

# GUIDED PATHWAYS

Strengthening Student Success  
Conference  
October 2017

## Transforming our Colleges with Students at the Center

**Theresa Tena**, California Community Colleges  
Chancellors Office

**Mandy Davies**, Sierra College

**Darla Cooper**, Research and Planning Group

**Linda Collins**  
**Chase Fischerhall**  
**Kristina Palmer**  
Career Ladders Project

# AGENDA FOR THE MORNING

## **Welcome and introductions**

### **Overview: What are GP and why now?**

- Linda Collins

### **CCC Guided Pathways: the Award Program as catalyst for the larger transformation**

- Theresa Tena

### **The partnerships that support the work**

- Darla Cooper

### **CA example: The Sierra College story**

– Mandy Davies

### **Interactive Learning with Design Principles**

– Chase Fischerhall

### **Closing and Reflection: What does this mean for us?**

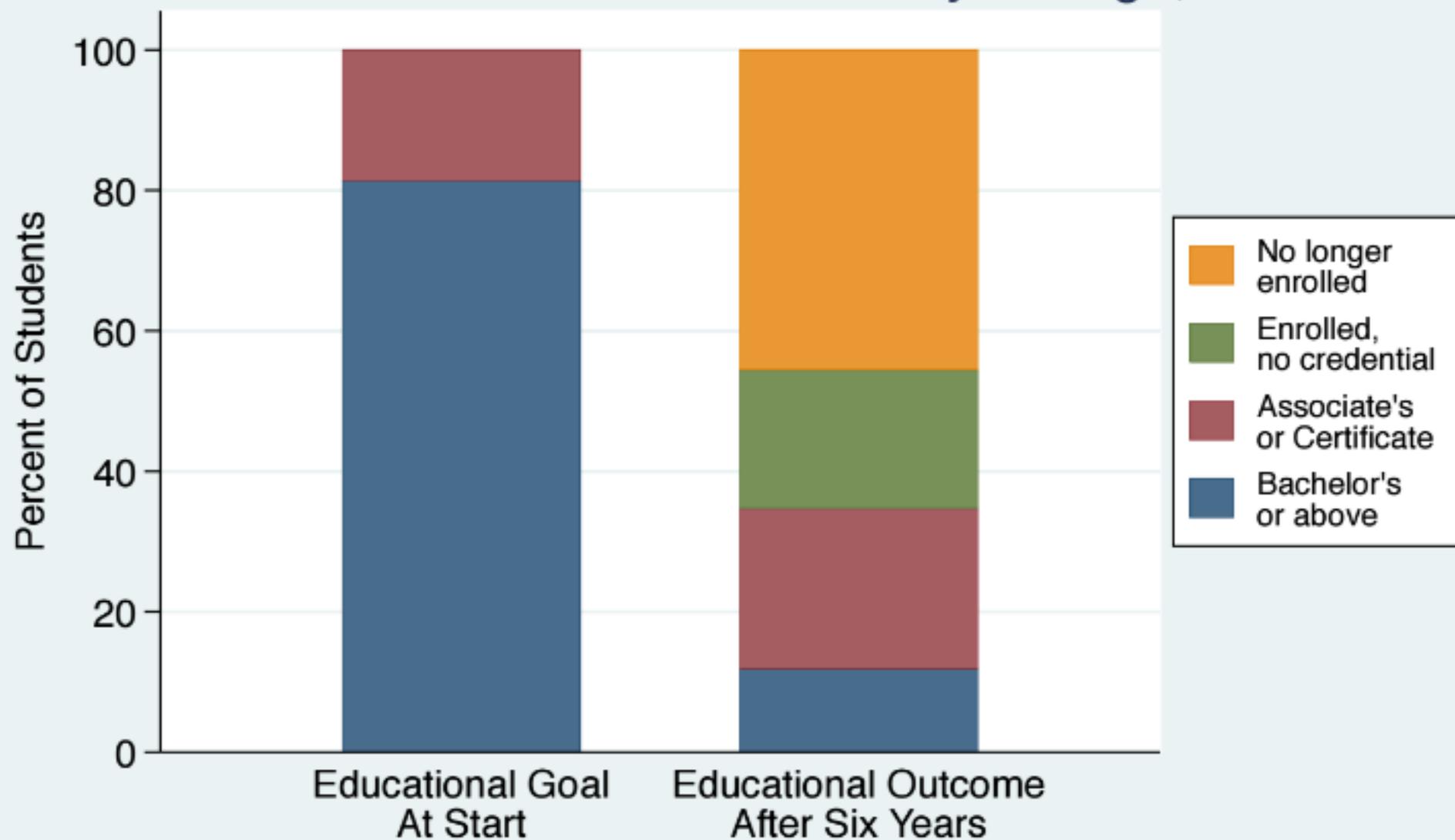
What are we hearing from faculty, administrators, classified staff and students about undertaking Guided Pathways reforms across the state?

