

Guided Pathways Sharing

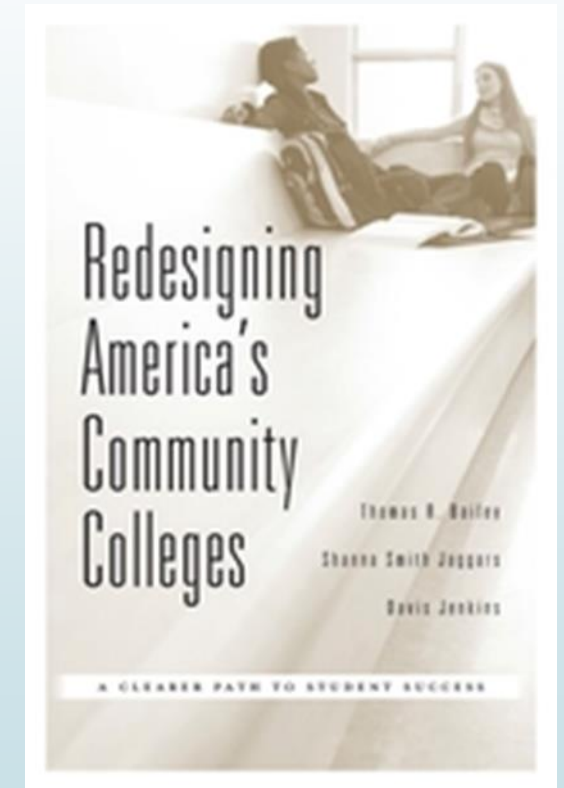
Introduction to the California Guided Pathway Project and
the Framework for Yuba College

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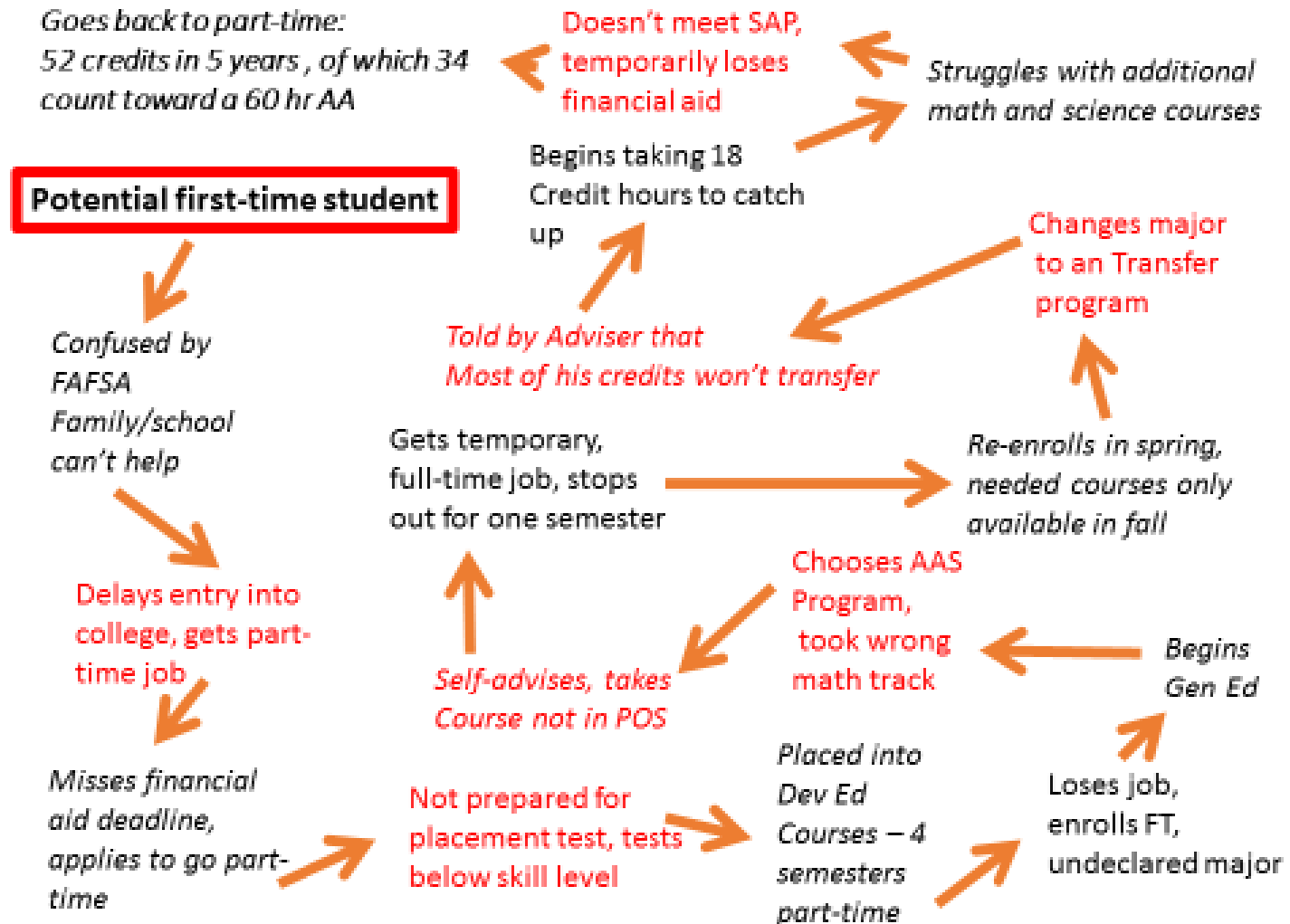
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Context

