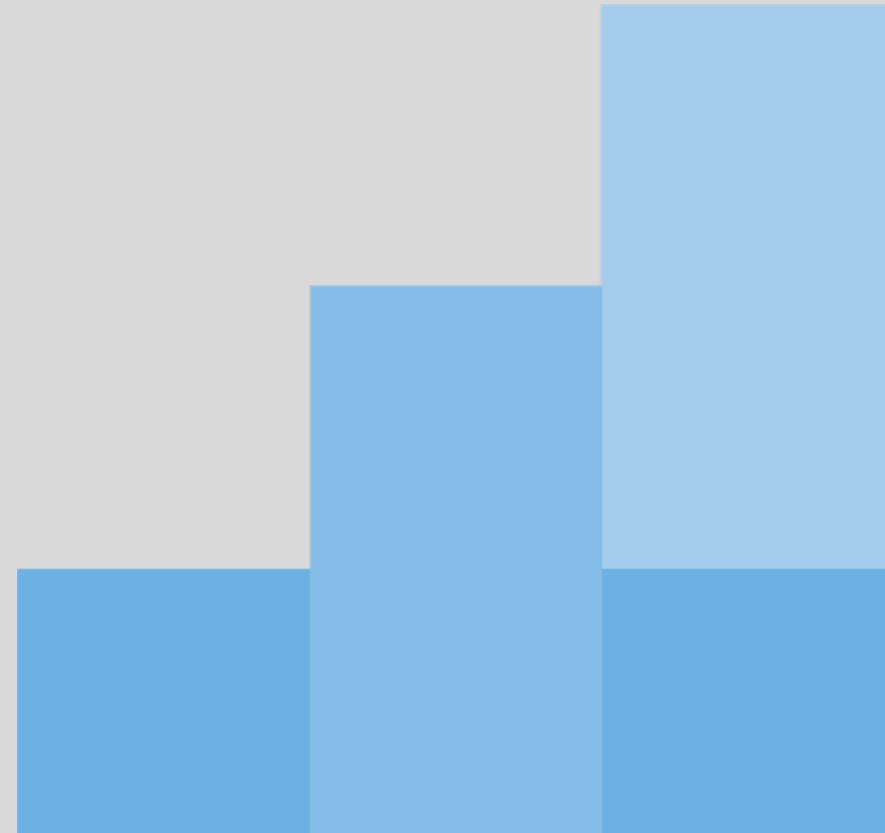


Overview and Exploration of Guided Pathways Framework

Guided Pathways Advisory Committee Retreat
Los Medanos College

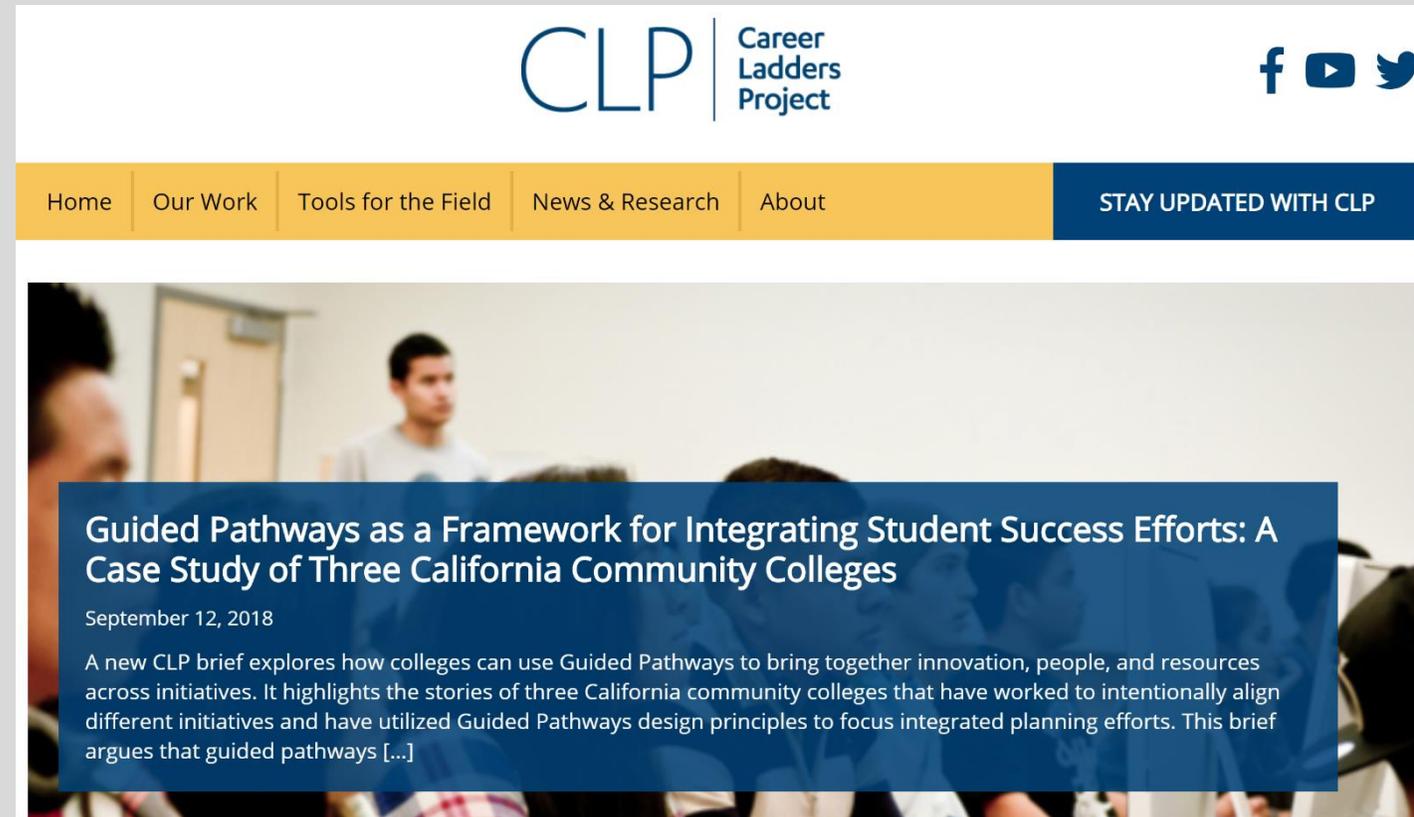
The Gardens at Heather Farm
March 15, 2019



Career Ladders Project promotes equity-minded community college redesign.

