Implementing Guided Pathways in California's Community Colleges

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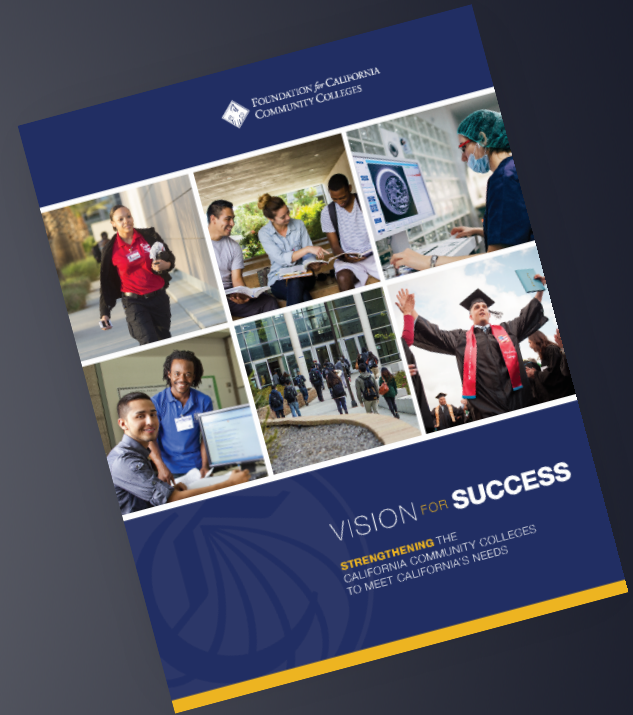
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Community Colleges

Vision for Success

- Commissioned by the Chancellor to create a 5-year vision for the system based on California's needs

- 6 ambitious goals and 7 commitments to meet those goals

- Guided Pathways: the implementation framework to meet the goals

Goal 1:
Degrees, Certificates, Credentials, Skill Sets

- Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal 2:
Transfers to CSU and UC

- Increase by 35 percent the number of CCC students system-wide transferring annually to a CSU or UC, necessary to meet the state's needs for workers with baccalaureate degrees.

Goal 3:
Decrease Units to Completion

- Decrease the average number of units accumulated by CCC students earning associates degrees from approximately 87 to 79 total units—the average among the top 5th of colleges showing the strongest performance on this measure.

Goal 4:
Increase Employment

- Increase the percentage of exiting CE students who report being employed in their field of study, from the statewide average of 60% to 69%--the average among the top 5th of colleges showing the strongest performance on this measure.

Goal 5:
Close Equity Gaps

- Reduce equity gaps by 40% across all of the previous measures through faster improvements among traditionally underrepresented students, closing the gap within 10 years.

Goal 6:
Close Regional Gaps

- Reduce regional achievement gaps across the previous measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of closing the gap within 10 years.

7 Core Commitments

- Focus relentlessly on students' end goals
- Always design and decide with the student in mind
- Pair high expectations with high support
- Foster the use of data, inquiry, and evidence
- Take ownership of goals and performance
- Enable action and thoughtful innovation
- Lead the work of partnering across systems

Guided Pathways as a Coherence Frame

- Fits disparate into the four pillars
- Prioritizes scaled efforts
- Emphasizes integration among "divisions"
- Supports equity goals

Structural Rather Than Programmatic Reform

Structural	**Programmatic**
Scaled impact	Often limited scope
Structurally connected	Often personally dependent
Sourced for scale and evaluated	Often under-sourced and studied
Cohesive part of a larger structure that's clear	Often adds more confusion

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Simultaneous California GP Efforts

Guided Pathways: AACC Projects	**CA Guided Pathways: Demonstration Project**	**California Community Colleges Guided Pathways**
30+ colleges participating nationally	20 colleges in California participating	Eligible participation for all 114 colleges
Competitive process	Competitive process	Requirements for participation, regardless of previous GP affiliation
Guided by national leaders with guided pathways efforts	Paid to participate	Five years of support by CCCCO and partners
Three years of coaching support	One year of intensive support	Guided by national leaders and local practitioners
	Guided by national leaders with guided pathways efforts	

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Gearing Up for Implementation

Self-Assessment

IEPI Workshop

Multi-Year Work Plan

Funding Allocation

Reaching Back and Pushing Forward

Year 1:
Build Awareness

Self-Assessment

Workshops

Multi-Year Work Plan

Field Guide

Evaluation/Reflection

Online Learning

Year 2:
Create Momentum

Deploy Facilitators

Share learning from Demonstration Projects

"Collaboratory" Team Convenings

Tool Identification

Policy Reform

Year 3:
Refine and Improve

Align Policy, Tools, and Indicators

Gather and Share Preliminary Data and Learning

Accelerate Efforts

Tool Implementation

Pathways to Student Success

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EXCELLENCE ALWAYS ENDURES...IT REMAINS
LONG AFTER COST IS FORGOTTEN.

