Guided Pathways

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Guided Pathways

I know...

I wonder...
Questions to Ponder

• Why now?
• What is the Guided Pathways Framework?
• Why Guided Pathways?
• Who’s doing what?
• What’s next?
The Challenge

• CCCs originally designed to increase access to public higher education at relatively lower costs than four-year institutions.

• Resulted in many classes in a variety of disciplines that are seen as a confusing menu of choices that students must navigate with often limited guidance and support.

• Systemwide strategic investments to help students realize their educational goals have not improved student success.

• Unfortunately, only about half of degree-seeking students achieve their educational goal; rate is even lower for African-American and Latino students.
Bold changes are needed to improve completion rates, narrow the achievement gap and keep pace with an economy that is increasingly demanding more college-educated workers.
Enter 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.
Key Elements of Guided Pathways

- Programs that are fully mapped out and aligned with further education and career advancement while also providing structured or guided exploration for undecided students.

- Proactive academic and career advising from the start through completion and/or transfer, with assigned point of contact at each stage.

- Early alert systems aligned with interventions and resources to help students stay on the pathway, persist, and progress.

- Redesigning and integrating basic skills/developmental education classes to accelerate students to college-level classes.

- Structured onboarding process including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get to the right start in college.

- Instructional support and co-curricular activities aligned with classroom learning and career interests.
California Based Initiatives

Clarify the Path

- Strong Workforce Program
- Priority Enrollment
- Dual Enrollment
- Student Equity Planning
- Student Transfer Achievement Reform Act (ADT)
- California Promise

Enter the Path

- Basic Skills Initiative
- Education Planning Initiative
- Adult Education Consortium Program
- Prior Learning Credits
- Student Success Initiative
- Common Assessment Initiative
- Multiple Measures Assessment Project
California Based Initiatives

**Stay on the Path**

- College Scorecard
- Institutional Effectiveness Partnership Initiative (IEPI)
- Innovation Grants

**Ensure Learning**

- Online Education Initiative
- Strong Workforce Program
- Institutional Effectiveness Partnership Initiative (IEPI)
What Guided Pathways Means for Students

• Less confusion and more clarity

• More guidance (especially for undecided students)

• Accelerated time to and greater likelihood for completion as a result of:
  • Improved placement
  • Basic skills/developmental education reform
  • Fewer credits that are not directly tied to educational goal

• Improved opportunities for transfer and career placement
The Challenge of GE

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

Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]

English Communication: 6 credits; 3 credits must be in a writing course
- Writing (WCs): ELS 112, 122 (non-native speakers); HPR 329, WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.

Fine Arts and Literature (A): 6 credits; 3 credits in Fine Arts and 3 credits in Literature
- Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207, PLM 101(D), 202(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); FLS 232; SPA 320(D); THH 100, 101, 103(D), 332(D), 391, 392, 483.
- Literature: AAF 347(D), 248(D); CLA 301(D), 305(D), 306(D), 397(D); CLS 160(D); ENG 110(D), 116(D), 241(D), 242(D), 243(D), 244(D), 245(D), 251(D), 261(D), 262(D), 264(D), 266(D), 280(D), 300(D), 302(D), 303(D), 304(D), 305(D), 307(D), 385(D), 386(D), 387(D), 389(D), 390(D), 391(D), 392(D), 393(D), 399(D); HPR 105, 125, 201A, 202A; KIS 391(D), 392(D); SPA 303(D), 306(D), 307(D), 308(D); WMS 117(D).