- Community colleges were originally designed to provide access, increase college enrollments at low cost, not to maximize completion of high-quality programs of study.
- The result was a cafeteria-style model in which students pick courses from a bewildering array of choices, with little guidance.



Student Path?

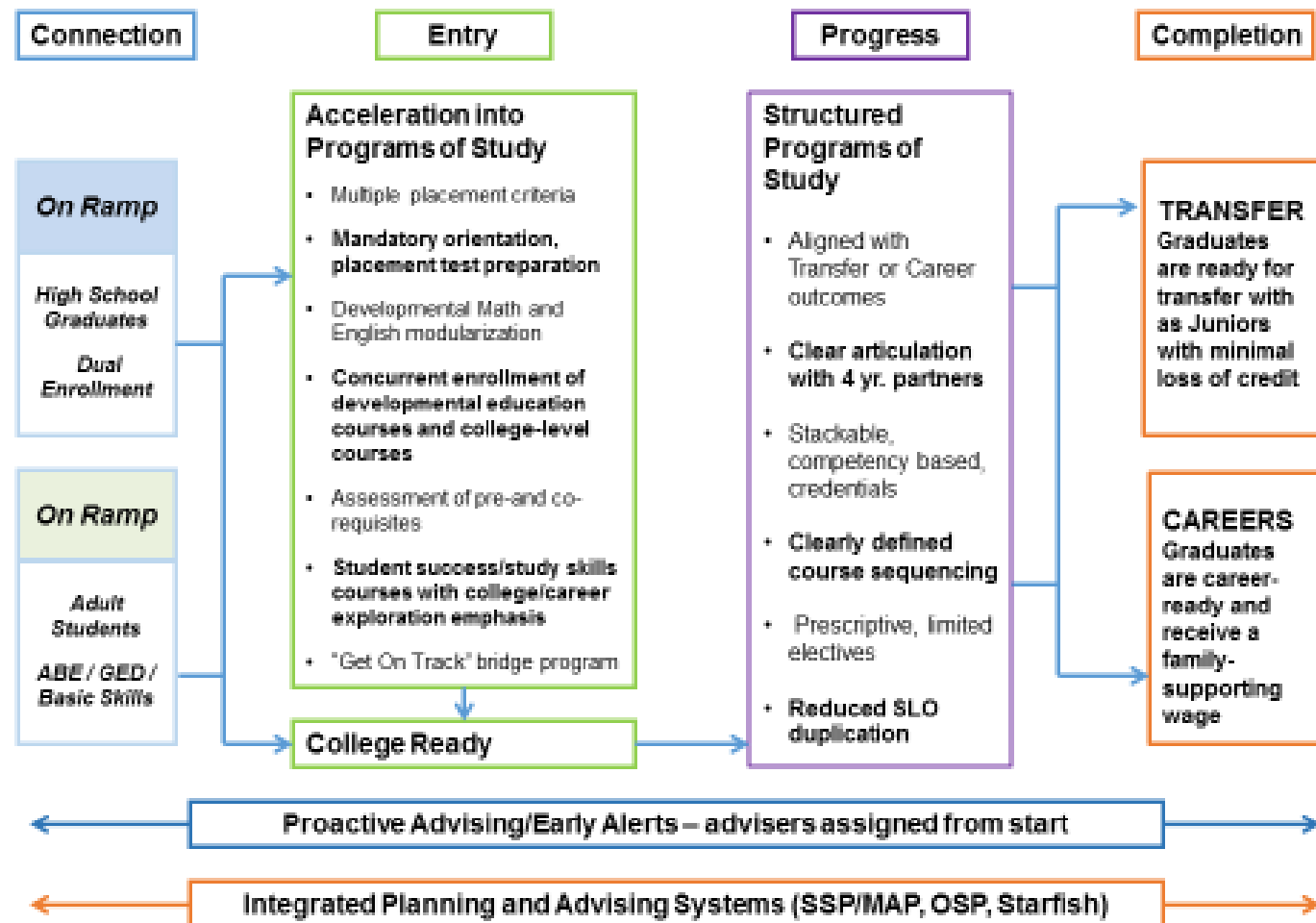


What are Guided Pathways?

- Guided pathways reform is a student-centered approach that can dramatically increase the number of students earning community college credentials, while closing equity gaps.
- Guided pathways provide students with clear, educationally coherent program maps that include specific course sequences, progress milestones, and program learning outcomes.
- Why Guided Pathways is not just another initiative.



What are Guided Pathways?



What are Guided Pathways?

FOUR PILLARS OF GUIDED PATHWAYS



Pathways Framework

Connection	Entry	Progress	Completion
Interest to application	Enrollment to completion of first college-level course	Entry into program of study to 75% of requirement completion	Complete program of study to credential with labor market value

1. Benefit of a Pathways model is it allows for the ***systematic analysis of students' experiences*** at all stages of the educational process
2. Provides a framework for strengthening student outcomes ***at critical connection and progression points***
3. Yuba College has developed ***measurable objectives and actions for each of the stages***

What are Guided Pathways?

Initiatives/Funding Sources			
Connection	Entry	Through	Out