Dr. Sonya Christian

President

Bakersfield College

Four Pillars of Guided Pathways

CLARIFY THE PATH

ENTER THE PATH

STAY ON THE PATH

ENSURE LEARNING
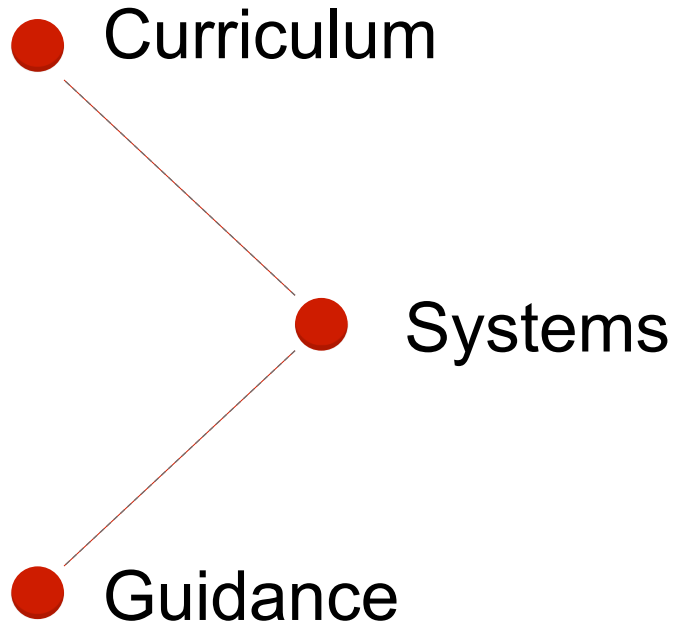
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communication in the English language, and in critical thinking and reasoning. AP credit may not be used for A.3.

- A.1. Oral Communication: COMM B1, B4, B8
- A.2. Written Communication: ENGL B1A
- A.3. Critical Thinking: PHIL B7, B9; ENGL B1B, B2, B3; COMM B5

B. Scientific Inquiry and Quantitative Reasoning: A minimum of nine semester units including instruction in physical (B.1) and life science (B.2) and instruction in math/quantitative reasoning (B.4). One of the two science courses from B.1 or B.2 must include a lab. Courses with a lab are shown with an asterisk (*) and separate lab courses are listed in B.3.

- B.1. Physical Universe:
  - ASTR B1, B2, B3
  - CHEM B1A*, B2A*, B11*, B18*, B30A, B30B
  - ERSC B10
  - GEOG B1, B3
  - GEOL B10, B11
  - PHYS B2A*, B4A*
  - PHSC B12*
- B.2. Life Science:
  - ANTH B1
  - BIOL B3A*, B3B*, B11*, B16*, B18*, B32*, B33*
  - CRPS B5, B10*
  - PSYC B1B
- B.3. Laboratory activity. At least one course shown with an asterisk (*) in Areas B.1 or B.2 or one of the following:
  - CRPS B5
  - ERSC B10L
  - GEOG B1L
  - GEOL B10L, B11L
  - Courses from B.1 and B.2 with an * also satisfy the B.3 lab requirement.
- B.4. Mathematics/Quantitative Reasoning:
  - MATH B1A, B1B, B2, B4A, B6A, B6B, B6C, B6D, B6E, B22, 23
  - PSYC B5

C. Arts and Humanities: A minimum of nine semester units among the arts, literature, philosophy and foreign languages. Every attempt should be made to include western and non-western cultures. At least one course must be taken from arts and one from humanities.

- C.1. Arts (Art, Dance, Music, Theatre):
  - ART B1, B2, B4, B13, B35, B36, B37
  - MUSC B2, B4A, B4B, B21A, B21B, B22, B23, B24, B27
  - THEA B1, B2A, B2B, B12A, B20, B31, B32
- C.2. Humanities (Literature, Philosophy, Foreign Languages):

cultures. See notes below for information concerning additional requirements.

- D.1. Anthropology and Archaeology:
  - ANTH B2, B3, B5
- D.2. Economics:
  - AGBS B2
  - ECON B1, B2
- D.3. Ethnic Studies:
  - ANTH B5
  - COMM B6
  - HIST B20A, B20B, B30A, B30B, B36
  - SOCI B28, B36, B45
- D.4. Gender Studies:
  - HIST B25
  - SOCI B28
- D.5. Geography:
  - GEOG B2, B5
- D.6. History:
  - HIST B1, B2, B4A, B4B, B15, B17A, B17B, B18, B20A, B20B, B25, B30A, B30B, B33, B36
- D.7. Interdisciplinary Social or Behavioral Science:
  - AGRI B1
  - CHDV B21, B42
  - COMM B6, B7
  - PSYC B40
- D.8. Political Science, Government, and Legal Institutions:
  - ADMJ B40
  - JRNL B1
  - POLS B1, B2, B3, B12, B16
- D.9. Psychology:
  - PSYC B1A, B6, B20 (SOCI B20), B33, B40
- D.10. Sociology and Criminology:
  - ADMJ B40
  - CRIM B1, B5
  - SOCI B1, B2, B20 (PSYC B20), B28, B36, B45

E. Lifelong Learning and Self-Development: A minimum of three semester units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities. A maximum of one unit of credit is allowed for physical education activity courses in this area.

