3
SOC 15 or MATH 13	3-4	HIST 10A, 10B, 11, or 27	3
Transferable Elective	1-2	Transferable Elective	3
Total Semester Units:	15	Total Semester Units:	15
YEAR TWO			
Units:	Spring Semester	Units:	Spring Semester
MAJOR REQUIREMENTS	MAJOR REQUIREMENTS	MAJOR REQUIREMENTS	MAJOR REQUIREMENTS
ANTH 7 or ANTH 4	3		
MAJOR ELECTIVES		MAJOR ELECTIVES	
		ANTH 8 or ANTH 10 or ANTH 12 or ANTH 14 or ANTH 27	3
		ANTH 9 or ANTH 10 or ANTH 13 or ANTH 14 or ANTH 27	3
GENERAL EDUCATION (for degree or transfer)		GENERAL EDUCATION (for degree or transfer)	
COMM 3 or COMM 5	3	SCCI 10 or ABHI 132 or ABHI 140 or ABHI 150 or ABHI 155	3
PSYC 100 or HDEV 1 or NUFP 10	3	SCCI 25 or LGBT 2 or WMST 3	3
SCCI 2 or ENVI 10 or ESG 1	3	POLS 1	3
Transferable Elective	3		
Total Semester Units:	15	Total Semester Units:	15



Get Students on the Path



- Provide a class schedule that aligns with students' needs
 - Urgently address areas of impactation
 - Expand online offerings
 - Create innovative packaged offerings
- Invest in Schedule Software
- Use data from SEPs in Degree Works
- Maximize facility usage



Get On and Stay on the Path



- Basic Skills Acceleration
 - Get students through transfer level courses in 1st year
- Coordinate Instructional Efforts
 - Non credit certificates that ladder into credit programs (CDCP)
 - Expand Dual Enrollment
- Invest in Professional Development
 - Hold a campus wide Student Success Conference








Get On and Stay on the Path



- Restructure intake process to include career focus
- Redesign college web pages with Interest Areas, Academic Maps, career and employment data
- Integrate technology – Degree Tracker, Student Portal, Social Media
- Promise Program
- Summer Bridge – English and Math Preparation
- Proactive counseling
 - Interventions and nudges
 - Enhanced Early Alerts and Career Action Plans



<h2>Guided Pathways</h2>	<p>Where Are We Now?</p> <p>....and Where Are We Going?</p>
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<h2>Gearing Up for Implementation</h2>			
			
IEPI Workshop	Self- Assessment	Multi-Year Work Plan	Funding Allocation
10/23/17	11/15/17	3/17	4/18
12/23/17?			
<small> CALIFORNIA COMMUNITY COLLEGES CHANCELLORS OFFICE</small>			

Overview of Funding

- Total of \$15 million in direct support for five years and incentives to all participating community colleges.
- Five years total to spend the allocations
- 25% of total allocation in the first year
- Spending guidelines with allocations in April

Self Assessment



Self- Assessment

Three Key Elements:

- Inquiry
- Design
- Implementation

Self Assessment 3 Key Elements



Self-
Assessment

Inquiry

1. Cross-Functional Inquiry
2. Shared Metrics
3. Integrated Planning

Design

4. Inclusive Decision-Making Structures
5. Intersegmental Alignment
6. Guided Major and Career Exploration Opportunities
7. Improved Basic Skills
8. Clear Program Requirements

Self Assessment 3 Key Elements



Self-
Assessment

Implementation

9. Proactive and Integrated Academic and Student Supports
10. Integrated Technology Infrastructure
11. Strategic Professional Development
12. Aligned Learning Outcomes
13. Assessing and Documentation Learning
14. Applied Learning Opportunities

Self Assessment



Self- Assessment

For each of these, colleges need to self report on a Scale of Adoption

- Pre-Adoption
- Early Adoption
- In Progress
- Full Scale

Self Assessment



Self- Assessment

Break into 8 small groups with at least 1 AS Faculty, 1 SS Faculty, and 1 Admin. Choose the area of interest to you!

Inquiry

1. Cross-Functional Inquiry
2. Shared Metrics
3. Integrated Planning

Design

4. Inclusive Decision-Making Structures
5. Intersegmental Alignment
6. Guided Major and Career Exploration Opportunities
7. Improved Basic Skills
8. Clear Program Requirements

Self Assessment



Self- Assessment

In your small groups:

- Familiarize yourself with the key element and scoring rubric
- Read the INITIAL rating and evidence listed by the task force
- Collectively provide additional information that can be included in our self-study by answering the provided self-assessment questions.

GUIDED PATHWAYS Summary

Guided Pathways is an **US THING** – all of us.

It is a framework that we can make our own.

It is a framework to we can use to tie together BSI, BST, SSSP, Equity, SWP. meet the needs of our students and **our college.**