We collaborate with colleges and their partners to discover, develop, and disseminate effective practices.

Our policy work, research, and direct efforts with colleges lead to system change — and enable more students to attain certificates, degrees, transfers, and career advancement.

A screenshot of the Career Ladders Project website homepage. The top navigation bar is white with the CLP logo and 'Career Ladders Project' text on the left, and social media icons for Facebook, YouTube, and Twitter on the right. Below the navigation bar is a yellow horizontal bar containing the menu items: 'Home', 'Our Work', 'Tools for the Field', 'News & Research', and 'About'. To the right of this bar is a dark blue button with the text 'STAY UPDATED WITH CLP'. The main content area features a large background image of students in a classroom. Overlaid on this image is a dark blue rectangular box containing the title of a brief: 'Guided Pathways as a Framework for Integrating Student Success Efforts: A Case Study of Three California Community Colleges'. Below the title is the date 'September 12, 2018' and a short paragraph of text: 'A new CLP brief explores how colleges can use Guided Pathways to bring together innovation, people, and resources across initiatives. It highlights the stories of three California community colleges that have worked to intentionally align different initiatives and have utilized Guided Pathways design principles to focus integrated planning efforts. This brief argues that guided pathways [...]'

BEGIN PULLING TOGETHER!



California Counseling Network

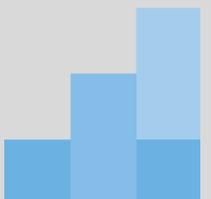
CLP | Career
Ladders
Project



**MOVING FORWARD FROM SHARED VISION TO SHARED
ACTION!**

Team Community Builder

Reflection Activity and Team Agreements



Reflection



In what ways do our stories help us think about the stories of the students we serve at our institutions and the impact we can have in guiding their overall college experience?

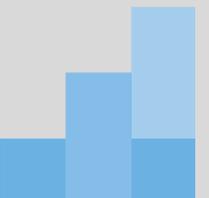
Visual Reflection Experience

Part I

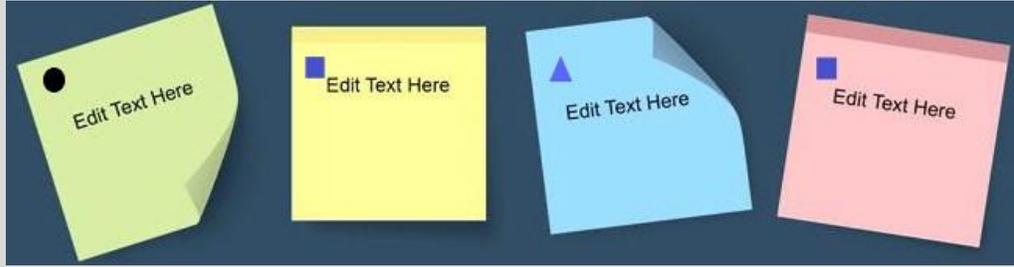
1. Choose a picture(s) that reflects your experience as a college student.
2. Partner with someone you do not know well.
3. Take turns sharing which pictures reflects your college experience (2 min each).
4. Identify 1-2 Norms to contribute to group process. Use sticky flip chart to record.

Part II Whole group sharing

1. Share your pictorial story using the pictures you picked (a few volunteers). (1-2 min each)
2. Review team agreements (group norms)



Guided Pathways Check-in;



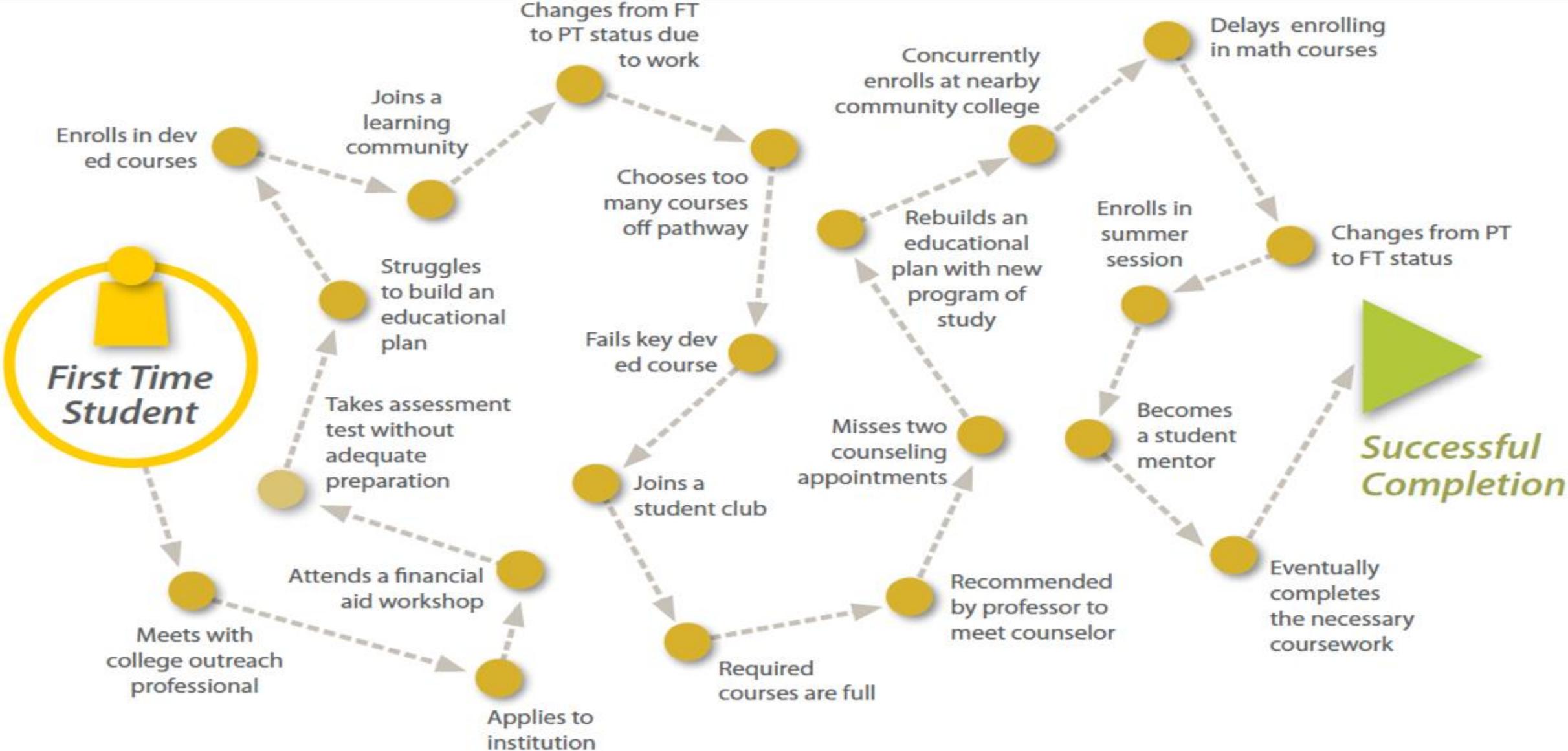
Please fill out post-its; label them with a square, circle, triangle and post them accordingly to corresponding location on posters.