Language/Culture (FC): 6 credits
- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language)
  - Two-course sequence (one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 101, 102; CHN 101, 102; FPR 101, 102; GER 101, 102; GSK 101, 102; HAW 101, 102; KOR 101, 102; LAW 101, 102; LAT 101, 102; POR 101, 102; Rus 101, 102; SPA 101, 102; 111, 113, 201.
  - Two-course sequence (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; FPR 101, 102; GER 101, 102; GSK 101, 102; HAW 101, 102; LAT 101, 102; POR 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: CPE 300(D), FPR 390(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 280(D), 311(D), 327(D), 354(D), 377(D); HPR 201, 202; LCT 151(D), 151Q(D), 151Q(D), 151R; MHS 300; PHI 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved 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; BCS 362(D); CLS 160(D), 235; EGR 316(D); ENG 100(D), 160(D), 243(D), 251(D), 252(D), 280(D), 282(D), 285(D); FRN 291(D), 292(D), 293(D); HIS 111, 112, 113(D), 114(D), 115, 117, 118(D), 120(D), 130(D), 132(D), 141(D), 142(D), 145(D), 146(D), 150(D), 156(D), 171(D), 172(D), 180(D), 302, 303, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 352(D), 356(D), 374(D), 375(D), 376(D), 377(D); HPR 107, 201L, 202L, 307; JFR 110(D); LAR 202(D); LET 151(D), 151Q(D), 151Q(D), 151R; MHS 300; PHI 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved internship in a foreign country through the Office of Internships and Experiential Education.

Mathematics(MQ): 3 credits satisfied by MTH 141

Natural Sciences(N): 6 credits; satisfied by PHY
- APS 100, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BSH 191; BIO 101, 102, 105, 106, 280(D); BPS 201; CBM 100, 101, 102, 103, 112, 116; CSE 105, 106, 109, 110, 113, 120, HPR 109, 201N, 202N; MEC 199; NRS 207; NRS 196; OCO 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 275, 276, 278; PL 150, 156; TMD 113

Social Sciences(S): 6 credits
- APG 200(D), 202, 203(D), 301(D); CPS, 202(D); EKN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 301, 356; GEG 101(D), 102(D), 202(D); HFR 223; HPR 110(D), 201S, 202S, HIS 130, JFR 110(D), KIN 123(D); LIN 200(D); MAH 100, MUR 150(D); PSC 110(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).
St. Petersburg College: An Example

CAREER + ACADEMIC COMMUNITIES
at St. Petersburg College

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BUILD YOUR FUTURE

MEDIAN FIRST-YEAR EARNINGS BY TERMINATION

CAREER CERTIFICATE: $34,218
ASSOCIATE OF SCIENCE DEGREE: $43,876
BACHELORS DEGREE: $41,420

ARTS AND HUMANITIES

EDUCATION

ENGINEERING, MANUFACTURING, AND BUILDING ARTS

COMMUNICATION

TECHNOLOGY

HEALTH SCIENCES AND VETERINARY TECHNOLOGY

PUBLIC SAFETY, POLICY AND LEGAL STUDIES

SCIENCE AND MATHEMATICS

ALL FLORIDA PUBLIC COLLEGES
SPC St. Petersburg College
St. Petersburg College: An Example

Your pathway to success

Follow this checklist to set and achieve clear career goals

**Engineering Technology A.S. (ENGAS)**

- ENG 1151: REGULATORY ENVIRONMENT FOR MEDICAL DEVICES
- ENG 1301: RISK MANAGEMENT AND ASSESSMENT FOR MEDICAL DEVICE
- ENG 1302: CHANCE CONTROL AND DOCUMENTATION
- ENG 1371: QUALITY AUDITING FOR MEDICAL DEVICES
- 16.00 BASIC COMPUTER AND INFORMATION LITERACY
- 1.00 ENG 1151: COMPOSITION

SPC St. Petersburg College

**0 TO 15 CREDITS**

- Satisfy Career Services & complete assessment
- Choose career & research using BLS & ONET
- Find degree options & requirements
- Find your student advising to create a MAP
- Familiarize yourself with SPC, MyCourse & SPC Email
-Complete 60+ pre-Starter Guaranteed in a class
- Complete student workshops or service
- Locate scholarship opportunities

**16 TO 30 CREDITS**

- Confirm degree plan matches career goals
- Meet with My Learning Plan (MLP) & counselor
- Add Volunteer Activities & Clubs to resume
- Enroll in required courses to meet program & prepare for career and transfer
- A.A. Programs: Determine transfer institutions
- Complete micro-credential
- Visit Career Services to discuss work-based learning opportunities