- CHDV B21, B42
- COMM B2
- FORE B2
- HLED B1
- MEDS B35
- NUTR B10

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To this…

Course Map

With Transfer To:

University of California System ▼

☐ Show Developmental Courses
☐ Show Part Time Student

1ST Semester	16 Units
● **BIOL B3A** General Biology I	5.0
● **CHEM B1A** General Chemistry I	5.0
● **ENGL B1A** Expository Composition	3.0
● **ELECTIVE** Art or Humanities	3.0

2ND SEMESTER	13 or 14 Units
● **BIOL B3B** General Biology II	5.0

1ST SEMESTER ①   **2ND SEMESTER** ② ③ ④   **3RD SEMESTER**   **4TH SEMESTER**

CORE **BIOL B3A** — CORE **BIOL B3B**   CORE **BIOL B3**

CORE **CHEM B1A** — CORE **CHEM B1B**

GEN **ENGL B1A** --- A GEN **ENGL B2**   GEN **MATH B6A** — GEN **MATH B**

B GEN **PHIL B9**   GEN **PHYS B2A** — GEN **PYS B2**

GEN **COMM B1**

ELEC **ELECTIVE**
Arts or Humanities   ELEC **ELECTIVE**
Arts or Humanities   ELEC **ELECTIV**
Arts or Hum

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Gracefully handling electives

Keeping the end in mind

Learning Objectives

1 Identify medical problems and apply appropriate and effective solutions.

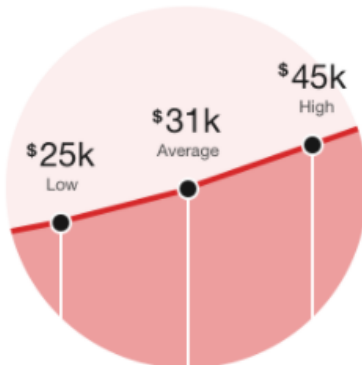**2** Analyze clinical situations, determine a diagnosis, or create a plan of action.

3 Demonstrate proficiency using a microscope.

Salary, Growth and Careers

Salary
New workers generally start around $25,000, while experienced workers can earn as much as $45,000.

$45k
High

$31k
Average

$25k
Low

Growth
This sector is expected to grow by 5% over the next 10 years.

3,217
2019

3,198
2018

3,176
2017
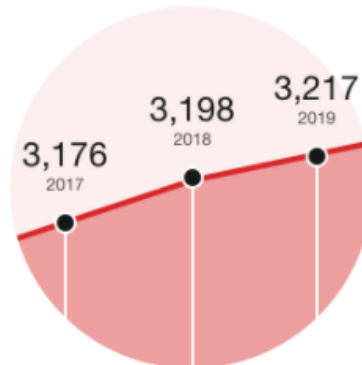
Careers
Dietician/Nutritionist

$47k
Average Salary

+21%
Job Growth

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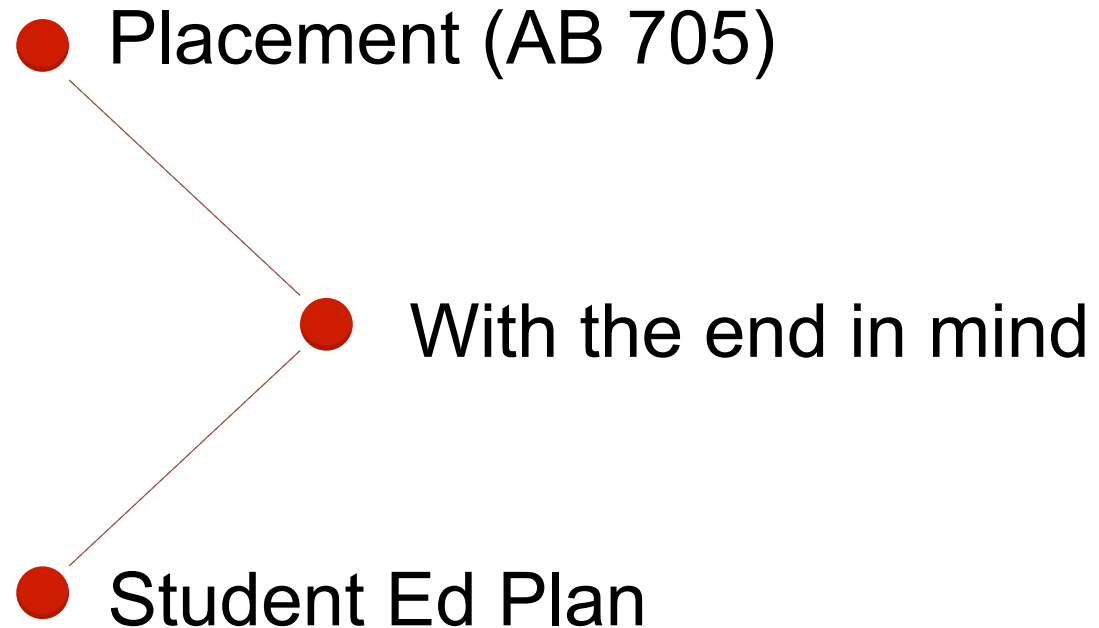
Full-time enrollment leads to completion

