Implementing Guided Pathways in California’s Community Colleges

Laura Hope, Executive Vice Chancellor, CCC Chancellor’s Office
Sandra Fried, Executive Director, Success Center, CCC Foundation
Robert Johnstone, Founder & President, National Center for Inquiry & Improvement
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: Employment in Field of Study

• 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: 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

1. Focus relentlessly on students’ end goals
2. Always design and decide with the student in mind
3. Pair high expectations with high support
4. Foster the use of data, inquiry, and evidence
5. Take ownership of goals and performance
6. Enable action and thoughtful innovation
7. Lead the work of partnering across systems
AACC Guided Pathways Initiative → California Guided Pathways Initiative
Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. Colleges should assess their readiness for intensive, broad-based change before beginning this work.

**Planning**

**Essential Conditions**
Large-scale transformational change requires strong leadership, a commitment to using data, and other key conditions. Make sure these conditions are in place — prepared, mobilized, and adequately resourced — to support the college’s pathways effort.

**Planning/Preparation**
Understand where you are and prepare for change.

**Sustainability**
Commit to pathways for the long term and make sure they are implemented for all students.

**Implementation**

**Clarify the Paths**
Map all programs and include features that clarify paths, such as detailed outcomes, course sequences, and progress milestones.

**Help Students Get on a Path**
Require supports that help students get the best start, including first-year experiences and integrated academic support.

**Help Students Stay on Their Path**
Keep students on track with supports such as intrusive advising and systems for tracking progress.

**Ensure Students Are Learning**
Use practices that assess and enrich student learning, including program-specific learning outcomes and applied learning experiences.

**Early Outcomes**
Measure key performance indicators.

**Evaluation**
Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.

The Pathways Project is led by the American Association of Community Colleges in partnership with Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Jobs for the Future (JFF), The National Center for Inquiry and Improvement (NCII), and Public Agenda. It is funded with support from the Bill & Melinda Gates Foundation.
30 colleges from 17 states total
- Enrollment range: less than 3,000 to almost 60,000 students (fall credit headcount)
- Fewer than 6000 students: 10/30
- **Approximate total students:** 506,000
- State clusters:
  - 4 Texas  –  3 Ohio
  - 4 Florida  –  3 Washington
  - 3 California  –  Upper Midwest – 3 OH, 2 MI, 1 WI
AACC Pathways

Colleges  Characteristics

- 6-institute series (2016 through 2017)
- Each institute 2.5 days in length
- 5-person teams from each Pathways College
- Required team “homework” in advance of each institute
- Each institute focused on a critical aspect of pathway design and implementation *at scale*
- Assigned Pathways Coach Teams work with college teams during institutes – 12 coaches
- College teams produce action plans by the end of each institute, including component plans for campus engagement, professional development, and technical assistance
AACC Institute Series

- **Institute #1** - *Leadership for Transformational Change: Implementing Pathways at Scale* (February 4-6, 2016)
- **Institute #2** - *Pathway Design I – Mapping Pathways through the Institution* (April 14-16, 2016)
- **Institute #3** - *Redesigning Student Intake Systems and Ongoing Academic and Non-Academic Supports* (October 2-4, 2016)
- **Institute #4** - *Ensuring Students are Learning and Progressing along the Pathway* (February 2-4, 2017)
- **Institute #5** - *Pathway Design II: Pathways to Transfer and Employment* (June 22-24, 2017)
- Seeking funding for additional Institutes focused on *Equity by Design* and *Developmental Education Reform* based on *Core Principles*
20 colleges from California
Enrollment range: less than 6,500 to almost 30,000 students (fall credit headcount)
Approximate total students: 340,000
CAGP Institute Series

- **Institute #1** - Leadership for Transformational Change: Implementing Pathways at Scale (Sep 2017)
- **Institute #2** - Pathway Design I – Mapping Pathways through the Institution (Dec 2017)
- **Institute #3** - Pathway Design II: Pathways to Transfer and Employment (Feb 2018)
- **Institute #4** - Redesigning Student Intake and Ongoing Student Supports (Sep 2018)
- **Institute #5** - Redesigning Basic Skills & Developmental Education as an On-ramp to Pathways (Feb 2019)
- **Institute #6** - Ensuring Students are Learning and Progressing along the Pathway (Sep 2019)
Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. Colleges should assess their readiness for intensive, broad-based change before beginning this work.

---

**PLANNING**

**ESSENTIAL CONDITIONS**
Large-scale transformational change requires strong leadership, a commitment to using data, and other key conditions. Make sure these conditions are in place – prepared, mobilized, and adequately resourced – to support the college’s pathways effort.

