Guided Pathways and the Future for California’s Students

Laura Hope, Executive Vice Chancellor, CCCCCO
Education Services and Support
The California Guided Pathways Context

- Independent Efforts
- AACC Colleges
- Demonstration Project
We have been working hard for students

Our efforts have not resulted in significant gains for student achievement and equity.

This is a national movement with evidence to support it.

Reform will take time and consistent commitment.
Guided Pathways

Goal 1:
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:
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 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.
Guided Pathways

**Goal 4:**
Increase the percentage of exiting CTE 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:**
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:**
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.
Unit Accumulations

CREDITS ACCRUED NATIONALLY

Bachelor’s  Associate  Certificate

120  136

60  80

30  63

Needed  Earned
Inequity

Placement into Developmental Sequence

- African American: 78%
- Low-Income: 76%
- Latino/a: 75%
- White: 64%
- High-Income: 59%

Chen & Simone (2016). Remedial Coursertaking in Public 2 and 4 Year Institutions. National Center for Educational Statistics
“Not just start the race but finish it”
## Four Pillars of Guided Pathways

<table>
<thead>
<tr>
<th>Clarify the Path</th>
<th>Enter the Path</th>
<th>Stay on the Path</th>
<th>Ensure Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create Clear Curricular Pathways to Employment and Further Education</td>
<td>Help Students Choose and Enter Their Pathway</td>
<td>Help Students Stay on Their Path</td>
<td>Follow Through, and Ensure that Better Practices are Providing Improved Student Results.</td>
</tr>
</tbody>
</table>
Clarify the Path
- Simplify choices to meet needs
- Curriculum maps
- Package options

Enter the Path
- Informed choice
- Interest clusters
- Connected segments

Stay on the Path
- Nudge and track
- Motivate
- Recalibration support

Ensure Learning
- Rigor balanced with clarity
- Learning outcomes
- Connect to career
P-Tech Model

Commitment in high school to a degree goal and concurrent college course-taking

Transition to college with no remediation and apprenticeship and mentoring in industry

Completion of the Associate’s Degree and “first in line” for jobs

More education
Strive for Seamlessness

• High school interest exploration
• Educational connectivity
• Short and long term goals
• Goals with options
• On-ramps and off-ramps
The Challenge of Gen Ed

**GENERAL EDUCATION REQUIREMENTS**
(Select 12 courses from this list of more than 300)

**Basic Liberal Studies Requirements: [2 courses]**

- **English Communication:** 6 credits; 3 credits for Writing (ECW); ELS 112, 122 (non-native speakers); General (EC): COM 100(D), 110(D); LIB 120, PHL 120
- **Fine Arts and Literature (A):** 6 credits; 3 credits for Fine Arts: ARH 120(D), 251(D), 252(D); ART 101(D), 201; MUS 101(D), 106(D), 111, 202(D), 293(D); PHL 101, 201
- **Language/Culture (FC):** 6 credits
  - Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 102 (classical language)
  - Two-course sequence (or one course at the 111 level) in a previously studied language through at the appropriate level (all courses): ARB 103, 104; CHN 103, 104; FREN 103, 104; GER 103, 104; GRK 301, 302; HEB 103, 104; ITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 303, 304; PORT 103, 104; RUS 103, 104; SPA 103, 104, 111, 113, 210.
  - Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FREN 101, 102; GER 101, 102; GRK 101, 102; HEB 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; PORT 101, 102; RUS 101, 102; SPA 101, 102.
  - Study abroad in an approved program for one semester
  - Major in a foreign language
  - Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean’s discretion)
  - Two courses in Cross-Cultural Competence: CPL 300(D); FRN 309(D), 310(D); 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 2001F, 2001F; LET 1511(D), 1514(D), 1518(D); NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 234(D); six credits of a full-semester approved intercultural internship in a foreign country through the Office of Internships and Experiential Education
- **Letters(L):** 6 credits
  - AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145(D), 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 322(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 356(D), 374(D), 375(D); HPR 107, 2011, 2021, 407; JOR 110(D); LAS 202(D); LET 1511(D), 1514(D), 1518(D); NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 326(D), 331(D), 346, 355; PSC 341, 342, 346; PSY 101, RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D)
- **Mathematics(MQ):** 3 credits satisfied by MTH 141
- **Natural Sciences(N):** 6 credits; satisfied by PHY
  - APS 190, 210, 211; APG 201(D); AST 108, 118; AVS 100(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 2011, 2021; MIC 190; NFS 207; NRS 190; OCCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190; TMD 113
- **Social Sciences(S):** 6 credits
  - APG 200(D), 202, 203(D), 301(D); CPL 202(D); EGN 100(D), 201, 202, 306, 381(D); EDC 102(D); EIE 105, 310, 356; GEG 101(D), 104(D), 202(D); HDE 225; HPR 110(D), 2015, 2028; HSS 130; JOR 110(D); KEN 123(D); LIN 200(D); MAP 100; MUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D)
## Programs with Default Options