Public Two-year College Graduation Rate by Enrollment Intensity

- Overall: 39%
- Full-time: 55%
- Part-time: 20%
- Mixed: 37%
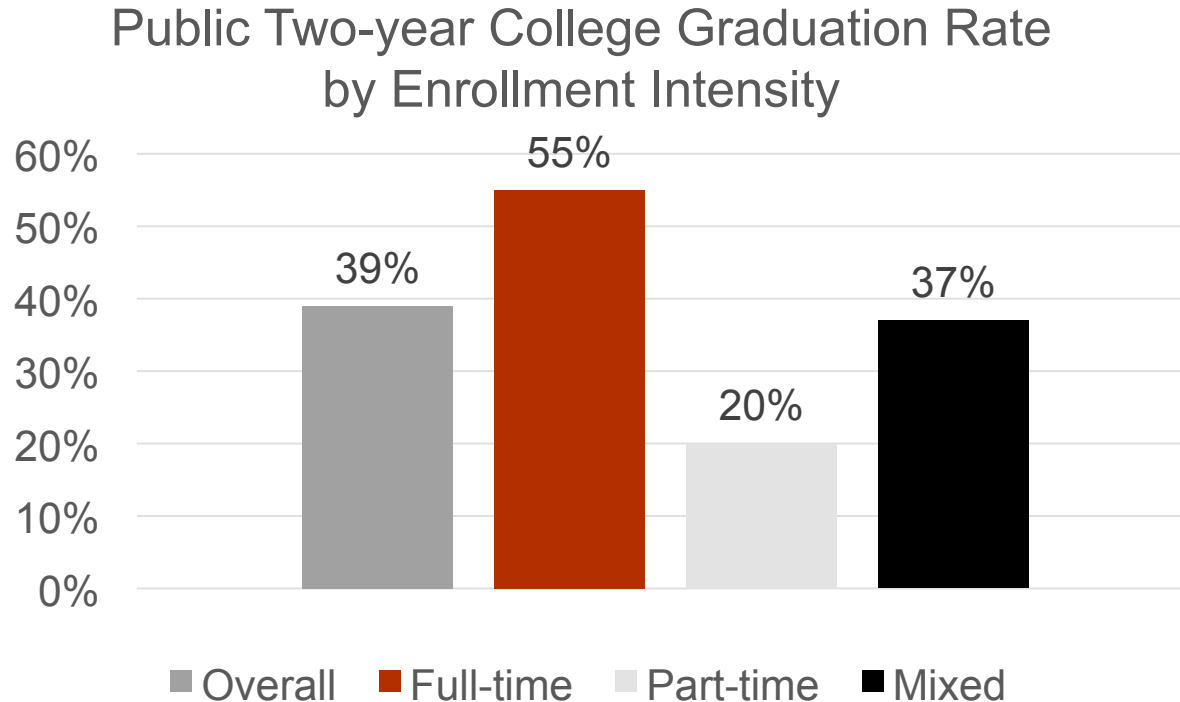
Source: Data are from students who began college in fall 2010. See Doug Shapiro and others, "Completing College: A National View of Student Attainment Rates – Fall 2010 Cohort" (Herndon, VA: National Student Clearinghouse Research Center, 2016), available at https://nscresearchcenter.org/signaturereport12/. Cited in "Hidden in Plain Sight" Center for American Progress (2017)

BC's Early Results

Percentage of Incoming Students Attempting 15 or More Units in the First Term at Bakersfield College

Attempted 15+ units

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	10.7%	10.8%	11.2%	11.3%	15.6%
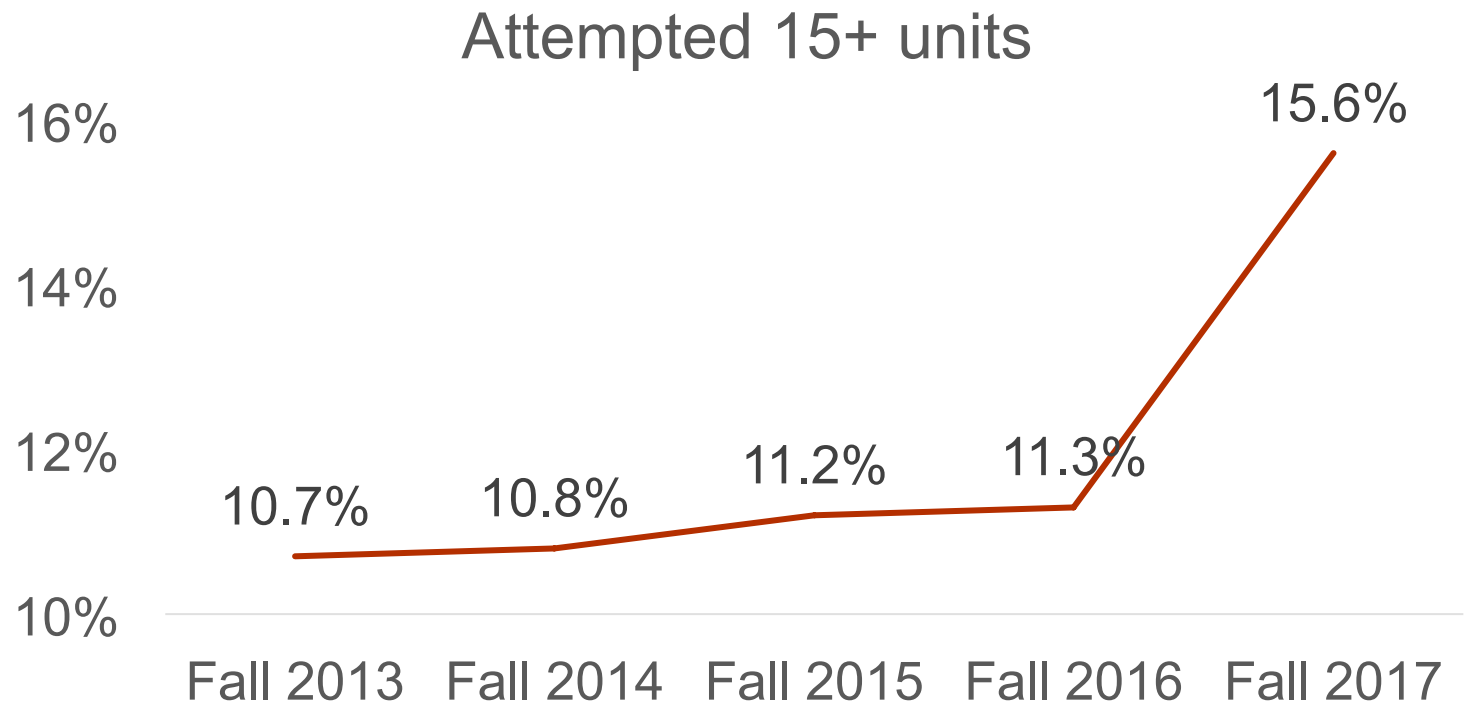
AB 705