**31 TO 45 CREDITS**

- Gain experience in your field (possibly internships)
- Build networking and practice
- Create a LinkedIn profile & list all your online experiences
- Complete all required courses for full internship
- Make plans for transfer or landing at SPC in some capacity
- Complete the Fall internship & focus
- Unite My learning plan and resume

**46 TO 60 CREDITS**

- Research jobs & companies
- Connect with employers or recruiters
- Complete a graduation check with instructor
- Complete a graduation check with advisor
- Complete a graduation check with student
- Complete a graduation check with SPC
- Complete the internship & order your cap and gown

SPC St. Petersburg College

Total Program Credits 60

spc.edu/aromarkinc | twitter: #spc
# Programs with Default Options

**Simplifying Programs with Default Options (Biology)**

## First Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIOL B3A</td>
<td>General Biology I</td>
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<tr>
<td>CHEM B1A</td>
<td>General Chemistry I</td>
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<td>ENGL B1A</td>
<td>Expository Composition</td>
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<td>Art or Humanities elective</td>
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## Second Semester

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<th>Title</th>
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<tr>
<td>BIOL B3B</td>
<td>General Biology II</td>
<td>5.0</td>
</tr>
<tr>
<td>CHEM B1B</td>
<td>General Chemistry and Chemical Analysis</td>
<td>5.0</td>
</tr>
<tr>
<td>ENGL B2</td>
<td>Advanced Composition and Critical Thinking</td>
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</tr>
<tr>
<td></td>
<td><em>or</em></td>
<td></td>
</tr>
<tr>
<td>PHIL B9</td>
<td>Critical Thinking and Advanced Composition</td>
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## Third Semester

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<thead>
<tr>
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<tbody>
<tr>
<td>MATH B6A</td>
<td>Analytic Geometry/Calculus I</td>
<td>4.0</td>
</tr>
<tr>
<td>PHYS B2A</td>
<td>General Physics-Mechanics and Heat</td>
<td>4.0</td>
</tr>
<tr>
<td>COMM B1</td>
<td>Public Speaking</td>
<td>3.0</td>
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<tr>
<td></td>
<td>Art or Humanities elective</td>
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<tr>
<td></td>
<td>Social or Behavioral Science elective</td>
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<tbody>
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<td>MATH B6B</td>
<td>Analytic Geometry/Calculus II</td>
<td>4.0</td>
</tr>
<tr>
<td>PHYS B2B</td>
<td>General Physics-Sound, Light, Electricity, Magnetism, Modern Physics</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>Art or Humanities elective</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Social or Behavioral Science elective</td>
<td>3.0</td>
</tr>
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</table>
Part of a Larger Movement

A National Movement

National Project: American Association of Community Colleges (AACC)

- Bakersfield College
- Irvine Valley College
- Mt. San Antonio College
California Guided Pathways

1. American River
2. Butte
3. Cabrillo
4. Canyons
5. Cosumnes River
6. Chaffey
7. Cuyamaca
8. LA Trade Tech
9. Long Beach City
10. Miracosta
11. Modesto Junior
12. Norco
13. Reedley
14. Rio Hondo
15. Riverside
16. San Joaquin Delta
17. Santa Ana
18. Santa Barbara
19. Southwestern
20. Yuba
Guided Pathways

• Are any of your colleges moving towards implementing Guided Pathways?

• What efforts are underway?

• How is the guided pathways effort perceived at your college?
R4S at Sierra College

- Winter 2016 - Data disaggregation showed that 50% of SC students were dropping out their first year
- SC recognizes that implementing pathways is a “moral imperative”
- Spring 2016 - Reengineering for Success (R4S) Task Force developed
- SC plans for graduation rates to double by 2021 as a result of creating Academic Maps and Interest Areas, structured onboarding processes, proactive academic and career counseling, enhancement of the early alert system, and Instructional support and professional development
Skyline College Promise

• Comprehensive Diversity Framework
• “Facing the Brutal Facts” with “Fierce Urgency”

• Skyline Promise: 75% of students will
  “Get In, Get Through, Get Out . . . On Time!”