### Simplifying Programs with Default Options (Biology)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Course Number</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td></td>
<td>BIOL B3A</td>
<td>General Biology I</td>
<td>5.0</td>
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<tr>
<td></td>
<td>CHEM B1A</td>
<td>General Chemistry I</td>
<td>5.0</td>
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<tr>
<td></td>
<td>ENGL B1A</td>
<td>Expository Composition</td>
<td>3.0</td>
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<tr>
<td></td>
<td></td>
<td>Art or Humanities elective</td>
<td>3.0</td>
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<th>Second Semester</th>
<th>Course Number</th>
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<tbody>
<tr>
<td></td>
<td>BIOL B3B</td>
<td>General Biology II</td>
<td>5.0</td>
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<tr>
<td></td>
<td>CHEM B1B</td>
<td>General Chemistry and Chemical Analysis</td>
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<tr>
<td></td>
<td>ENGL B2</td>
<td>Advanced Composition and Critical Thinking <em>or</em></td>
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<tr>
<td></td>
<td>PHIL B9</td>
<td>Critical Thinking and Advanced Composition</td>
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<th>Third Semester</th>
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<th>Title</th>
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<tbody>
<tr>
<td></td>
<td>MATH B6A</td>
<td>Analytic Geometry/Calculus I</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>PHYS B2A</td>
<td>General Physics-Mechanics and Heat</td>
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<tr>
<td></td>
<td>COMM B1</td>
<td>Public Speaking</td>
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<td>Art or Humanities elective</td>
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<tr>
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<td>Social or Behavioral Science elective</td>
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<tbody>
<tr>
<td></td>
<td>MATH B6B</td>
<td>Analytic Geometry/Calculus II</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>PHYS B2B</td>
<td>General Physics-Sound, Light, Electricity, Magnetism, Modern Physics</td>
<td>4.0</td>
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<tr>
<td></td>
<td></td>
<td>Art or Humanities elective</td>
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# Transformational Rather Than Programmatic Approach

<table>
<thead>
<tr>
<th>Programmatic Reform</th>
<th>Structural Reform</th>
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<tbody>
<tr>
<td>Small scale</td>
<td>Scalability for all</td>
</tr>
<tr>
<td>Independent from other systems</td>
<td>Integration of systems</td>
</tr>
<tr>
<td>Smaller outcomes</td>
<td>Scaled outcomes</td>
</tr>
<tr>
<td>Small stakeholder group</td>
<td>Every stakeholder group</td>
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</table>
Conditions for Transformation

“Change moves at the speed of trust”

Shared moral compass

Co-creation not buy-in

Rigorous evaluation

Recursive structure that engages risk
What Can the Chancellor’s Office Do?

Integration with reporting and indicators

Regulatory relief

Support for local implementation

Professional learning

Tool development
Questions