# OVERVIEW: WHAT ARE GP AND WHY NOW?

**Linda Collins**

Career Ladders Project

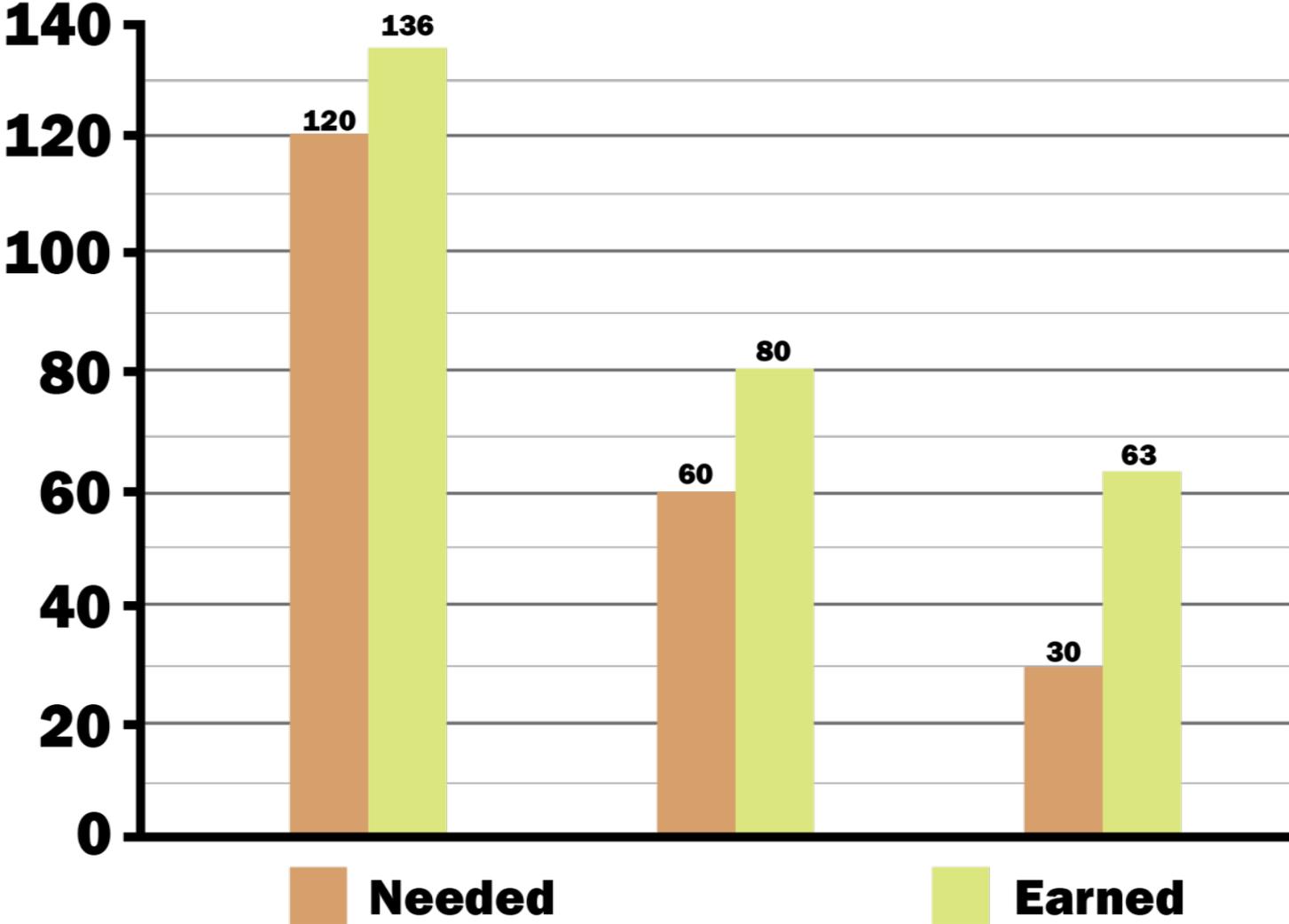
# Educational Goals and Six-year Attainment, Students who Started at a Community College, Fall 2003



Source: U.S Department of Education, National Center for Education Statistics, 2003 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09)

# EXCESS CREDITS NATIONALLY

**Bachelor's      Associate      Certificate**



**First-time Degree  
Completers  
Average Unit  
Accumulation  
(2014-2015)**

Average units  
attempted:

102 units

Average units  
earned:

81 units

Units to AA/AS  
degree:

60 units

Data from  
California  
Community  
College

## FROM THE STUDENTS' PERSPECTIVE



# COMMUNITY COLLEGE STUDENTS

> 50% concerned about making a mistake when choosing classes

(Moore & Shulock, 2014)

Surprised to find that courses taken **do not count** towards credentials

(Nodine et al 2012)



## COMMUNITY COLLEGE STUDENTS

- Find choosing a major to be a difficult task.
- Find choosing the right courses and getting into the courses they need to be challenging.
- Value support services when they can access them, but many are unaware of the available supports.
- Yearn for a sense of community, peer connection, and culturally relevant curriculum and experiences.

## WHAT ARE GUIDED PATHWAYS?

Coherent and easy-to-follow college-level programs of study that are aligned with requirements for the next stage of education and success in careers

Programs, support services, instruction and administrative practices are redesigned and/or re-aligned to help students clarify their goals, choose and enter pathways, stay on track and master the knowledge and skills to advance in further education and careers.

