Welcome to the CCC GP Workshop

As you get settled, please find the flip chart paper around the room and answer the questions:

• What do you **know** about guided pathways?
• What do you **wonder** about guided pathways?

** BE PREPARED TO REPORT OUT **
Objectives and Learning Outcomes for Participants

• Learn from expert faculty, staff, and administrators experienced in broad-based inquiry and guided pathways at their college.

• Better explain how the Guided Pathways framework can transform a college to be student-centered.

• Better understand the California Community Colleges Guided Pathways: resources, timeline, requirements, and key performance indicators (KPI).

• Begin to complete the California Community Colleges Guided Pathways Self-Assessment Tool.

• Build relationships with colleagues from my college.
Overview of the Day

- Overview of Guided Pathways
- Panel of Practitioners
- Lunch: Student Perspective Activity
- Team Time on the Self-Assessment
- Next Steps
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 (AACC) 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

<table>
<thead>
<tr>
<th>Guided Pathways: AACC Projects</th>
<th>CA Guided Pathways: Demonstration Project</th>
<th>California Community Colleges Guided Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>30+ colleges participating nationally</td>
<td>20 colleges in California participating</td>
<td>Eligible participation for all 114 colleges</td>
</tr>
<tr>
<td>Competitive process</td>
<td>Competitive process</td>
<td>Requirements for participation, regardless of previous GP affiliation</td>
</tr>
<tr>
<td>Guided by national leaders with guided pathways efforts</td>
<td>Paid to participate</td>
<td>Five years of support by CCCCO and partners</td>
</tr>
<tr>
<td>Three years of coaching support</td>
<td>One year of intensive support</td>
<td></td>
</tr>
<tr>
<td>Guided by national leaders with</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Gearing Up for Implementation

- Self-Assessment
- IEPI Workshop
- Multi-Year Work Plan
- Funding Allocation
Overview of Funding

• Initial funding in March 2018
• Five years total to spend the allocations
• 25% of total allocation in the first year
• Spending guidelines with allocations in March
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
Key Performance Indicators (KPIs) come 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

<table>
<thead>
<tr>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>number of students</strong></td>
</tr>
<tr>
<td><strong>average number of credits attempted in year one</strong></td>
</tr>
<tr>
<td><strong>average number of degree-applicable credits attempted in year one</strong></td>
</tr>
<tr>
<td><strong>full-time students</strong></td>
</tr>
<tr>
<td><strong>persisted from term one to term two</strong></td>
</tr>
<tr>
<td><strong>college-level course success rate</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transferrable Math/English Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>successfully completed transfer-level math in year one</strong></td>
</tr>
<tr>
<td><strong>successfully completed transfer-level English in year one</strong></td>
</tr>
<tr>
<td><strong>successfully completed both transfer-level English and math in year one</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Term Momentum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>successfully earned 6+ college credits in first term</strong></td>
</tr>
<tr>
<td><strong>successfully earned 12+ college credits in first term</strong></td>
</tr>
<tr>
<td><strong>successfully earned 15+ college credits in first term</strong></td>
</tr>
<tr>
<td><strong>attempted 15+ college credits in first term</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Year Momentum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>successfully earned 15+ college credits in year one</strong></td>
</tr>
<tr>
<td><strong>successfully earned 24+ college credits in year one</strong></td>
</tr>
<tr>
<td><strong>successfully earned 30+ college credits in year one</strong></td>
</tr>
<tr>
<td><strong>attempted 30+ college credits in year one</strong></td>
</tr>
</tbody>
</table>
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

- All data for the KPIs come from the CCCC O MIS submissions.

  Data definitions are available on the LaunchBoard Guided Pathways tab under “Technical Definitions”
GUIDED PATHWAYS TAB

First-time, including summer and early college students

2015-2016 Academic Year

Click here to reset

DATA VISUALIZATION

RESEARCH TABLE

Drilldown by Time Trend

Participation

Number of Students (First Time, Including Summer and Early College)

4,705 Students

Average Number of Credits Attempted in Year One

19 Units

Average Number of Degree-Applicable Credits Attempted in the Year One

14 Units

Full-Time Students

36% Students
Of course there are questions…many more.

Systemic change will require our courage, our collaboration, and our commitment to what’s best for students.
Table Report Outs

For each table, we invite a volunteer to...

- Introduce himself/herself (name, role)
- Introduce your college (e.g., Sac City)
  - Share one memorable fact about your institution / team
- Highlight 1 guided pathways fact that is known by most team members
- Highlight 1 key wonder shared by most of team members
Our process for today

Practice non-hierarchical discussion and decision-making.

Roles:
- Translator – does everyone at the table understand?
- Level Setter – are quieter voices being actively engaged?
- Closer – are the main takeaways and notes recorded?