3SP	BSI	3SP	3SP
Equity	3SP	Equity	Strong WF
AEBG	Equity	Strong WF	
CCPT	AEBG		
Strong WF			
College “Programs”/Units			
Connection	Entry	Through	Out
Marketing			
Dept Outreach			
HS Linking Activities			
Outreach with Schools/AEBG Transitions/DSS			
Assessment			
Counseling Outreach and Services			
Admissions and Records			
	Dev Ed		
	Tutoring		
	Learning Communities		
	Co-Curricular Activities		
	Career/Transfer Services		
	Financial Aid		
		Internships/Work Experience	
		Departmental Support	

Activity Inventory			
Connection	Entry	Through	Out
STEM Pathways	College Now	Clusters/META majors	CTE Certificate Forums
Quick Registration	1 st Year Experience	Departmental Support	Degree audit
Career Fairs	Dept. "inreach"	Student clubs	Transfer workshops
Dept. Outreach	EOPS Summer Inst.	Counselor liaisons	Job Fairs
Tabling @ HS	Welcome Day	Curriculum/program alignment	Resume workshops
College Day (HS Jrs)	Noncredit	Support courses	Transfer Day
WIOA Outreach	Math Boot Camp	Program sequencing	College rep visits
DSS Outreach	Ed Planning/COUN95	Cohort advising (DSS/EOPS/UMOJA)	Employer visits
CTE Linking Activities	FA workshops	/PUENTE/VETS/PACE)	Early graduation applications
Counselor Conference	Online orientation	Co-curricular activities	Faculty industry connections
Summer Camps	Outreach to undecided	Tutoring	Advisory Committees
Application @HS	Intervention with probation/dismissal	Internships/Work Experience	Job Board
Assessment @HS		EOPS/CalWORKs progress	
HS Articulation	Puente/Umoja/MESA	Career/Transfer activities	
Dual Enrollment	/Vets/PUMA/PACE	Advisory Committees	