*Adapted from American Association of Community Colleges Pathways Project*



# WHAT'S DIFFERENT HERE?

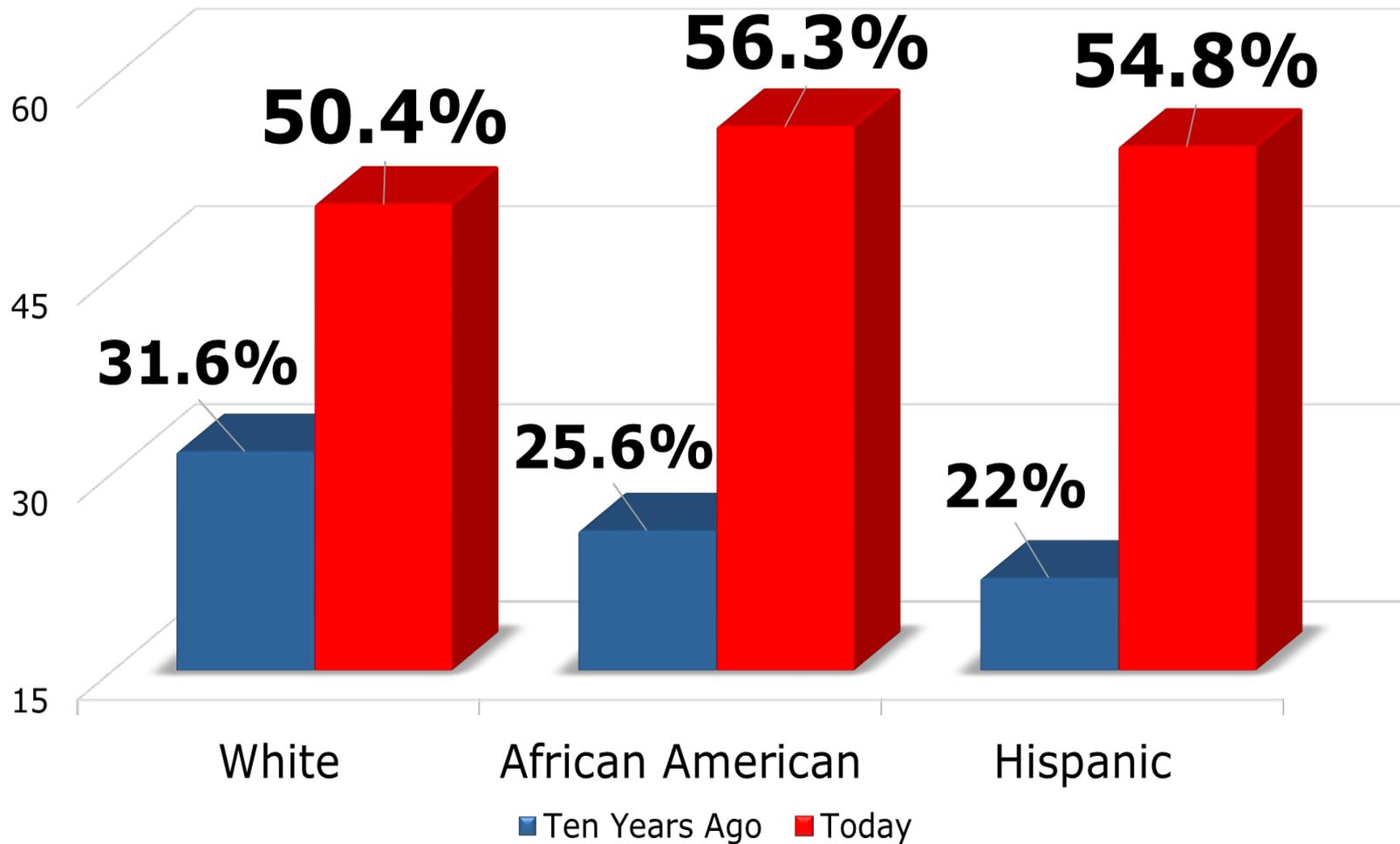
## **“Guided Pathways” represent a comprehensive approach to improving student completion**

- Focus is on institutional transformation
- Provides an overarching framework to integrate diverse initiatives and reforms underway at the colleges

## **Brings together evidence-based practices into a more coherent whole:**

- Support and guide student exploration to understand options and make informed choices
  - Clearly delineate program requirements, “mapping” them and offering predictable course schedules so students can complete
  - Transform remediation: (via placement reform, co-requisite instruction and math relevant to program of study)
  - Bring together “career” and “transfer” programs, major requirements, general education and elective options
  - Provide proactive and intrusive student supports that are integrated with instruction and students’ program of study
- 

## GEORGIA STATE UNIVERSITY COMPLETION RATES



T. Renick & I. Thompson-Sellers (2016) *Deploying Guided Pathways at Scale at Georgia State University*. Presentation, AACC Pathways Project. Washington DC

**CCC GUIDED  
PATHWAYS:  
THE CCCGP  
PROGRAM AS A  
CATALYST FOR  
LARGER  
TRANSFORMATION**

**Theresa Tena**

Community Colleges of California  
Chancellor's Office (CCCCO)

# Exploring the Context for Guided Pathways

- 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**

# Guided Pathways as a National Movement

- Part of a national movement initiated by the American Association of Community Colleges (AACCC) and continuing with the CA Guided Pathways Project
- One of the few states with an infusion of dollars to accomplish the implementation
- Framework to take the “luck” out of students’ experience