Individually, please think about and note on Post-its, with respect to guided pathways what:

- you have squared away?
- is still circling around in your mind?
- ▲ what three things do you need to move forward?



Student's transition experience can vary...



[View Rates](#)[Metric Profile](#)[Click here to view trend data](#)

Remedial/ESL

Percentage of credit students tracked for six years through 2016-17 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2011-12 and completed a college-level course in the same discipline.

REMEDIAL MATH		REMEDIAL ENGLISH		ENGLISH AS A SECOND LANGUAGE (ESL)	
35.8%		45.8%		24.3%	
N=1,373		N=1,434		N=111	
Gender	%	Gender	%	Gender	%
FEMALE	39.1	FEMALE	50.9	FEMALE	23.7
MALE	32.1	MALE	39.1	MALE	24.2
Age	%	Age	%	Age	%
UNDER 20	42.7	UNDER 20	55.5	UNDER 20	50.0
20-24	25.8	20-24	31.5	20-24	33.3
25-39	34.3	25-39	34.6	25-39	12.5
40 OR OVER	29.5	40 OR OVER	33.7	40 OR OVER	12.5
Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%
AFRICAN AMERICAN	25.0	AFRICAN AMERICAN	34.3	AFRICAN AMERICAN	20.0 *
AMERICAN INDIAN/ ALASKA NATIVE	22.2 *	AMERICAN INDIAN/ ALASKA NATIVE	25.0 *	AMERICAN INDIAN/ ALASKA NATIVE	N/A
ASIAN	55.8	ASIAN	66.7	ASIAN	51.4
FILIPINO	32.5	FILIPINO	55.6	FILIPINO	0.0 *
HISPANIC	38.1	HISPANIC	48.2	HISPANIC	8.5
PACIFIC ISLANDER	40.0	PACIFIC ISLANDER	38.5	PACIFIC ISLANDER	0.0 *
WHITE	42.8	WHITE	50.9	WHITE	7.7