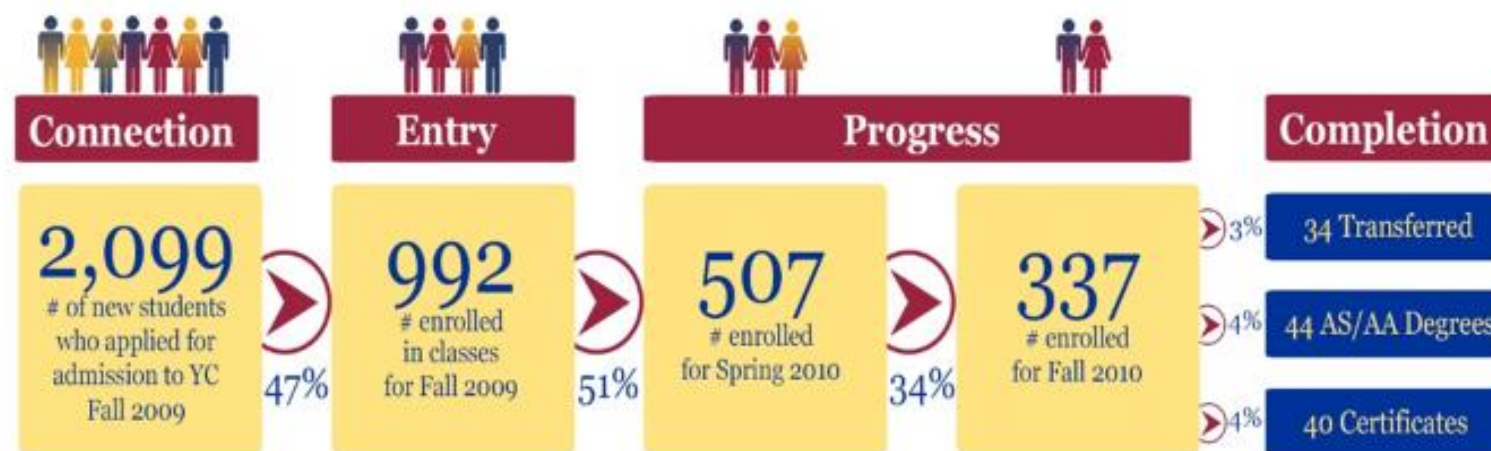
Guided Pathways Key Metrics

- LaunchBoard – Cal Pass Plus Login
<https://www.calpassplus.org/LaunchBoard/Home.aspx>
 - Average Number of Credits Attempted in Year One
 - Average Number of Degree-Applicable Credits Attempted in the Year One
 - Persisted from Term 1 to Term 2
 - College-Level Course Success Rate
 - Successfully Completed Transfer-Level Math in Year One
 - Successfully Completed Transfer-Level English in Year One
 - 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
 - Attempted 15+ Credits in the 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+ Credits in Year One

Making the Case

Progress of New Students at Yuba College

Six Year Cohort Analysis Fall 2009-Spring 2016



Facts About Yuba College Student's Educational Goals:

- 56% of Yuba College students indicate an educational goal that includes transfer to a 4 year university
- 69% of Yuba College students indicate an educational goal that includes receiving an Associates Degree
- 4% of Yuba College students indicate that completing a certificate is their educational goal

Making the Case

- *RP Group conducted thirteen student focus groups were conducted to learn more about students' experience at the different stages of the Completion by Design Loss/Momentum Framework.*

- SOME OF THE FINDINGS

Connection (prospective and concurrently enrolled) students **expressed limited understanding of Yuba's value, its opportunities, and benefits**; some perceived the college as a “last resort” rather than a place of promise.