# 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.

# About 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.

# Simultaneous California Efforts

## Guided Pathways: AACCC Projects

30+ colleges  
participating nationally

Competitive process

Guided by national  
leaders with guided  
pathways efforts

## CA Guided Pathways: Demonstration Project

20 colleges in California  
participating

Competitive process

Paid to participate

One year of intensive  
support

## California Community Colleges Guided Pathways

Eligible participation for  
all 114 colleges

Requirements for  
participation, regardless  
of previous GP affiliation

Five years of support by  
CCCCO and partners

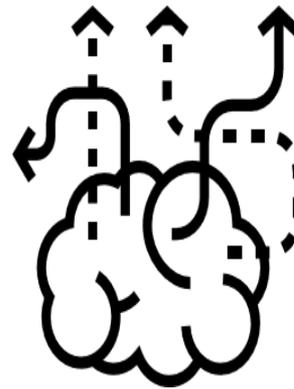
# Gearing Up for Implementation



Self-  
Assessment



IEPI  
Workshop



Multi-Year  
Work Plan



Funding  
Allocation

# Overview of Funding

- **Initial funding in April 2018**
- **Five years total to spend the allocations**
- **25% of total allocation in the first year**
- **Spending guidelines with allocations in April**

# 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

# Guided Pathways KPIs

- **Key Performance Indicators (KPIs) adapted from the national guided pathways effort.**
- **It uses cohorts of first-time students to track momentum points in their first year of enrollment**
- **The past three academic years will be used as the baselines and metrics will be available by college, region, and student demographics (i.e., race/ethnicity, gender, age)**

# Guided Pathways KPI Metrics

Participation	number of students
	average number of credits attempted in year one
	average number of degree-applicable credits attempted in year one
	full-time students
	persisted from term one to term two
Transferrable Math/English Completion	college-level course success rate
	successfully completed transfer-level math in year one
	successfully completed transfer-level English in year one
First Term Momentum	successfully completed both transfer-level English and math in year one
	successfully earned 6+ college credits in first term
	successfully earned 12+ college credits in first term
	successfully earned 15+ college credits in first term
First Year Momentum	attempted 15+ college credits in first term
	successfully earned 15+ college credits in year one
	successfully earned 24+ college credits in year one
	successfully earned 30+ college credits in year one
	attempted 30+ college credits in year one

# Where to find your college KPIs

- KPIs are posted on the LaunchBoard Guided Pathways tab for all colleges (login required)

[www.calpassplus.org/LaunchBoard/  
guidedpathways.aspx](http://www.calpassplus.org/LaunchBoard/guidedpathways.aspx)

- All data for the KPIs come the CCCCO MIS submissions.
- Data definitions are available on the LaunchBoard Guided Pathways tab under “Technical Definitions”

**THE PARTNERSHIPS  
THAT SUPPORT THE  
WORK**

**Darla Cooper**

Research and Planning Group (RP  
Group)



theRPgroup

Research • Planning • Professional Development  
for California Community Colleges

# Applied Solution Toolkits (ASKs) Partnership



CLP

Career  
Ladders  
Project



theRPgroup

Research • Planning • Professional Development  
for California Community Colleges

# CCCGP Partnership



California Community Colleges  
Chancellor's Office



**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.



# *Faculty and Academic Senate Leadership*

## *Clear Programs*

***10+1***

- *Curriculum*
- *Educational Programs*
- *Degree and Certificate Requirements*

## *Guided Exploration*

***10+1***

- *Curriculum*
- *Educational Programs*
- *Student Preparation and Success*

## *Academic and Student Support*

***10+1***

- *Curriculum*
- *Student Preparation and Success*

***\*\*\*TEACHING and LEARNING\*\*\****



ACADEMIC SENATE  
for CALIFORNIA COMMUNITY COLLEGES

# *Faculty Involvement and Academic Senate Leadership*

- *Involve Faculty from the beginning.*
- *Academic Senates must take leadership in the effort.*
- *Use governance structure and committees to keep faculty involved and engaged.*
- *Support faculty efforts with time and resources.*

# Classified Staff Involvement

- Involve classified staff from the beginning
- Recognize and utilize classified staff for their expertise – ask them to participate
- Organize activities to gather input from classified staff
- Invite classified staff to participate in work groups
- Ask managers to encourage their classified staff to become involved in the work
- Provide regular updates to classified senate
- Keep communication open with regular updates

# CA EXAMPLE: THE SIERRA STORY

**Mandy Davies**  
Sierra College

# Guided Pathways at Sierra College



ZACH DUFAULT

DENNIS NOLLETTE

# HOW IT ALL BEGAN



BASTILLE DAY PRODUCTIONS PRESENTS ZACH DUFAULT AND DENNIS NOLLETTE IN HOW IT ALL BEGAN  
DAPHY ELNAR MUKHAMEDYAROV CO-PRODUCER FAYE VIVIANA WRITTEN AND DIRECTED BY DENNIS NO

