Implementing Guided Pathways in California’s Community Colleges

Laura Hope, Executive Vice Chancellor, CCCC CO
Academics

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Institutional Effectiveness

Dr. Bill Scroggins, President, Mt. San Antonio College
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.
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
Mt. SAC: Case Study in Reform

- High School outreach, dual enrollment, early college High School
- High School/Adult Education college entry
- Onboarding
- Basic Skills reform
- Entering a major
- Following a major map
Completion for those college prepared is flat: 76%-72%-73%-75%

Completion among students unprepared for college has trended up: 39%-40%-41%-48%

Year-to-year persistence has also trended up: 72%-77%-79%-80%

Example: the 2006-07 six year cohort data was collected on student performance through 2012-13.
http://scorecard.cccco.edu/scorecard.aspx
A key measure of staying on the path to completion is the number of units taken in the first year. To complete and associate degree or the first two years of a baccalaureate degree, 30 units are needed. Mt. SAC initial efforts in student success and equity have shown measurable gains in this key metric.
Environmental Forces

- Recognition that the structure of community colleges is not designed to support completion outcomes
- Students continue to be trapped in long developmental sequences in math and English
- University transfer rates have remained relatively static
- The demand for a qualified workforce and college graduates is more intense than ever

We can do better to get students to a better future
Unit Accumulations

CREDITS ACCRUED NATIONALLY

Bachelor’s  Associate  Certificate

<table>
<thead>
<tr>
<th></th>
<th>Needed</th>
<th>Earned</th>
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</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
<td>120</td>
<td>136</td>
</tr>
<tr>
<td>Associate</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>Certificate</td>
<td>30</td>
<td>63</td>
</tr>
</tbody>
</table>
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
Guided Pathways is a national movement.

National Project:
American Association of Community Colleges (AACC)

- Bakersfield College
- Irvine Valley College
- Mt. San Antonio College
  - Santa Monica
30 colleges from 17 states total

Enrollment range: less than 3,000 to almost 60,000 students (fall credit headcount)

Approximate total students: 506,000

State clusters:
- 4 Texas
- 4 Florida
- 3 California
- 3 Ohio
- 3 Washington
- Upper Midwest – 3 OH, 2 MI, 1 WI
The Country of California
California Demonstration Project

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. Mira Costa
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
And then there’s everyone!

114 colleges and 72 districts
<table>
<thead>
<tr>
<th><strong>Structural</strong></th>
<th><strong>Programmatic</strong></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</td>
<td>Often under-sourced and studied</td>
</tr>
<tr>
<td>evaluated</td>
<td></td>
</tr>
<tr>
<td>Cohesive part of a</td>
<td>Often adds more confusion</td>
</tr>
<tr>
<td>larger structure that’s</td>
<td></td>
</tr>
<tr>
<td>clear</td>
<td></td>
</tr>
</tbody>
</table>
Four Pillars of Guided Pathways

**Clarify the Path**
Create Clear Curricular Pathways to Employment and Further Education

**Enter the Path**
Help Students Choose and Enter Their Pathway

**Stay on the Path**
Help Students Stay on Their Path

**Ensure Learning**
Follow Through, and Ensure that Better Practices are Providing Improved Student Results.
Gearing Up for Implementation

Self-Assessment

IEPI Workshop

Multi-Year Work Plan

Funding Allocation
California Resources Supporting Student Success 2016-17

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
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</thead>
<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>
<tr>
<td>Guided Pathways</td>
<td>$ 15 million</td>
</tr>
</tbody>
</table>
Guided Pathways as a Coherence Frame

- Fits disparate approaches into the four pillars
- Prioritizes scaled efforts
- Emphasizes integration among “divisions”
- Supports equity goals
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
- Writing (EC): ELS 112, 122 (non-native speakers)
- General (EC): COM 100(D), 110(D); LIB 120; PHP

**Fine Arts and Literature:** (A): 6 credits; 3 credits
- Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PHL
- Literature: AAF 247(D), 248(D); CAL 391(D); 397(D), 399(D), 427(D), 428(D), 521(D), 252(D); 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(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 (or one course at the 113 level) in a language not previously studied (or studied for less than two years in high school) from the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HEB 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; 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), 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 201(D), 202(D); LET 1511(D), 151Q(D), 151R; NRS 300; PHP 331(D); RLS 131(D); SPA 320(D); TMD 224(D)

**Letters(L): 6 credits**
- AAF 190(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, 201(D), 202(D), 401; JOR 110(D); LAR 202(D); LET 1511(D), 151Q(D), 151R; NUR 360(D); PHP 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342, 347; PSY 310; RLS 111(D), 125, 126, 131(D), 132(D); WMS 220(D), 315(D), 320(D)

**Mathematica(MQ): 3 credits satisfied by MTH 141**

**Natural Sciences(N): 6 credits; satisfied by PHY**
- AFS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 108, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NFS 207; NRS 190; OCC 110, 122, 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 190(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEO 101(D), 104(D), 202(D); HHS 225; HPR 110(D); 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAP 100; NUR 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

### Biology

#### First Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL B3A</td>
<td>General Biology I</td>
<td>5.0</td>
</tr>
<tr>
<td>CHEM B1A</td>
<td>General Chemistry I</td>
<td>5.0</td>
</tr>
<tr>
<td>ENGL B1A</td>
<td>Expository Composition</td>
<td>3.0</td>
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<tr>
<td></td>
<td>Art or Humanities elective</td>
<td>3.0</td>
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#### Second Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<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>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>-or-</td>
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</tr>
<tr>
<td>PHIL B9</td>
<td>Critical Thinking and Advanced Composition</td>
<td>3.0</td>
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#### Third Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td></td>
<td>Art or Humanities elective</td>
<td>3.0</td>
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<tr>
<td></td>
<td>Social or Behavioral Science elective</td>
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</table>

#### Fourth Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<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>
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<tr>
<td></td>
<td>Social or Behavioral Science elective</td>
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## Reaching Back & Reaching Forward

<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”</td>
<td>Accelerate Efforts</td>
</tr>
<tr>
<td>Field Guide</td>
<td>Team Convenings</td>
<td></td>
</tr>
<tr>
<td>Evaluation/Reflection</td>
<td>Tool Identification</td>
<td></td>
</tr>
<tr>
<td>Online Learning</td>
<td>Policy Reform</td>
<td>Tool Implementation</td>
</tr>
</tbody>
</table>

*California Community Colleges Chancellor's Office*
Support in the Future

• **IEPI Workshops**: mandatory workshops on self-assessment, work plan workshops, “collaboratory” sessions on implementation

• **Field Guide**: inquiry guide to build awareness, fortify process, and chronicle implementation

• **Online learning**: modules for all campus stakeholders who want or need to learn more about guided pathways

• **Leadership Development**: workshops on leading change efforts and systemic transformation

• **Facilitation teams**: cross-functional teams who can make college visits to help with planning and sticking points

• **Funding**: $15 million in direct support for five years and incentives
Executive Support & Leadership

- Learn about guided pathways
- Signal the priorities with students at the Center
- Set a timeline
- Dedicate leadership at different levels
- Request updates
- Participate locally
- Reinforce accountability
Board Member Support & 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...
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