Guided Pathways

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The Challenge

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

- Resulted in “cafeteria model,” 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**.
A Call to Action

**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.
The Opportunity & Response

Following the 2010 passage of SB 1143 (Liu),
the **Student Success Task Force** was created.
What’s Guided Pathways?

“Guided Pathways”...

- Represent a **comprehensive approach** to improving student completion
- Focuses on **institutional transformation**
- Provides an **overarching framework** to integrate diverse initiatives & reforms underway
- Brings together **evidence-based practices** into a more coherent whole
- Emphasizes interventions that **work at scale**
- Creates **clear, intentional, well-sequenced curriculum** and program design
- Keeps **students at the center** of the (re)design process
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 much **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
  - Less “wasted credits”
- **Improved chances for transfer and career placement**
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 (ECw): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.
- General (EC): COM 100(D), 110(D); LIB 120, PHL 101.

**Fine Arts and Literature (A)**: 6 credits; 3 credits in Fine Arts and 3 credits in Literature
- Fine Arts: ARH 110(D), 251(D), 292(D); ART 101, 307; FILM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A; 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); FLS 231; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.
- Literature: AAF 247(D), 258(D), CIA 391(D), 395(D), 396(D), 397(D); CLS 160(D), ENG 110(D), 160(D), 241(D), 243(D), 244(D), 245(D), 257(D); C1 260(D), 262(D), 265(D), 267(D), 268(D), 270(D), 272(D); 301(D), 303(D), 317(D), 355(D), 357(D), 358(D); FRN 399(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 291(D), 392(D); SPA 365(D), 366(D), 367(D), 368(D), WMS 311(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 for one course at the 111 level in a previously studied language through at the appropriate level (all D): ARB 103, 104; CEE 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HEB 103, 104; ITA 103, 104, 111; JPN 103, 104; LAR 103, 104; LAT 301, 302; POR 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; CEE 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HEB 101, 102; ITA 101, 102; JPN 101, 102; LAN 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: CPL 300(D), 301(D), 302(D), 303(D), 393(D), 394(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 344(D), 375(D), 376(D), HPR 201F, 202F; LET 131(D), 131(D), 151(R); 151(R); NRS 300, PHL 331(D), REL 331(D), SPA 320(D), TMD 224(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); APO 327; BGS 392(D); CLI 160(D), 273, 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), 136(D), 137(D), 141(D), 142(D), 145(D), 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 204, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340, 341(D), 346(D), 351(D), 355(D), 356(D), 374(D), 375(D), HPR 107, 201L, 302L, 307; JOR 110(D); LAR 292(D); LET 151L(D), 152(D); NUR 360(D); FEL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 326(D), 327(D), 346, 355, PSC 341, 342; PSY 310; REL 111(D), 125, 126, 131(D); WMS 220(D), 313(D), 320(D).

**Mathematics(MQ)**: 3 credits satisfied by MTH 141
- BUS 111, CSC 101, 201; HPR 108, 20(M), 202(M); MTH 106, 107, 108, 109, 111, 131, 141; FSC 109; STA 220.

**Natural Sciences(NS)**: 6 credits; satisfied by PHY
- AAS 390, 392, 211; AST 122; BIO 190; BCH 196; BID 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 102; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 196; NES 207; NRS 190; OCG 110, 123, 131, PHY 109, 111, 114, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 190, 190; TMD 113.

**Social Sciences(SS)**: 6 credits
- AP 200(D), 202, 203(D), 301(D), CPL 202(D), ECM 100(D); 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HIF 223; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAP 100; NUR 150(D); PSC 113(D), 115(D), 274(D), 288; PSY 103(D), 110(D), 232(D), 235(D), 254(D), 258(D); SOC 100(D), 212(D), 230(D), 240(D), 241(D), 254(D), 257(D); TMD 224(D), WMS 150(D).
Meta Majors

- Health Sciences
- Public Safety
- Business
- Agriculture, Nutrition and Culinary Arts
- STEM
- Social, Behavioral and Human Services
- Industrial and Transportation Tech
- Education
- Arts, Humanities and Design
St. Petersburg College: An Example

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BUILD YOUR FUTURE

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BY FIRST GRADUATION

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- ASSOCIATE OF SCIENCE DEGREE: $43,876 to $45,962
- BACHELORS DEGREES: $41,420 to $47,480