(C) 2016 BASTILLE DAY PRODUCTIONS

## Equity Planning got us looking at our cohort data.



50% of all students leave every year

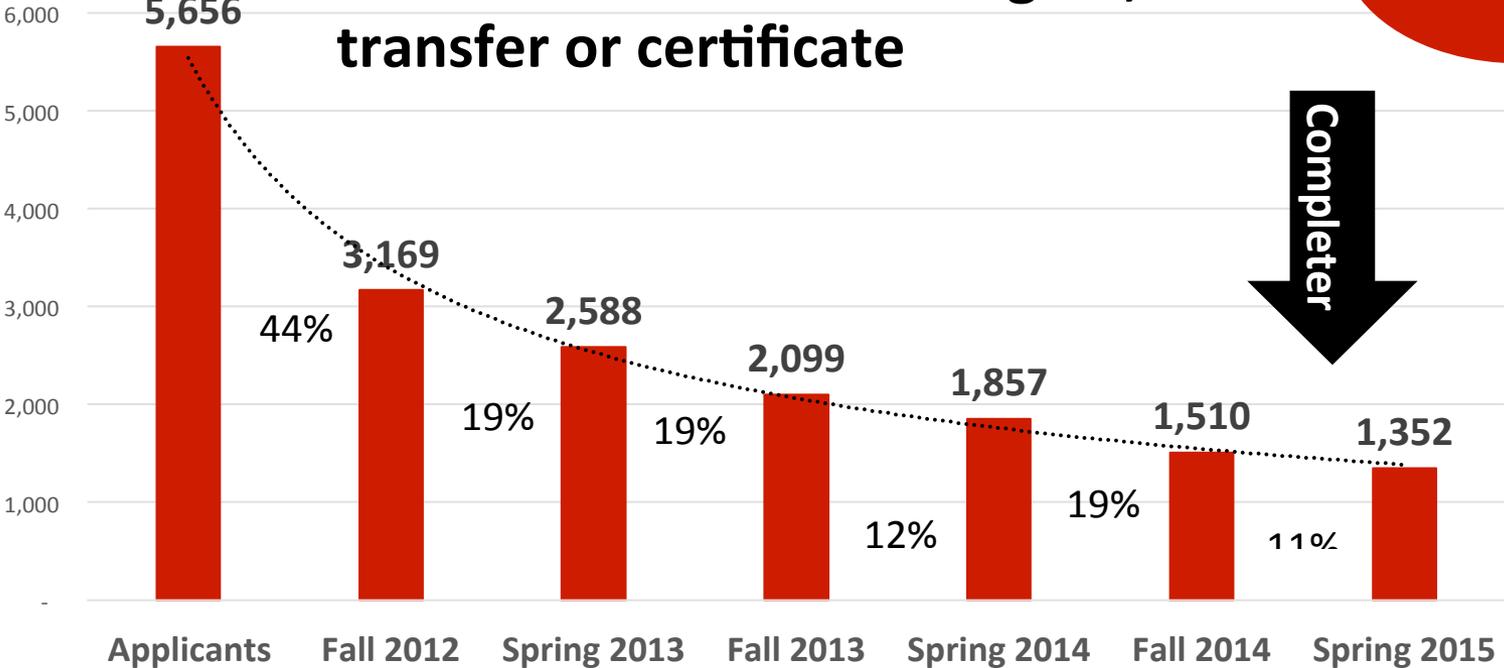
- 4% complete 30 units their 1st Year
- 2% eventually earn certificates
- 11% who want to transfer actually do
- 14% who want a degree actually earn one



Thought we were pretty good until we saw students weren't completing their goals.

2% lifelong learners

### Attrition of students who want degree, transfer or certificate



**Drilled down to understand what's going on.  
Looked at why students were coming to Sierra.**



**11,000 (60%) Want TRANSFER w/o degree**  
**1,600 or 8% Want TRANSFER with degree/certificate**

## **Top Majors**

Undecided	5,200
Nursing	4,000
Business	3,600
Biology	2,300
Psychology	2,000
Computer Science	1,400
Engineering	1,100

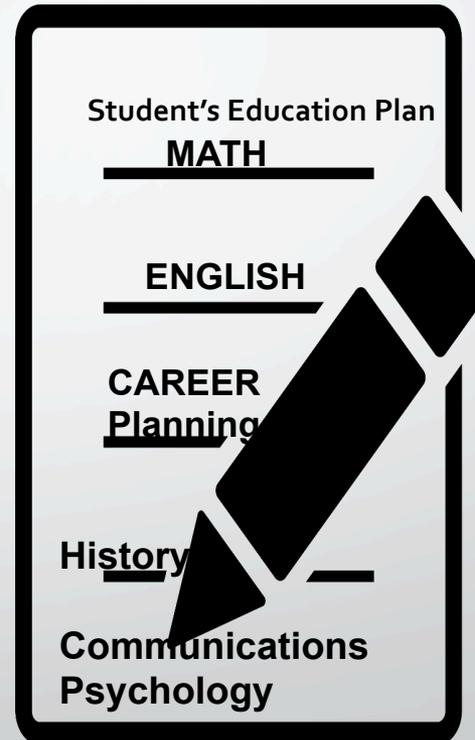
## Looked at the SSSP intake process

After at least 4 previous steps.... See a counselor, get an education plan, and register for classes

I want to transfer.  
Don't know about my major.....



12 minute counseling session  
for each new student  
(9,000+ a year)