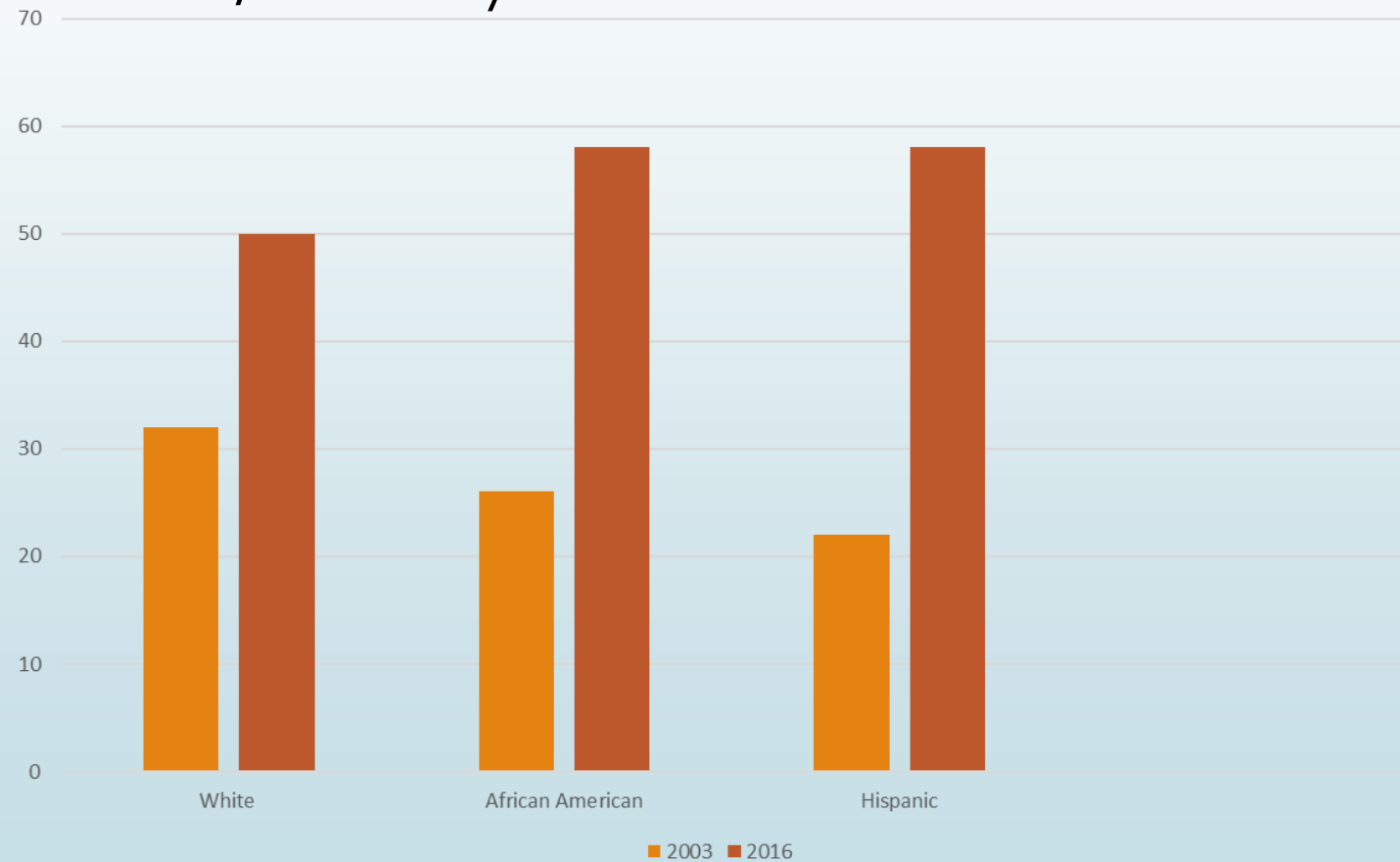
Entry students reported **inconsistent support during key onboarding steps**.