Transfer English pass/throughput rates

11th grade GPA < 1.9	11th grade >= 1.9 and D or worse in 11th grade English	11th grade >= 1.9 and C- or better in 11th grade English	11th grade GPA >= 2.6
• 43% pass rate • ~10% of students	• 49% pass rate • ~5% of students	• 62% pass rate • ~23% of students	• 80% pass rate • ~62% of students

Optimizing Throughput

11th grade GPA < 1.9

- 43% pass rate
- ~10% of students
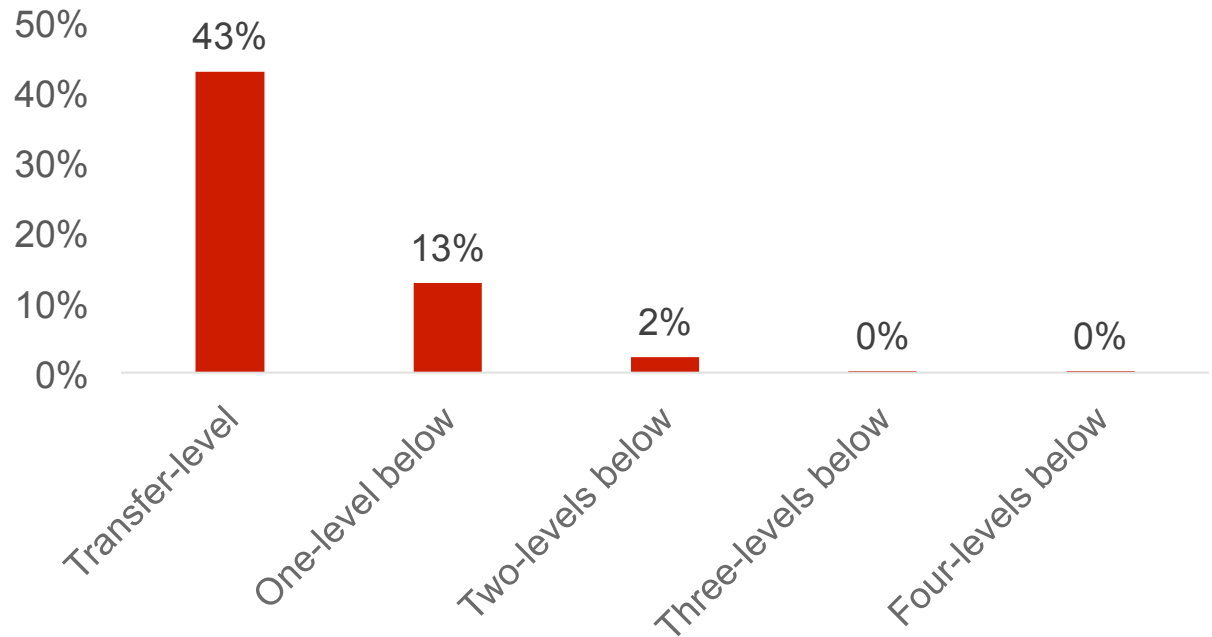
One-year English throughput rate by placement level for students with less than a 1.9 high school GPA

Placement level	Throughput rate
Transfer-level	43%
One-level below	13%
Two-levels below	2%
Three-levels below	0%
Four-levels below	0%

10 Meta-Majors

Agriculture, Nutrition & Culinary Arts

1,499 students

Arts, Humanities & Communication

2,372 students

Business

2,583 students

Education

1,750 students

Health Sciences

4,402 students

Industrial & Transportation Technology

1,157 students

Public Safety

1,222 students

Social & Behavioral Sciences

3,798 students

STEM

2,450 students

Personal & Career Exploration

1,637 students

Counselor

Discipline Faculty

AcDv Faculty

Financial Aid

Dean

Data Coach

Peer Mentor

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Keeping Students on the Path: Completion Coaching