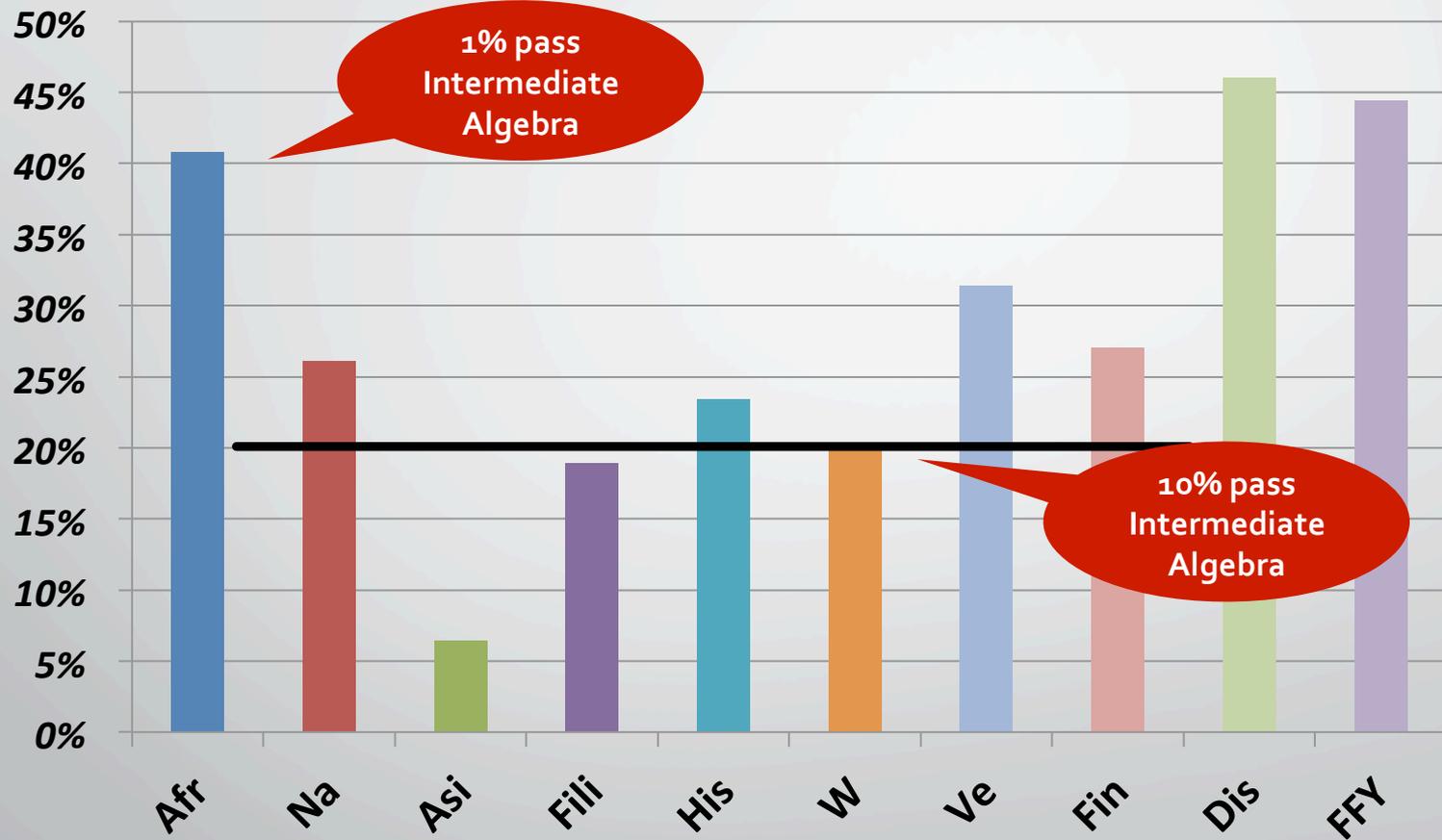


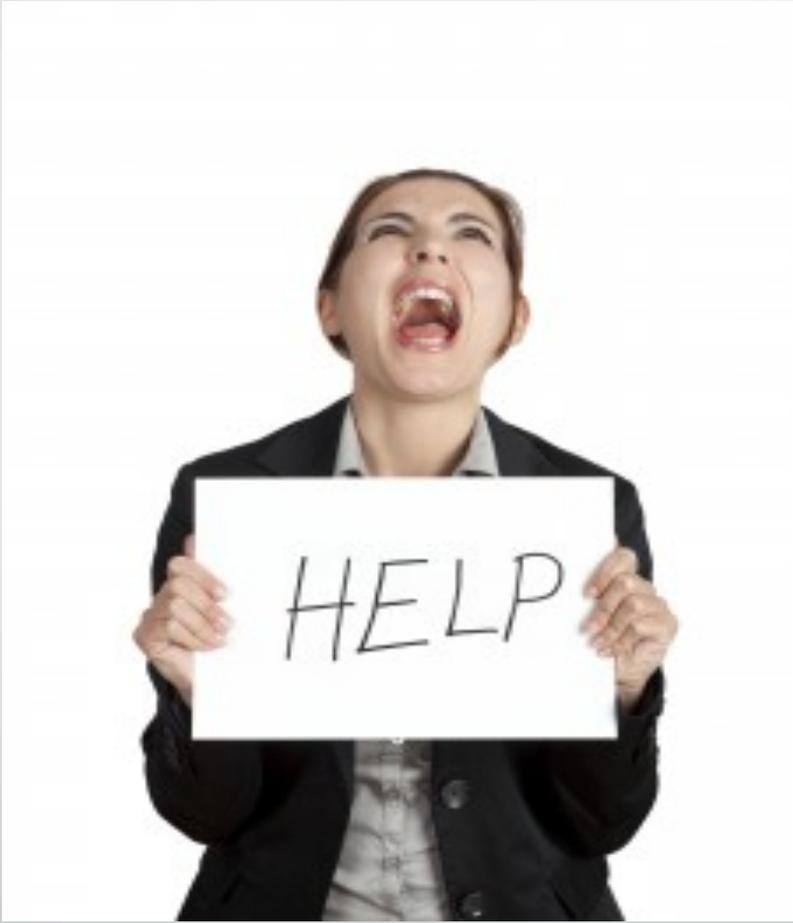
# Scheduling Misalignments yet enrollments were declining....