• Remove financial barriers: Promise Scholarship
• Address Remediation: Summer Scholars Institute; Multiple Measures; Co-Requisite instruction.
• Redesign curriculum and programs
• Integrate intrusive support services
• Integrate comprehensive technology infrastructure
• Launch Guided Pathways in FA 2018
• Offer courses based on student demand
Faculty Involvement

- Involve Faculty from the beginning.
- Areas of focus of guided pathways fall within academic senate and faculty purview: student preparation and success, degree and certificate requirements, program development and of course, curriculum.
- Academic Senates must be in the lead on the effort.
- Use governance structure and committees to keep faculty involved and engaged.
- Administrators must support faculty efforts with time and resources.
Classified Staff Involvement

• Involve Classified staff from the beginning
• Recognize and utilize Classified for their expertise – ask them to participate
• Organize activities to gather input from Classified
• Invite Classified staff to participate in work groups
• Ask managers to encourage their Classified staff to become involved in the work
• Provide updates regular updates to Classified Senate
• Keep communication open with regular updates
Legislature appropriated $150 million in one-time funds, in addition to ongoing resources, uniquely positions California to implement Guided Pathways on all CCC campuses.
California Guided Pathways Program

- State grant program
- $150 million in one-time funds available to all CCCs
- Up to 10% for technical assistance
- Progress towards Guided Pathways implementation expected to be made by early 2020s
### California Resources Supporting Student Success 2016-17

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Student Success and Support Program</td>
<td>$285 million</td>
</tr>
<tr>
<td>Student Equity Plans</td>
<td>$155 million</td>
</tr>
<tr>
<td>EOPS</td>
<td>$123 million</td>
</tr>
<tr>
<td>DSPS (disabled student services)</td>
<td>$115 million</td>
</tr>
<tr>
<td>Basic Skills Initiative</td>
<td>$50 million</td>
</tr>
<tr>
<td>CalWORKS Student Services</td>
<td>$44 million</td>
</tr>
<tr>
<td>IEPI</td>
<td>$28 million</td>
</tr>
<tr>
<td>Technology Projects (CAI/EPI)</td>
<td>$14 million</td>
</tr>
<tr>
<td>Fund for Student Success</td>
<td>$6 million</td>
</tr>
</tbody>
</table>
What Guided Pathways Means for California Community Colleges

• **Integration**, Integration, Integration

• Clarity for colleges in focusing **classroom & support services**

• Strategic vision for CA Community Colleges to deliver the **accountability / outcomes** needed by the State

• **Alignment** with administration and legislative partners
California Guided Pathways Program

- Build on IEPI to create system infrastructure to support GPs
  - Capacity building for centralized professional development & technical assistance
- Integrations at all levels – Chancellor’s Office & colleges/districts
- Five Year Time Horizon
  - Colleges annual allocation dependent upon measure of progress in coordination with professional development and technical assistance resources
RESOURCES

• Promising Practices
• Emerging Practices
• Lynda
• Skillsoft
• Applied Solution Kits
  • Integrated Planning
  • Strategic Enrollment Mgmt.
• Data Disaggregation
• Change Management
• Guided Pathways
Next Steps for State Guided Pathway Program

• Assess colleges’ **readiness** to implement Guided Pathways reforms

• Develop and provide **technical assistance** to aid colleges where they are

• Determine **indicators** to ensure colleges are staying the course

• **Evaluate** activities – “is it working?”
Questions?

What excites you about Guided Pathways?

What concerns you about Guided Pathways?

What are the challenges to moving toward GPs?

How can we build on the all the work you’ve done?

What roles do you see for faculty and classified staff in the planning and implementation of GPs?
Thank You!