Progress students pointed to the **insufficient support for and monitoring of their progress towards meeting their academic goals**.

Completion students identified the **need for better advising on how to efficiently and effectively reach their academic goals and increased support for making successful transitions to a university and/or employment**.

Making the Case

Georgia State: Graduation Rates By Race/Ethnicity



Source: Johnstone, 2017, Guided Pathways Demystified II

Equity

- Its about shifting to making the college “Student Ready” rather than expecting the students to be “College Ready”.
- Look at disaggregated data on major selection, major completers, and transfer students.
- Create a safe space to have hard conversations about who may find unintentional barriers or consequences with our processes and systems.

Campus Exercises For Engagement

Student Perspective Major Exploration

You want to study marketing and transfer to the local four-year university. Go to the WCC's website, and find the information that you need to select your courses and transfer successfully. Use your phone (or laptop) to try to figure out what courses you will need to in order to transfer and enter the marketing program at the Sac State. Then, go to the four-year university's website and try to confirm that you are taking the right classes.

Think about the following questions as you explore:

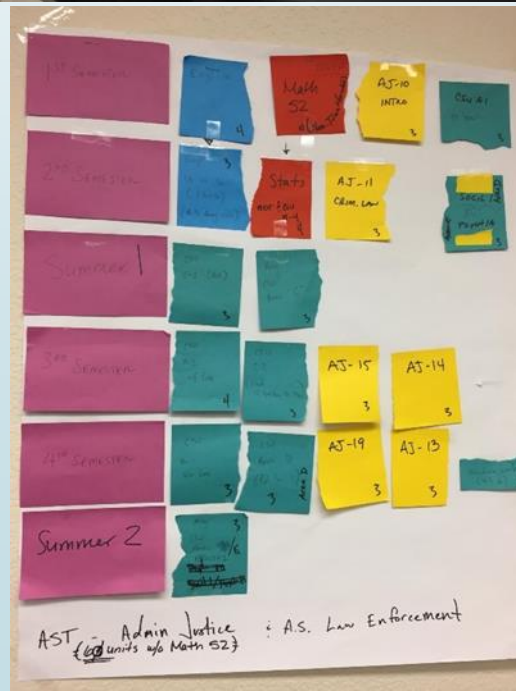
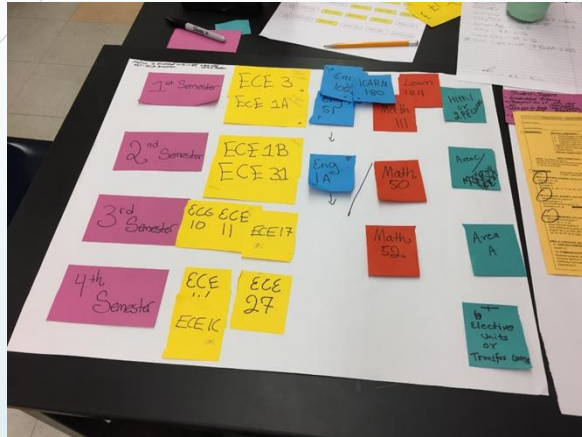
As the student: What marketing programs are available at the university? What career options are available to you after you transfer and complete the degree? What do salaries look like for these career options? Is this information available to you on either website?

As the student: What are the requirements for admission to the university's marketing programs? What classes will you need to take at the community college if you want to transfer into a marketing program at the university? How easy or difficult was it to find this information? How many clicks did it take?

As the student: Who would you need to go at the college to get information on transfer in marketing? Where would you go on campus to find that person? How easy or difficult was it to find this information on your website?