COURSE	CLOSED SECTIONS	Why Impacted	WAITLIST
MATH 581	5/11 12	Students who start here have <b>4</b> semesters to Math D; 5 to transfer	203
MATH 582	8/24 14		
MATH A	8/24 32		105
MATH D	8/24 48	<b>AA Requirement</b>	281
MATH 12	6/1 31	STEM majors. Gatekeeper to math sequence. <b>CSU, UC</b>	135
MATH 13	6/1 31	<b>MOST</b> transfers must have. <b>CSU, UC</b>	434
MATH 8	6/29 11	Math and science <b>MUST</b> take. <b>CSU, UC</b>	97
ENG A	8/24 46	Prerequisite for English 1A. Critical for ALL college level courses	154
ENG 1A	7/27 88	<b>ALL</b> transfers must have. Plus <b>AA, CSU, UC</b>	756
ENG 1B	8/24 49	<b>ALL</b> transfers must have. Plus <b>AA, CSU, UC</b>	175
ENG 1C	7/28 32		
BIOL 5	5/11 11	Nursing, Kinesiology. <b>AA, CSU, UC</b>	196
CHEM 2A	5/11 13	Nursing, Kinesiology, Nutrition. Must take before BIOL 6. <b>AA, CSU, UC</b>	144
CHEM 3A	5/11 7	Students who fail CHEM 1A exam. Only offered in fall. <b>AA, CSU, UC</b>	75
COMM 1	5/11 29	Nursing, Engineering and Communications majors. <b>AA, CSU, UC</b>	209
BUS 1	6/29 17	1 <sup>st</sup> of 3 semester sequence of accounting	192
CSCI 10	6/29 14	Computer Science and Business majors. 1 <sup>st</sup> course	135
HIST 17A	7/27 28	<b>CSU</b> graduation requirement. <b>UC, AA</b>	205
HIST 17B	7/27 23	<b>CSU</b> graduation requirement. <b>UC, AA</b>	152
NUT 10	8/24 32	Nursing and Nutrition. <b>AA, CSU</b>	158
PSYC 1	8/24 36	Nursing and Psychology majors. <b>AA, UC</b>	178
<i>CSU – fulfills a General Education Breadth Requirement</i> <i>UC – fulfills a General Education Transfer Curriculum Requirement</i> <i>AA – fulfills a Sierra College General Education Degree Requirement</i>			"G golden 4"

**Class Full!!!**

## Equity lens: Who STARTS 4 Levels below transfer Math?







## Re-Engineering Sierra for Student Success

- October '15 R4S Task Force Formed with 2-Year re-assignments
  - 2 FT deans – student services and instruction
  - 15 instructional and counseling faculty
  - Classified staff
  - Students
- May 2016 - Academic Senate and President Duncan approved Guided Pathways plan of action
- Board of Trustees adopted Guided Pathways as its top priority

# GUIDED PATHWAYS

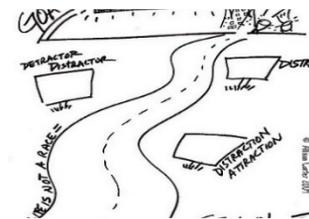
**CLARIFY THE  
PATH**



**HELP STUDENTS  
GET ON THE  
PATH**



**KEEP STUDENTS  
ON THE PATH**



**ENSURE THEY  
ARE LEARNING**



**ORGANIZE**

**ASSIST**

**SUPPORT**

**VERIFY**





# GUIDED PATHWAYS

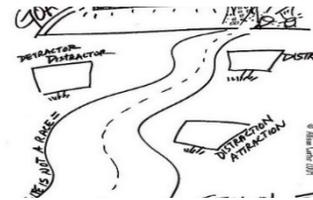
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## ORGANIZE

- by Interest Areas/ Meta Majors
- Map all Programs
- Connect to Careers
- Connect to Jobs

## ASSIST

- Build K-12 alignments
- Redesign onboarding and infuse Career
- “Safe 1<sup>st</sup> Semester” plans
- Schedule classes to meet needs
- Design Survey courses as program “samplers”
- Accelerate onramps to college level - English, math, ESL

## SUPPORT

- Contextualize English and other Gen Ed courses
- ED Plans “MAP” + Career Action Plans “CAP”
- Progress bar in degree audit
- Off-track alerts
- “Just in Time” prompts via social media

## VALIDATE

- Respond to loss/momentum points
- Program Outcomes
  - After transfer did they have to retake classes?
  - Did they graduate?
  - Did they get jobs?
- Institutional learning outcomes or competencies

# Get Students on the Path

## Provide a class schedule that aligns with students' needs

### 1. Urgently addressing areas of impact

- Adding high demand e.g. Bio, Chemistry, Math, Com Studies
  - Nearly 2,000 additional seats
- Expanding on-line
- Creating innovative packaging options for adult learners
- Enrollment was (-5%) now +1%

### 2. Class Scheduling Software

- Extracting data from Student Education Plans in DegreeWORKs
- Maximizing facilities
- Fall 2017 select software
- Spring Implementation