0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

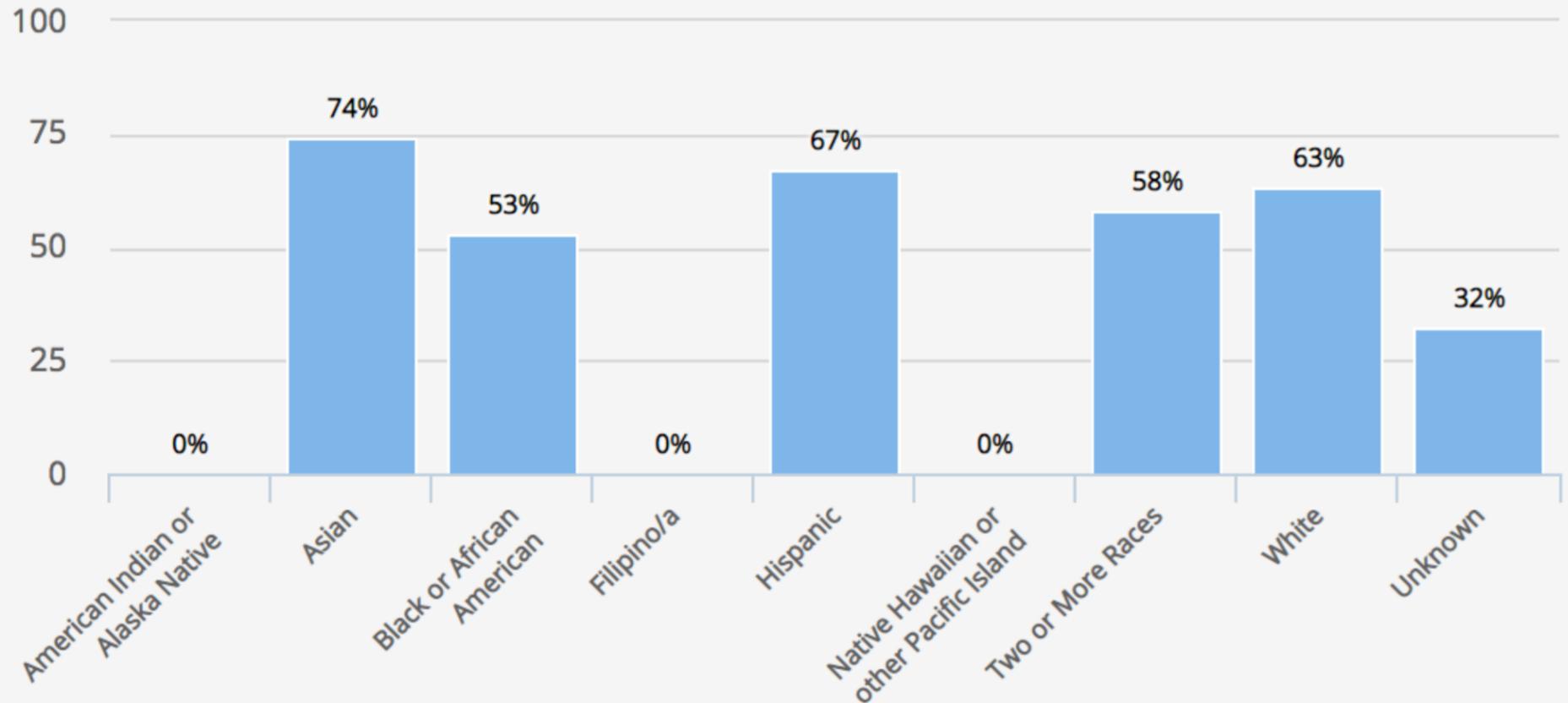
*: Cohort fewer than 10 students

The Why

Persisted from Term 1 to Term 2

64%

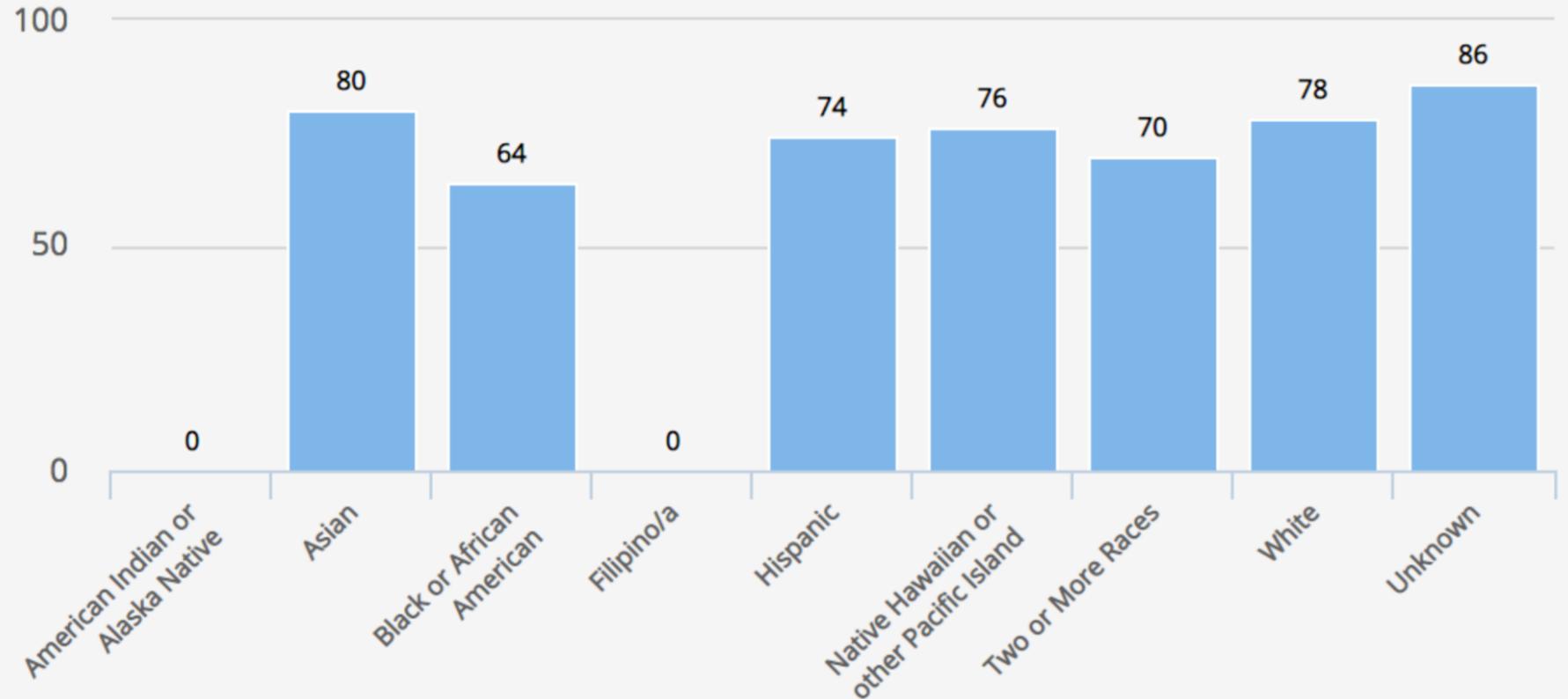
Students



College-Level Course Success Rate

74%

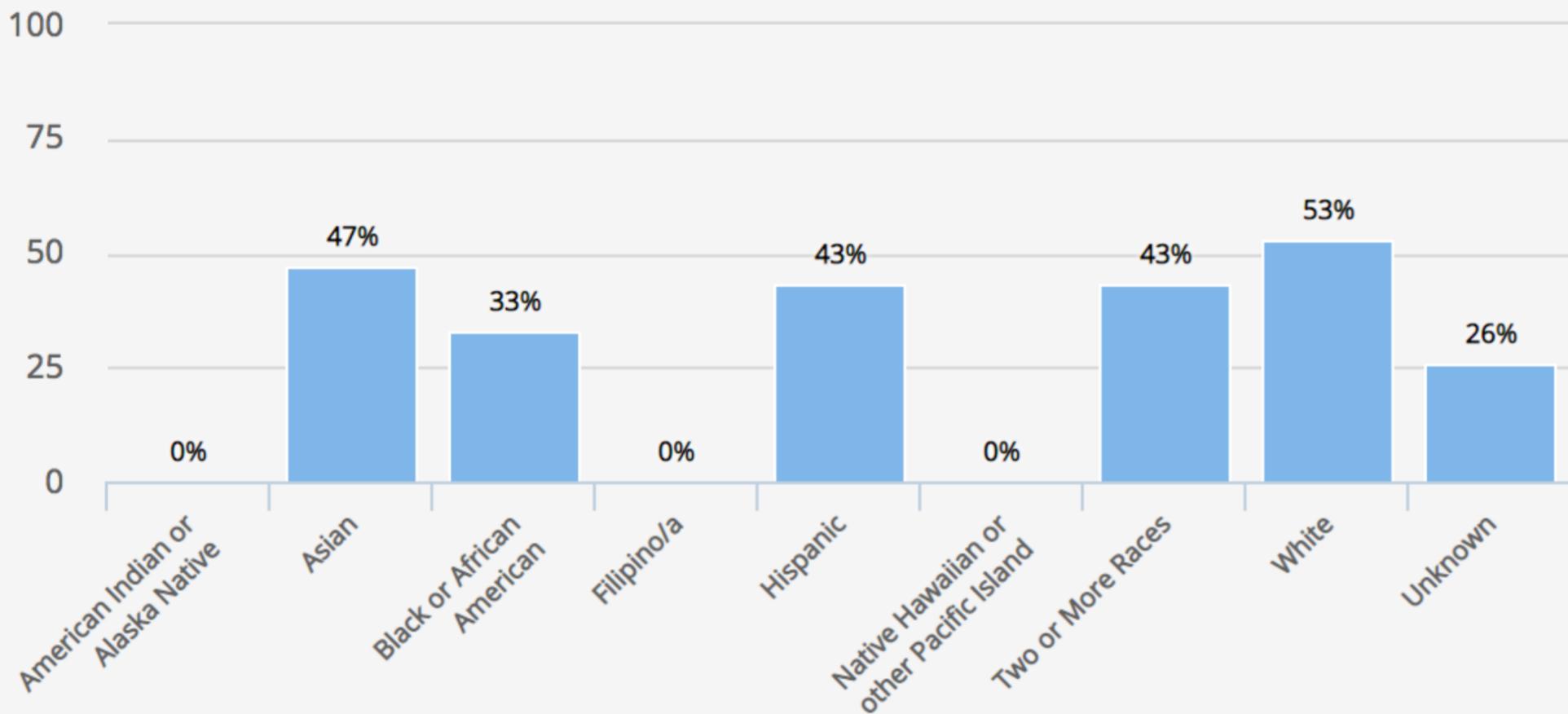
Students



Successfully Earned 6+ College Credits in First Term

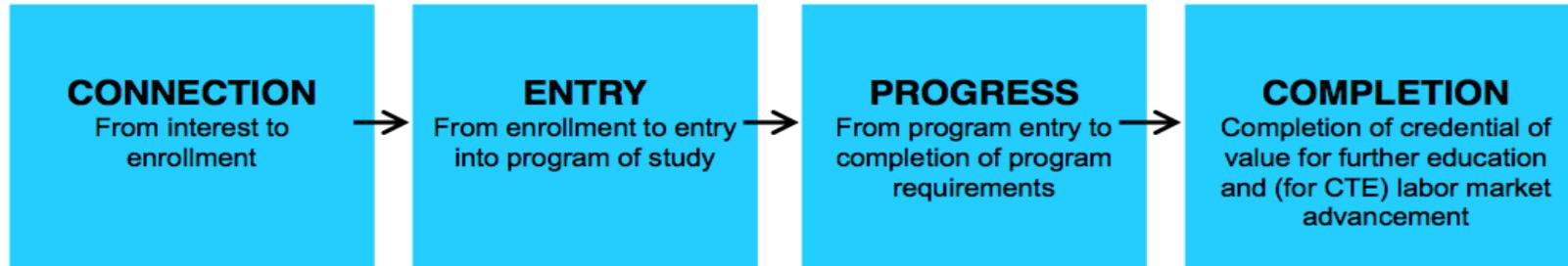
44%

Students





Program Pathway



**Consider
College
Education**



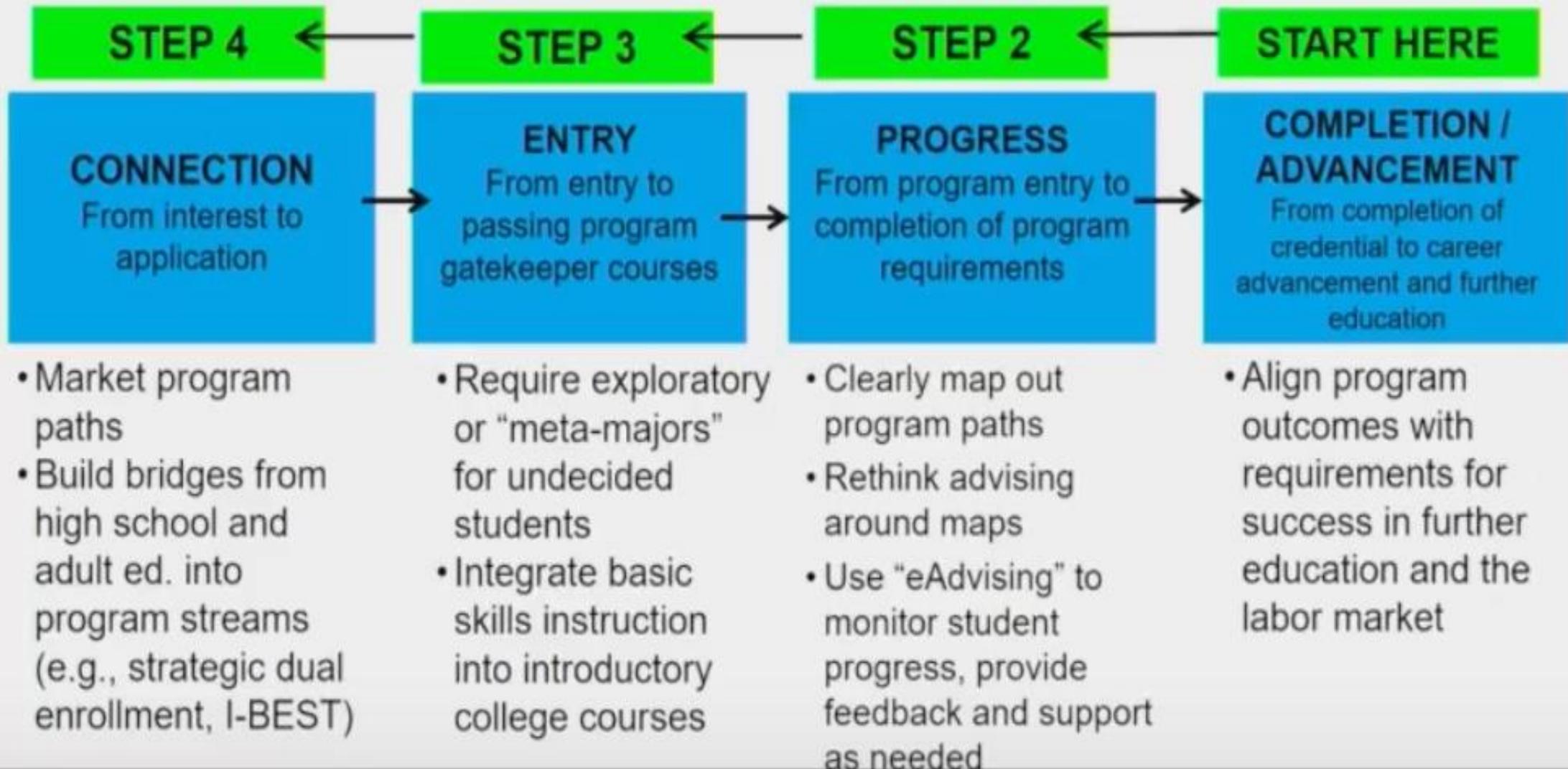
**Enter
Program
of Study**

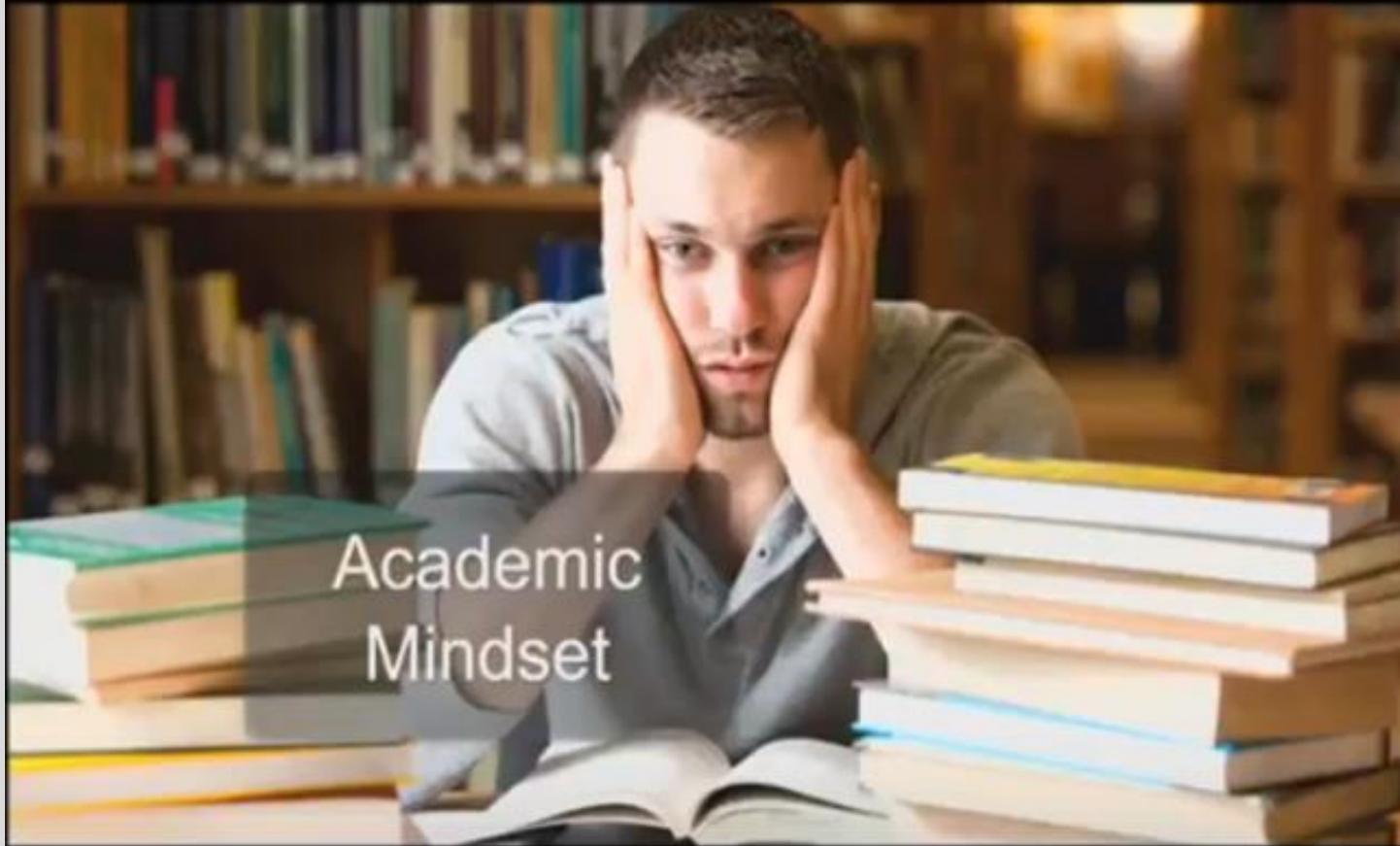


**Complete
Program
of Study**



Start with the End in Mind





4:14:56 / 5:07:17



Orientation to the Guided Pathways



California
Community
Colleges

Guided
Pathways

Vision for Success Overview

- Grounded in broad stakeholder engagement and research
 - 50 interviews with internal and external stakeholders
 - 550+ submissions through the Virtual Town Hall
 - Analysis of student achievement and latest research
- Ambitious and tangible goals
- Core “commitments” to achieve goals
- Identification of vehicles to achieve goals

Goals for the Future

- Increase credential obtainment by 20%
- Increase transfer by 35% to UC and CSU
- Decrease unit obtainment for a degree
- Increase employment for CE students
- Reduce and erase equity gaps
- Reduce regional gaps

Commitments

- Focus on students' goals
- Design with the students' experience in mind
- High expectations and high support
- Evidence-based decisions
- Own student performance
- Cross-system partnership
- Thoughtful innovation and action

Guided Pathways Framework for achieving the Vision for Success

Key areas of college practice which impact student success

➤ Clarifying the Path

well organized, relevant curriculum ∞ programs linked to employment in the region