Campus Exercises For Engagement

Program Mapping Exercise



Semester 1	Units	Taken
Weld 10 Introduction to Arc Welding	4	
Weld 20 Introduction to MIG Welding	4	
Draft 20 Blueprint and Specifications Reading	4	
Math 51 or 52 or 52B or 55 or 58	3 or 4	
Sem. 1 Total	15 or 16	
Semester 2		
Manufacturing 20 Principles of Machine Shop	4	
Weld 12 Intermediate Arc Welding	4	
Weld 22 Intermediate MIG Welding	4	
English 1A	4	
Sem. 2 Total	16	
Semester 3		
Weld 50 Flux Core Welding	4	
Area A – Natural Science	3	
Area B – Social Science/MGR*	3	
Area E – Electives**	0-3	
Plus 3 units from:		
- Auto 22** or MFGT 21	3	
Sem. 3 Total	13 or 16	
Semester 4		
Weld 40 Introduction to TIG Welding	4	
Weld 85 Structural Design and Fabrication	4	
Area C – Humanities/MGR*	3	
Math 52	3	
Requirement 4: two PE classes or one Health class	3	
Sem. 4 Total	16	
Degree Total	60-64	

Campus Exercises For Engagement

Student Meta Grouping

With a cross-section of the student body, write every AA/AS/ADT on a 3x5 index card. Divide the students into small groups and ask the students to organize the various majors through their lens of like or fit. Then ask the larger group to combine the groups.

This provides a way to see how student view our organization of programs and what they view as similar.

This will provide a basis for meta major/area of concentration discussions for the campus.

Kotter Change Model



CAGP Our Experience

- Yuba College's Guiding Principles deliberately focus on equity and completion. As we look to strengthen the student experience at Yuba College, guided pathways provides a framework that address our guiding and core principles, but also serves to shift our focus as an institution from course-level student success, to program-level student success, while clearly identifying the roadmap of student touch points, student services, and requirements for enrollment and completion.
- Pathways will enable students, faculty, and staff to identify on course or off course enrollments, understand the role that each course and activity has within the individual students educational journey, increase completion, reduce frustration, while saving time and money for the student.
- We must focus on Yuba College being student ready, rather than students being Yuba College ready.

CAGP Our Experience

- Team Composition and Structure
 - Guided Pathway Workgroup
 - Who: Early adopters, coalition of the willing, Admin, Faculty, Staff, Students
 - Size: Started as about 10, now is over 40
 - Objective: Self-Assessments, CAGP Homework, CCC GP Work planning
 - California Guided Pathways Travel Team
 - Who: President, VP, CAGP Lead, and then the target faculty and staff for the institute
 - Size: 7 at each institute
 - Objective: Exploring, Learning, Communication and Planning Guided Pathways
 - Guided Pathways Leads
 - Who: Faculty and Classified Leads
 - Size: 8 faculty, 2 classified (supported by a couple of deans and admin support)
 - Objective: Educate, Communicate, Lead

Yuba College \$941,284
Woodland Community College \$ 500,000

Where are we going?

- Guided Pathways shows that it generally takes four to five years for an institution to implement the model because it requires a comprehensive and transformative institutional commitment.
- Typically, the first year involves high-level planning and communicating vision and goals for change.
- The second year involves setting the foundation for implementation and change.
- The third year involves large-scale implementation including policy and procedural reform.
- In the fourth year, implementation is refined and expanded upon, and in the fifth year, processes for evaluation and improvement are determined to inform future efforts and refinement.