**CONSTRUCTION  
ZONE**

# Get on and Stay on the Path



## 3. Coordinating other instructional efforts, e.g.

- Math Acceleration – get students through transfer math in 1<sup>st</sup> year
- Non-credit certificates that ladder into credit programs (CDCP)
- Expanding Dual Enrollment – currently 1,000 students

## 4. Investing in Professional Development

- College-wide Student Success Conference January 2018

CONSTRUCTION  
ZONE

# Get on and Stay on the Path – Student Services

5. Restructuring Onboarding Process with career-development focus
6. Redesigning web pages with Interest Areas, Templates, career and employment data
7. Integrating Technology - Degree Tracker, Student Portal, Social Media
8. PROMISE Program - Fall 2018 launch
  - 1,200 students
  - Expand capacity in Equity programs
  - Summer Bridge – English and math preparation
  - Year-Round Registration
9. Proactive academic and career counseling
  - Interventions and nudges
  - Enhanced Early Alerts
  - Career Action Plans (CAPs)



**CONSTRUCTION  
ZONE**

# What have we learned?

- Create and maintain sense of urgency
- Fit your culture
- Find your champions
- Set goals and celebrate milestones
- Accept that some will never agree
- You can never over-communicate
- Take every opportunity to maximize participation
- Leverage professional development
- Invest in Change Management training
- We are in for a long haul!



ONE REASON  
PEOPLE RESIST  
CHANGE IS  
BECAUSE THEY  
FOCUS ON  
WHAT THEY HAVE  
TO GIVE UP,  
INSTEAD OF WHAT  
THEY HAVE TO  
GAIN.

RICK GODWIN



**CHANGE**  
is hard at first,  
messy in the middle  
and gorgeous at  
the end.

-Robin Sharma  
GODS DIARY . CO.

**INTERACTIVE  
LEARNING: INQUIRY  
AND DESIGN  
PRINCIPLES**

**Chase Fischerhall**

Career Ladders Project

CONSTRUCTION  
ZONE

# DESIGN PRINCIPLES FOR GUIDED PATHWAYS: THE FOUNDATION



**1. Backwards Mapping from  
Desired Outcomes**

**2. Inclusive, Cross-Functional Inquiry**

**3. Equity**



WITH A PARTNER:  
DEFINE THE TERMS AND ANSWER  
THE QUESTIONS (3 MINUTES PER QUESTION)

### **1. Backwards Mapping from Desired Outcomes**

What is backwards mapping?

What are your desired outcomes?

### **2. Inclusive, Cross-Functional Inquiry**

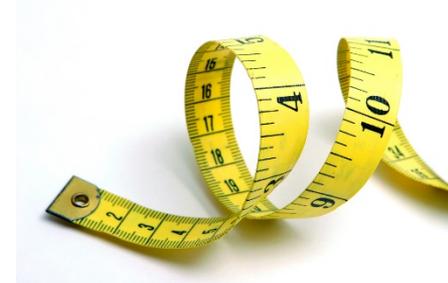
What is it?

Why does it matter in GP redesign?

### **3. Equity**

What is it?

How do you embed it in GP redesign?





# JOIN THE TABLE: SHARE AND SCRIBE COLLECTIVE WISDOM

## **1. Backwards Mapping from Desired Outcomes**

What is backwards mapping?

What are your desired outcomes?

## **2. Inclusive, Cross-Functional Inquiry**

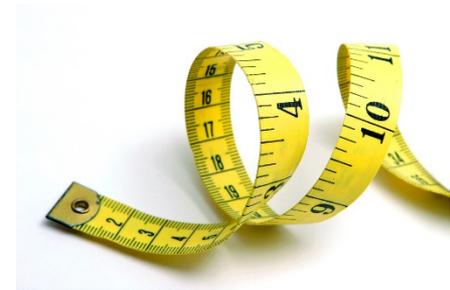
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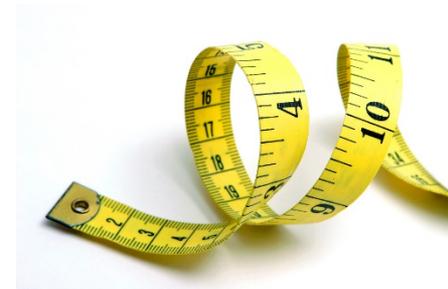


YOU'VE BUILT THE FOUNDATION –  
NOW, THE VISION

WITH A NEW PARTNER AT YOUR TABLE:  
**Think about Backwards Mapping from  
Desired Outcomes**

What is backwards mapping?

What are your desired outcomes?



GIVEN THIS, brainstorm an aspirational or problem statement for your college, or share your existing one.



## COLLECT AND COMPARE

Scribe or write on post-its.

What are the aspirational  
and problem statements at  
your table?



Pick one to report out.

# Table Question: HOW WILL THIS FOUNDATION AND VISION HELP YOU BUILD A BLUEPRINT LIKE SIERRA COLLEGE AND OTHERS?

## GUIDED PATHWAYS

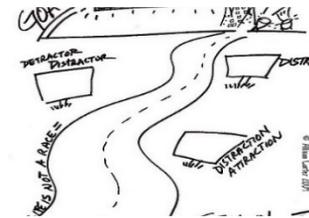
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# CLOSING AND REFLECTION

**Kristina Palmer** and all

What are we hearing from faculty, administrators, classified staff and students about undertaking Guided Pathways reforms across the state?

**THANK YOU!**

**Theresa Tena**, California Community Colleges  
Chancellors Office

**Mandy Davies**, Sierra College

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