➤ Getting Students on their Path

student onboarding ∞ career exploration ∞ selecting programs of study

➤ Keeping Students on their Path

pedagogy ∞ monitoring student progress ∞ academic and nonacademic supports

➤ Ensuring that Students are Learning

demonstrable skills attainment ∞ learning milestones ∞ assessment-improvement

California's Response to Guided Pathways

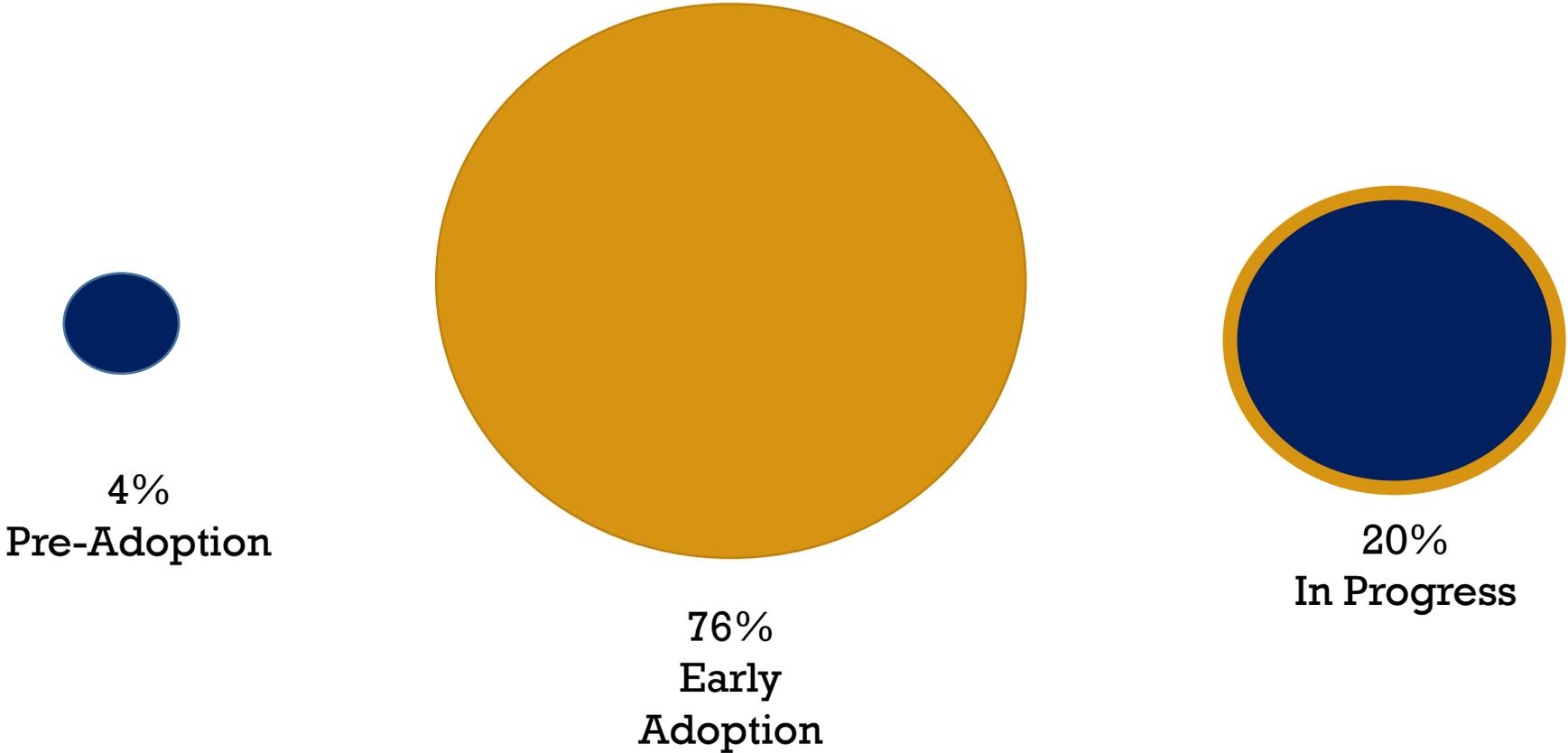


All 114 California Community Colleges joined the 5-year funded project to design and implement Guided Pathways

Year One (2017-2018): Inquiry and Commitment

- IEPI-sponsored workshops on foundational principles
- Local Self-Assessments submitted in December of 2017
- Work Plan Reading Circle Events
- Local Multi-Year Work Plans submitted in March of 2018
- Funding Allocations disbursed in April (20% of local total)
- Legislative Summary Report in July of 2018