31,000
BC Students

2300
Arts, Humanities &
Communication Students

200
Spanish Majors

25
Students Per
Spanish Instructor
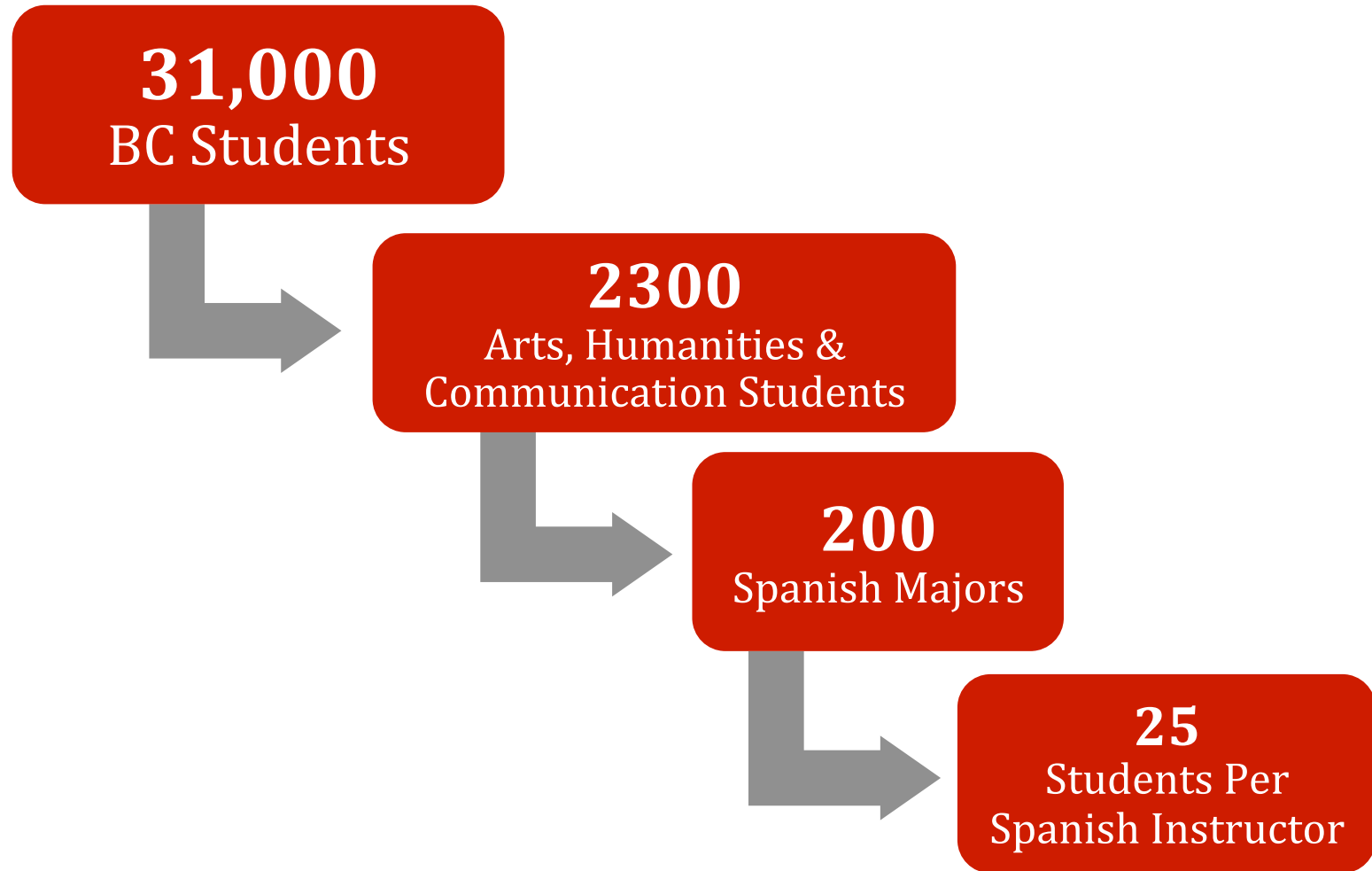
Pillar IV:
Ensure Learning

- Internships
- Mapped Program Learning Outcomes
- Creative pedagogy

ENSURE LEARNING
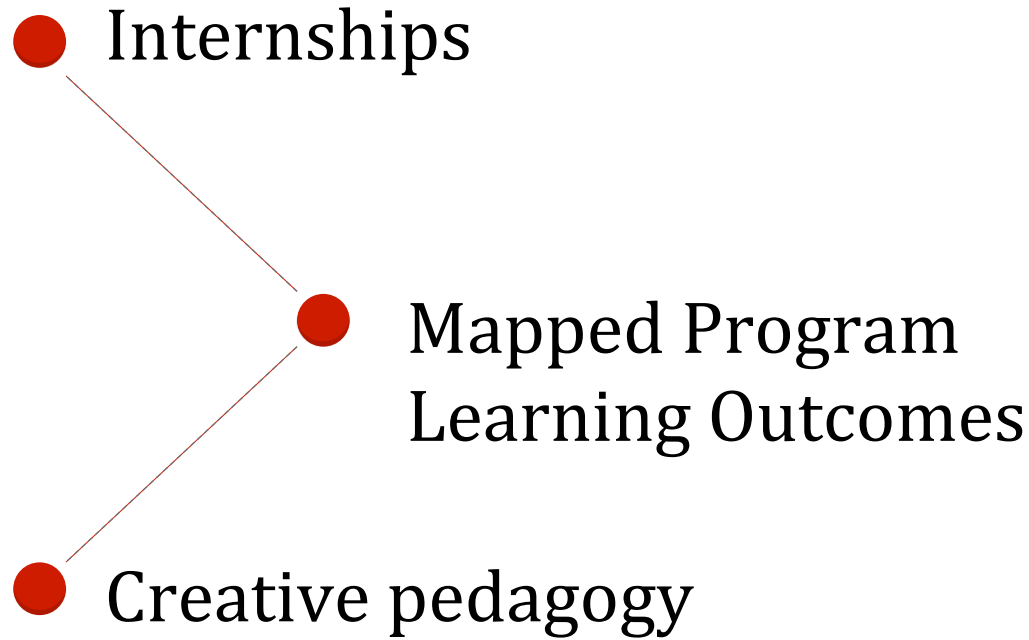
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Questions / Comments??