**PLANNING/PREPARATION**
Understand where you are and prepare for change.

**SUSTAINABILITY**
Commit to pathways for the long term and make sure they are implemented for all students.

---

**IMPLEMENTATION**

**CLARIFY THE PATHS**
Map all programs and include features that clarify paths, such as detailed outcomes, course sequences, and progress milestones.

**HELP STUDENTS GET ON A PATH**
Require supports that help students get the best start, including first-year experiences and integrated academic support.

**HELP STUDENTS STAY ON THEIR PATH**
Keep students on track with supports such as intrusive advising and systems for tracking progress.

**ENSURE STUDENTS ARE LEARNING**
Use practices that assess and enrich student learning, including program-specific learning outcomes and applied learning experiences.

---

**EARLY OUTCOMES**

Measure key performance indicators.

---

**EVALUATION**

Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.

---

The Pathways Project is led by the American Association of Community Colleges in partnership with Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Jobs for the Future (JFF), The National Center for Inquiry and Improvement (NCIII), and Public Agenda. It is funded with support from the Bill & Melinda Gates Foundation.
“We are Already Doing It”
(Don’t Need Another State or National Initiative)

**What I Knew**
- We provide all students what they want, when they want, where they want and how they want.
- Students, faculty, and staff understand how it is all connected.
- Students should have max flexibility, meaning can opt in or out (orientation, college success course, overriding placement results).
- Maximum choice provides maximum flexibility.
- Students use tutoring and coaching as they need it.
- Students reach out for help when need it (if you have it, they will come).
- Curriculum listed in catalog is sufficient direction to student.
- Students know what their goals are.
- We are in the education business so services needed outside of education are the responsibility of others (food, housing, mental health, income).
- Part-time student needs same as full-time students (children are little adults).
- Processes and services should be available and applied equally to all.

**What I Know Now**
- What we had was fragmented and informed by many varied beliefs and experiences (depended who you talk to or worked with).
- Default decision is to make no choice.
- What you think is obvious is not always obvious to others.
- To many, seeking help is an admission of failure.
- Natural tendency is accept failure, overestimate ability, or wait too long.
- Wrap around services part of business of education.
- Equality ≠ Equity.
The Country of California
## Structural Rather Than Programmatic Reform

<table>
<thead>
<tr>
<th>Structural</th>
<th>Programmatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scaled impact</td>
<td>Often limited scope</td>
</tr>
<tr>
<td>Structurally connected</td>
<td>Often personally dependent</td>
</tr>
<tr>
<td>Sourced for scale and evaluated</td>
<td>Often under-sourced and studied</td>
</tr>
<tr>
<td>Cohesive part of a larger structure that’s clear</td>
<td>Often adds more confusion</td>
</tr>
</tbody>
</table>
Guided Pathways as a Coherence Frame

Fits disparate into the four pillars

Prioritizes scaled efforts

Emphasizes integration among “divisions”

Supports equity goals
Simultaneous California Efforts

Guided Pathways: AACC Projects

30+ colleges participating nationally

Competitive process

Guided by national leaders with guided pathways efforts

Three years of coaching support

CA Guided Pathways: Demonstration Project

20 colleges in California participating

Competitive process

Paid to participate

One year of intensive support

Guided by national leaders with guided pathways efforts

California Community Colleges Guided Pathways

Eligible participation for all 114 colleges

Requirements for participation, regardless of previous GP affiliation

Five years of support by CCCCCO and partners

Guided by national leaders and local practitioners
Gearing Up for Implementation

- Self-Assessment
- IEPI Workshop
- Multi-Year Work Plan
- Funding Allocation
<table>
<thead>
<tr>
<th>Year 1: Build Awareness</th>
<th>Year 2: Create Momentum</th>
<th>Year 3: Refine and Improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment</td>
<td>Deploy Facilitators</td>
<td>Align Policy, Tools, and Indicators</td>
</tr>
<tr>
<td>Workshops</td>
<td>Share learning from Demonstration Projects</td>
<td>Gather and Share Preliminary Data and Learning</td>
</tr>
<tr>
<td>Multi-Year Work Plan</td>
<td>“Collaboratory” Team Convenings</td>
<td>Accelerate Efforts</td>
</tr>
<tr>
<td>Field Guide</td>
<td>Tool Identification</td>
<td>Tool Implementation</td>
</tr>
<tr>
<td>Evaluation/Reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Learning</td>
<td>Policy Reform</td>
<td></td>
</tr>
</tbody>
</table>
Board Member Support and Leadership

- Learn about guided pathways
- Support Presidents and Chancellors
- Ask questions
- Adopt values and goals that align with guided pathways
- Model good leadership and support leadership development
Questions or Reflections