SPC St. Petersburg College

California Community Colleges Chancellor's Office
St. Petersburg College: An Example
### Simplifying Programs with Default Options (Biology)

<table>
<thead>
<tr>
<th>First Semester</th>
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<tbody>
<tr>
<td><strong>Course Number</strong></td>
<td><strong>Title</strong></td>
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<tr>
<td>BIOL B3A</td>
<td>General Biology I</td>
</tr>
<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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<tbody>
<tr>
<td><strong>Course Number</strong></td>
<td><strong>Title</strong></td>
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<tr>
<td>BIOL B3B</td>
<td>General Biology II</td>
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<tr>
<td>CHEM B1B</td>
<td>General Chemistry and Chemical Analysis</td>
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<tr>
<td>ENGL B2</td>
<td>Advanced Composition and Critical Thinking</td>
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<tr>
<td></td>
<td>-or-</td>
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<tr>
<td>PHIL B9</td>
<td>Critical Thinking and Advanced Composition</td>
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<th>Third Semester</th>
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<tr>
<td><strong>Course Number</strong></td>
<td><strong>Title</strong></td>
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<tr>
<td>MATH B6A</td>
<td>Analytic Geometry/Calculus I</td>
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<tr>
<td>PHYS B2A</td>
<td>General Physics-Mechanics and Heat</td>
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<tr>
<td>COMM B1</td>
<td>Public Speaking</td>
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<td>Art or Humanities elective</td>
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<tr>
<td></td>
<td>Social or Behavioral Science elective</td>
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<tr>
<td>MATH B6B</td>
<td>Analytic Geometry/Calculus II</td>
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<tr>
<td>PHYS B2B</td>
<td>General Physics-Sound, Light, Electricity, Magnetism, Modern Physics</td>
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<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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Assessment and placement as an on-ramp to college

Transfer-level Placement

- English: 37% (Historic), 59% (MMAP)
- Math: 26% (Historic), 37% (MMAP)
College of the Canyons Math Transfer Placement

Overall: 71% placement
- Before Pre-Statistics course: 10%
- Arithmetic to Noncredit: 9%
- Multiple Measures STEM Disjunctive Placement: 30%

Latinx/Hispanic: 66% placement
- Before Pre-Statistics course: 5%
- Arithmetic to Noncredit: 9%
- Multiple Measures STEM Disjunctive Placement: 22%

African-American/Black: 60% placement
- Before Pre-Statistics course: 4%
- Arithmetic to Noncredit: 9%
- Multiple Measures STEM Disjunctive Placement: 15%

White: 75% placement
- Before Pre-Statistics course: 12%
- Arithmetic to Noncredit: 18%
- Multiple Measures STEM Disjunctive Placement: 32%

Asian: 66% placement
- Before Pre-Statistics course: 38%
- Arithmetic to Noncredit: 41%
- Multiple Measures STATISTICS Disjunctive Placement: 66%
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
Integrated Planning to Foster Student Success

- **Institutional Effectiveness & Inclusive Excellence** (IE)² committee coordinates student success data and supporting activities
Integrated Planning to Foster Student Success

- Year 1 – Focus was on the Data
  - Result: Canyons Completes

- Year 2 – Lost Momentum Framework & identifying areas to focus
  - Result: 7 major areas for our 3-year work plan
Looking Ahead

The Governor’s proposed budget of $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
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 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>
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<tr>
<td>Student Equity Plans</td>
<td>$155 million</td>
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<tr>
<td>EOPS</td>
<td>$123 million</td>
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<tr>
<td>DSPS (disabled student services)</td>
<td>$115 million</td>
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<tr>
<td>Basic Skills Initiative</td>
<td>$50 million</td>
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<tr>
<td>CalWORKS Student Services</td>
<td>$44 million</td>
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<tr>
<td>IEPI</td>
<td>$28 million</td>
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<tr>
<td>Technology Projects (CAI/EPI)</td>
<td>$14 million</td>
</tr>
<tr>
<td>Fund for Student Success</td>
<td>$6 million</td>
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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

• Await final action on state budget

• 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 kind of support do you think your college would need to consider moving toward GPs? To begin implementing them?