The Trustees Role in Leading Change

An empty canoe goes nowhere. Not until paddlers get in it and together paddle towards a common destination can it ever serve its purpose.

Bill McGinnis, Trustee

Butte-Glenn CCD

Fostering Change

- To create change in a large organization such as a community college, it is necessary to overcome the inertia of the existing comfort zone in which staff and faculty currently reside.

Initial Step

- It is important for the Board of Trustees to be educated in and provide their support of both the steps in the change process and the Guided Pathways project.

STEPS IN THE CHANGE PROCESS

Step 1: Establish a Sense of Urgency.

- The administration publicly reviews with the Board student success benchmark data.

- Does the data provided demonstrates a need for improvement?

- If Yes, the Board should direct the administration to develop improvement goals and a plan for achieving these goals such as the Guided Pathways project.

Step 2: Create a Guiding Coalition

- The Board asks the CEO to keep the Board informed of the establishment of a team of leaders from the college(s) who will be charged with leading the desired changes.

- It is important to include representatives of the various college segments including managers, faculty, staff & students.

- The Board will want follow-up reports from the college(s) involved in making changes.

Step 3: Develop a Vision and a Strategy

- It is ultimately the Board's role to approve the vision of what the change is intended to accomplish.

- Re: Guided Pathways project: The Board identifies the student success goals to be achieved.

- The CEO is responsible for establishing the strategy to accomplish the vision. The CEO will also need to identify any needed policy and/or financial modifications.

- The Board's role will also be to evaluate such requests and to allocate the necessary resources and adopted the needed policy changes.

- In multi-college districts, the goals for each college may differ.

- The Board -through the CEO – is responsible for communicating to the entire District as well as to the public its vision of student success.

- The CEO is responsible for transmitting the Board's vision to the college(s) and identifying the role of each employee as well as the expected change impact.

- The communications to the college(s) requires the following elements to be effective:

Communication Elements

A. <u>Keep it simple</u>. Use easily understandable terminology and focus on the vision. Explain how these changes improve student success and reduce time and money spent by students only taking classes needed for their desired academic goal.

B. <u>Use metaphors and examples</u>. Use examples of how the process can help students find their way through the institution in a reduced time and be successful in obtaining a degree or a certificate.

C. <u>Bring your message to any available forum</u>. Be willing to attend large and small meetings both on and off campus to spread the message and to describe the vision.

D. <u>Repetition</u>. Make the case over, and over again as it will take time for the message to sink in and for listeners to understand the strength of your commitment to the vision.

Continued:

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Communication Elements (con't)

E. <u>Walk the talk</u>. Support the Guided Pathways project through all your decisions.   Nothing will undermine the project quicker than the Board making comments and decisions contrary to the vision of the project.

F. <u>Explain any inconsistencies quickly</u>. Remove any doubts of your support of the Guided Pathways project if any unintended actions or decisions seem to be at odds with the vision. Clarify quickly how your support of the Guided Pathways project remains your primary focus.

G. <u>Discuss and do not dictate</u>. Be willing to engage in conversations about the importance of the Guided Pathways model and its implementation and listen to the concerns expressed by others.

It may be necessary for the Board to restate the vision especially during budget discussions and when annual goals are approved by the Board.

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Step 5: Eliminate Barriers and Support Student Success Actions.

As barriers are identified to the implementation of the Guided Pathways project:

- Support the CEO's elimination of administrative barriers.
- The Board should modify policies as needed to eliminate policy barriers.
- The Board should schedule a periodic review to assure that Board actions have had the anticipated results.
- If other changes are identified by the CEO to support the Guided Pathways project, the Board needs to promptly consider such requests and provide support whenever possible.

Step 6: Generate and Celebrate Short Term Wins

- Celebrating successful changes and outcomes is essential to modifying the culture of the college(s) and gaining acceptance of the changes that have been made to date.

- RE: student success changes; short term benchmarks that support long-term results should be identified and if accomplished, should be celebrated by the Board to allow the college(s) to know that progress is happening.

- Publicize student examples of how the Guided Pathways project has had a positive impact upon their learning goals.

Step 7: Consolidate Gains and Produce More Change

- As smaller changes needed in the Guided Pathways project are accomplished illustrate the improvements at Board meetings and use their success for making the additional changes needed to implement the Guided Pathways program.

- Use public media to illustrate to the community how the Guided Pathways project is helping students succeed and to reduce their time & expenses.

Step 8: Anchor New Practices in the College's Culture.

As Sir Winston Churchill once said: "Never, never, never give up."

- As changes are made it is critically important to cut off any ways to returning to the old way of doing business.

- Once the Guided Pathways project is fully implemented make sure the college(s) does not retreat.

- The Board's role will be to continually review student success progress and to continually support proposed improvements in the process to allow for continued student successes.

- The Board can also support the continuation of the Guided Pathways project by including in their annual goals statement the monitoring and support of the Guided Pathways project.

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Stay Committed!

- Such changes are not for the "faint of heart."