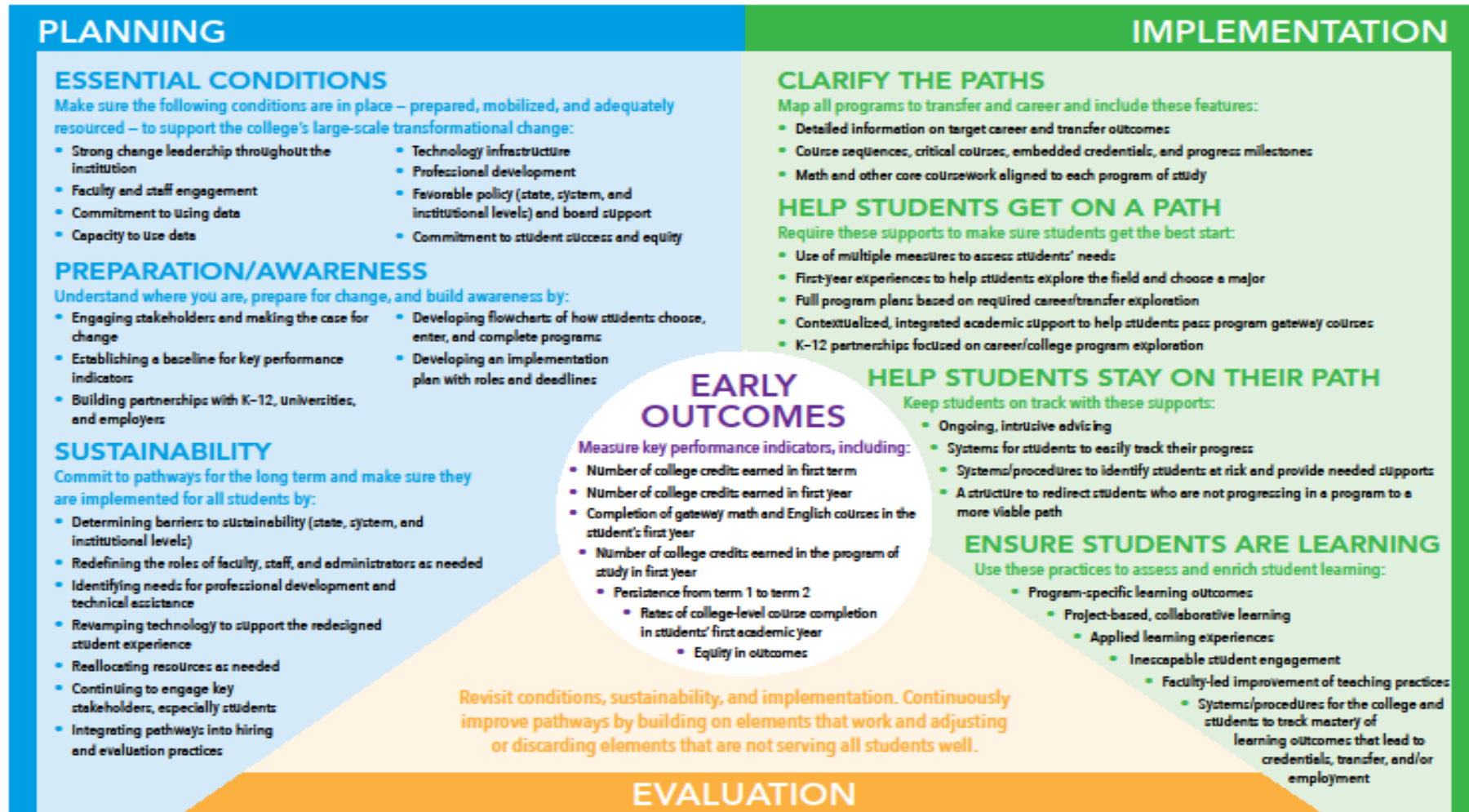
California Guided Pathways Project

20



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. **The goals are to improve rates of college completion, transfer, and attainment of jobs with value in the labor market — and to achieve equity in those outcomes.**



Contributors to this model for Guided Pathways are: American Association of Community Colleges (AACC), Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Complete College America, The Charles A. Dana Center, Jobs for the Future (JFF), National Center for Inquiry and Improvement (NCII), and Public Agenda.

FEB. 17

Why Guided Pathways in College Context

- There is not a one size fits all for guided pathways.
- GP is a systematic redesign of how students experience the touch points of the college.
- The full cost of Guided Pathways is not known.
- Ensuring communication and stakeholder engagement.
- Must create a safe space for the hard conversations on role and responsibility changes for faculty and staff, equity, what we are not going to do, general education and programmatic changes, resources, and shift the lens of course level success to program and institutional level success.

Questions?

22

References and Resources:

<https://www.caguidedpathways.org>

<http://cccgp.cccco.edu/process-information>

<https://yc.yccd.edu/guided-pathways/>

http://cccgp.cccco.edu/Portals/0/AA17-57_Attachment_Guided_Pathways_Total_Allocation_Final%20%281%29.pdf