General Sense of Self-Assessment Results



Multi-Year Work Plan Themes for Year Two

Broaden engagement and connect governance

Create cross-functional team structures

Clarify decision-making and communication

Adopt systems-based language for new culture

Plan interest clusters and curriculum maps

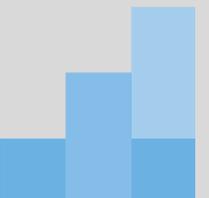
Year 2 (2018-2019): Inquiry and Design

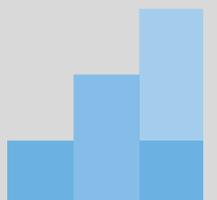
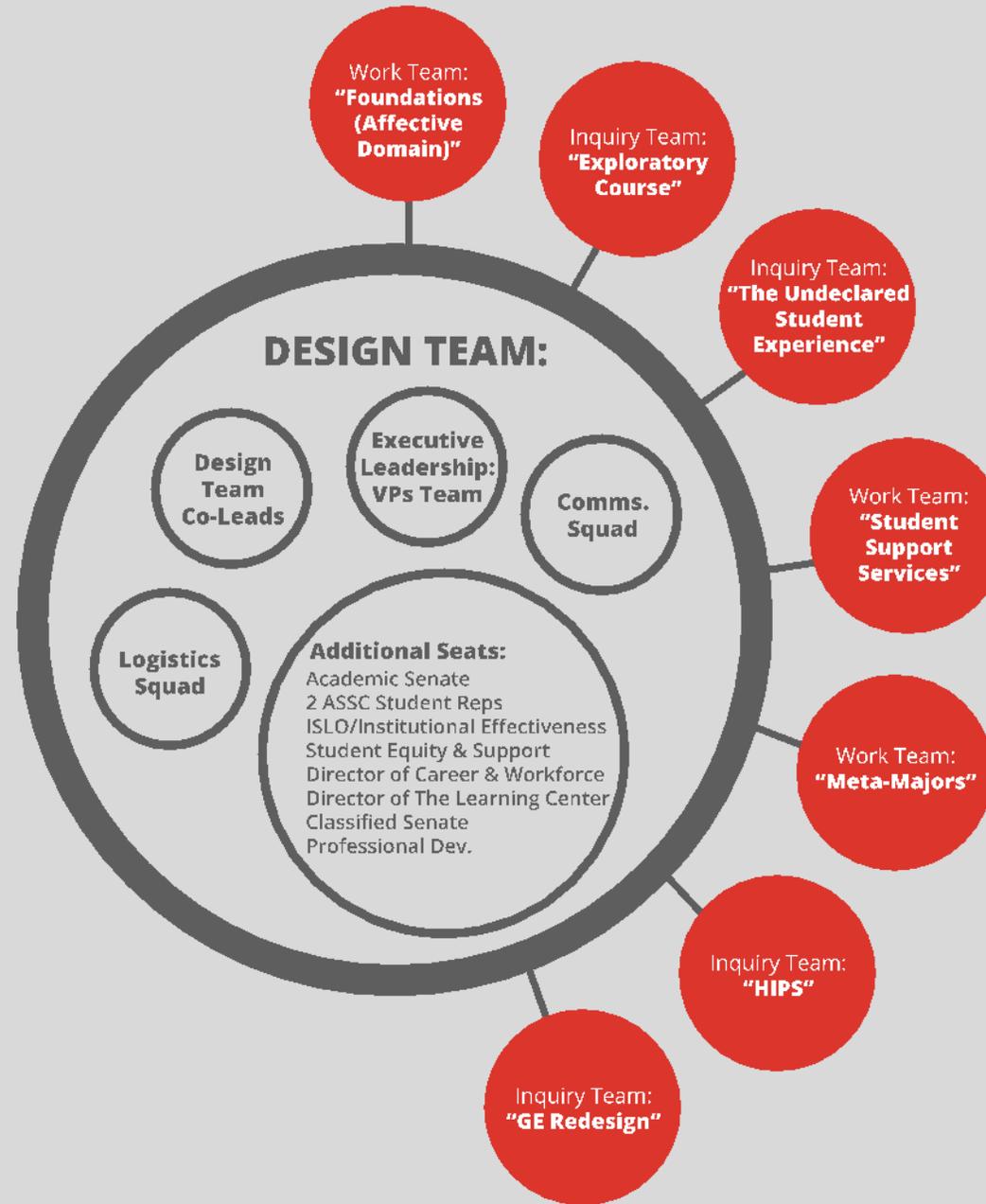
- College inquiry comes to scale, design discussions begin
- Development of the regional support strategy (18 Regional Coordinators)
- Vision Resource Center launch
- Tool development
- Partners Network (CLP, 3CSN, ASCCC, RP Group/Leading from the Middle)
- CCCO/CCRC Scale of Adoption Assessment submitted in draft by email, April 30, 2019; submitted in final form on NOVA, September 30, 2019
- Year 2 Funding Allocations disbursed in spring of 2019 (30% of total)
- Legislative update in July 2019

Approach to GP Work

Process

- Cross Functional Inquiry, Design, and Implementation
 - Skyline/Sierra
 - Counseling Faculty co-leading the team!
 - Classified staff on the leadership team!





Approach to GP Work

Process

- Inclusive Decision Making: Access, Agendas, Action
 - College of the Canyons
 - Counselors appointed on the
 - Executive Steering Cmтт
 - Counselor Collaboration
 - Standing Agenda Item
 - Curricular Change
 - DE and Outreach

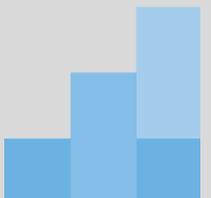


Guiding Panthers to Success (GPS)

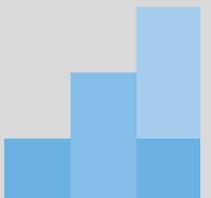
- One stop approach for new and returning Students
- Walk in counseling/advising vs Appointment Counseling
- Utilization of Success Guides
- Taking Counseling services to the student
- Expansion of capacity to provide information and resources for all students



Chaffey College

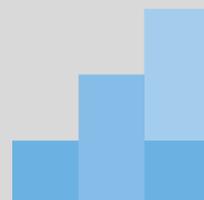


Preparing for Action Planning



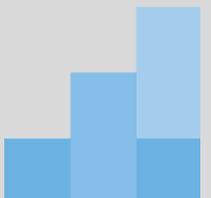
Timeline for Planning and Implementing Guided Pathways

	COMMUNITY COLLEGE RESEARCH CENTER
YEAR 1 Engagement/high-level planning	<ul style="list-style-type: none">• Make the case for change by drawing on student data and experience• Broadly engage faculty and staff in scrutinizing current practices and planning large-scale reform• Communicate vision and goals for change
YEAR 2 Laying groundwork for implementation	<ul style="list-style-type: none">• Create program maps (including plans for exploratory majors) for all programs and fields• Plan redesign of intake system—including integration of supports into program gateway courses• Plan reorganization of advising to support timely program entry and completion• Plan upgrade of student information system to support progress monitoring and enable early alerts• Continue broad communication and engagement• Train advisors and faculty for year 3 implementation
YEAR 3 Initial scale implementation	<ul style="list-style-type: none">• Begin large-scale implementation of redesigned pathways, reorganized intake system, program advising system, and student e-advising system• Provide training to support initial implementation• Conduct formative evaluation of initial implementation• Continue broad communication and engagement



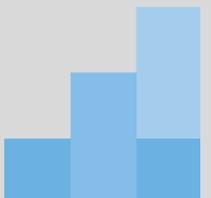
Possible Design Principles:

- Balance
- Time
- Consistency
- Integrated
- Intuitive
- Student Accessible



Approach to Change

- What are your guiding principles and frame you are using?



Team Guide

Guided Pathways Inquiry Guide

Facilitation

Early Adoption Inquiry

Scaling in Progress Inquiry

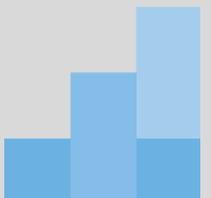
Full Scale Inquiry

I Wonder About...

This is the question participants were asked at Fall 2017 and Spring 2018 CCCGP Workshops. The questions were collected, curated, and organized here in a Guided Pathways Inquiry Guide. Colleges working on guided pathways can use this guide to support collegewide inquiry and knowledge-building. Feel free to use any of the inquiry questions and facilitation materials you find here to lead your own inquiry sessions.

CLP |

<https://www.careerladdersproject.org/guidedpathways/>



Thank you!

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