- The process will take time to fully implement so again, never, never give up.

- Any let up by the Board before the project is fully implemented will be seen by opponents as an opportunity to regress to the old ways

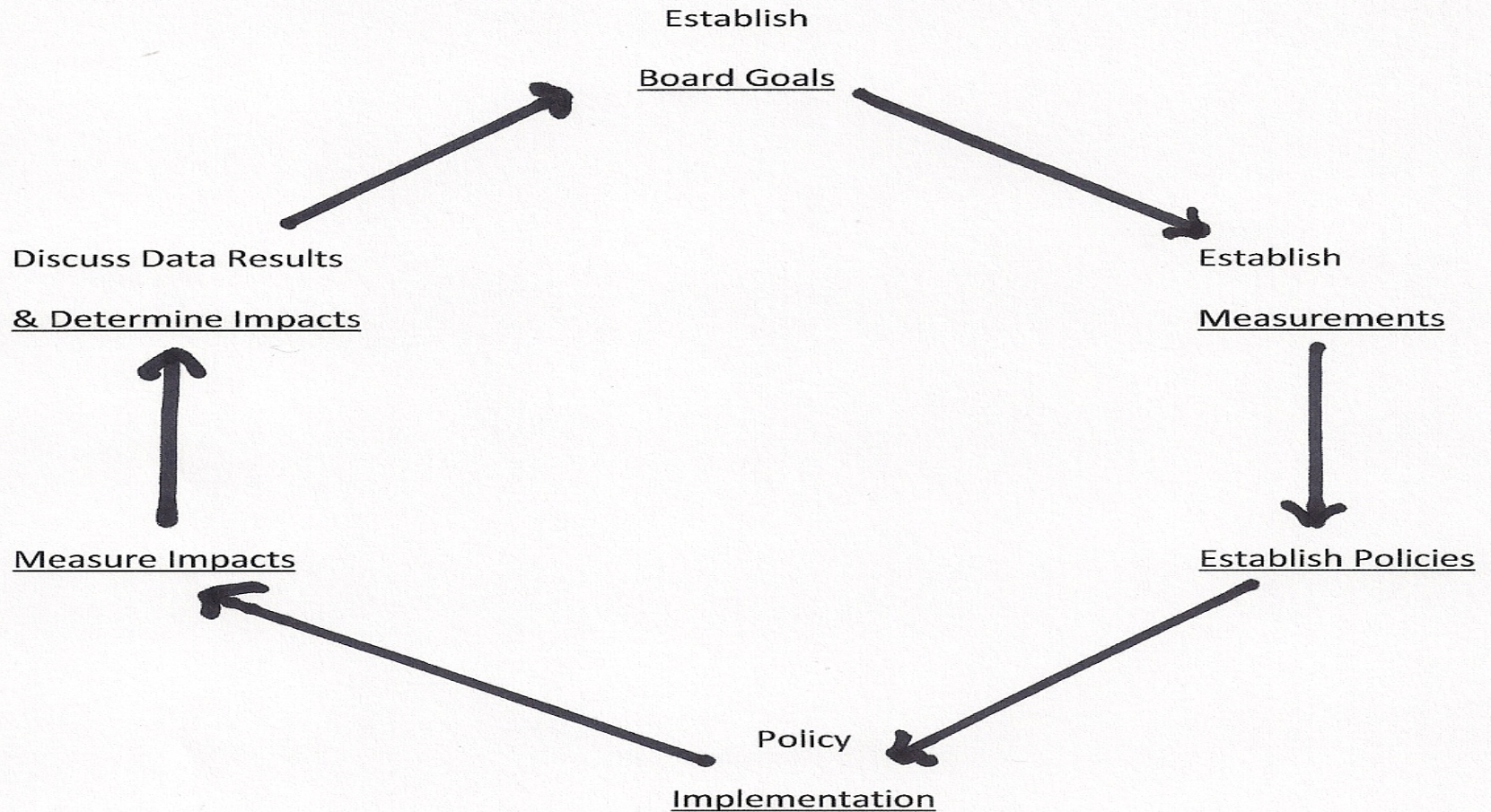EXCELLENCE

Cut them off at the pass!

- To create change it is necessary to move the college(s) out of their comfort zone.

- As changes to the way the college(s) operates occur, employees will experience the discomfort of having to do things differently. Allowed a fallback, employees will go there because it is comfortable for them to do so.

- Without the fallback being available, employees will make the changes needed to accomplish the Board's vision.

- Trustees need to understand this potential and be ready to stand up against pressure to abandon the new program.

- The Board's continued support of the CEO is crucial to the success of the Guided Pathways project.

5 Successful Board Habits to Support Change

1. Willingness to take risks and try new approaches to solving problems.

2. Willingness to perform honest self-reflection through the Board's annual self-evaluation process.

3. Be open to the input from others as part of the self-reflection process.

4. Carefully listen to input from others and use such input to again determine if additional changes are needed.

5. Finally, the willingness to change based upon data, the input from others, and self-evaluation.

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Policy Evaluation Process

Establish
Board Goals

Establish
Measurements

Establish Policies

Policy
Implementation

Measure Impacts

Discuss Data Results
& Determine Impacts

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Questions / Comments

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Final Thought

Your colleges will never be perfect. Because once you achieve today's future goals; the demands of tomorrow will require new goals and new futures. In spite of this, never give up!

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