Table facilitator – is everyone empowered to play a role?
Panel of Practitioners
10:00am - 12:15pm
“If I knew then what I know now…”: Lessons from the Field
Expert Practitioners: CCCGP Panelists

CA Guided Pathways Demonstration Project
Cabrillo College
College of the Canyons

AACC Project
Irvine Valley College
Bakersfield College
Mount San Antonio

Independent Efforts
Skyline College
Sierra College

California Community Colleges Guided Pathways
CC Panel: October 20

Bakersfield College
• Janet Fulks (Faculty)

Skyline College:
• Andrea Vizenor (Director)

College of the Canyons:
• Rebecca Eikey (Faculty)
Themes to listen for

1. Strategies for early/continued engagement

2. Motivation for work across campus (i.e., Sierra’s “Problem Statement”, Skyline’s “Brutal Facts”) and use of data

3. Successes and challenges in leveraging existing work on campus

4. Value of cross-functional teamwork
Section I: Identifying the Problem and Making the Case: Where the Journey Begins

1. SKYLINE: What is the Skyline College “Promise” and how does this relate to guided pathways?

2. CANYONS: After examining our data, what one or two specific student outcomes concern the team the most? Why?

Knowing what you know about Guided Pathways, why do you think this particular question was the first one you were asked as a college?
3. BAKERSFIELD: What specifically prompted Bakersfield College to apply to the AACC project when you did?

4. BAKERSFIELD: How have you communicated on campus about guided pathways since?
Align Structures and Resources

Guided Pathways

Four Pillars of Guided Pathways

CLARIFY
INTAKE
SUPPORT
LEARNING

Equity, Social Mobility, Economic Health
California Pathways – Redesigning California’s Community Colleges

Build a System to Support Disciplined Execution
Aspen Institute Leadership Curriculum

Routines of Effective Communication

- Communicate a Vision and Create Urgency
- Build College-Wide Ownership for Change
- Build a System to Support Disciplined Execution
- Align Structures and Resources
- Establish Routines of Inquiry and Evidence Use
**BRAINSTORM QUESTIONS**

*10 minutes to brainstorm all questions for the panelists, and select 1 question per college to send up with your table facilitator to the front of the room*

*Please submit any questions for panelists to your table facilitator. Please submit any general questions (i.e. for the CCCCCO, regarding the initiative) to the “Suggestions” and “Comments” box (located on the facilitators’ tables around the room).*
BREAK

10 minutes
ACTIVITY #1

Suggested Prompts:

1. Does our campus have a “problem statement” or an empowering call to action that could unify us around the intention to explore guided pathways?
   a. If so, what is it?
   b. If not, brainstorm what it might be.

2. What data may help us examine and develop a statement like this? OR if we are further along in this process, what data do we need to pay more attention to to ensure we follow our own guidelines?
6. ALL:
Please share your current title (i.e. Classified Enrollment Specialist, Associate Professor-Counseling, Executive Dean) and what role you have played or plan to play in supporting guided pathways inquiry.
7. **ALL:** What is cross-functional inquiry?

   *Andrea:* Why is it important to include classified professionals and program managers early on in the inquiry and design process?

   *Janet:* Why is it important to include instructional faculty (range of disciplines), counseling faculty and deans early on in the process?

   *Rebecca:* Why is it important to include students early on in the process?
Build a System to Support Disciplined Execution

Establish Routines of Inquiry and Evidence Use

Counselor
Discipline Faculty
AcDv Faculty
Financial Aid
Support Services
Peer Mentor
Data Coach
Dean

BAKERSFIELD COLLEGE
10. SKYLINE: Guided Pathways is described by many as a way of redesigning the college explicitly around the student experience. Can you please share some of your findings from conducting student focus groups with regards to intake and clarity of student choice?
11. COLLEGE OF THE CANYONS:

What patterns in our student outcomes suggest the need for greater clarity and structure in our program designs?

How did you answer this?
12. BAKERSFIELD:

Can you please define what a “meta-major” is?

How did student voice inform your design of meta-majors at Bakersfield college?
* BONUS ROUND *
BREAK

10 minutes
BAKERSFIELD, SKYLINE, COLLEGE OF THE CANYONS:

Guided Pathways colleges across the country and the state acknowledge that inquiry, design and implementation of guided pathways is a heavy lift. Please describe one way in which your campus has allocated resources to support this work.
**1. Assess your college’s previous program efforts:**
   a. List progress made toward achieving goals outlined in your 2015-16 plans.

### PILLAR #1: CLARIFY THE PATH

<table>
<thead>
<tr>
<th>Goal</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATIONAL PLANNING</strong></td>
<td>BC raised overall ed plan completion rate to 82% for all FTIC, an increase of 10% in one year. BC trains all counselors to serve as coaches on a Completion Coaching Community, case-managing cohorts. BC has seen a 14% increase in completed counseling sessions from 2012-13 to 2016-17. In 2012-13, advisors completed 3,697 sessions with students, compared with 5,082 sessions in 2016-17. BC hired educational advisors to address pathway progression and completion/transfer among disproportionately impacted student populations, including an educational advisor for African American Initiative (AAI). For the first time, the percentage of AA students without an educational plan dropped below the percentage of all students without an educational plan, even as total enrollment of AA students increased from 836 in 2015 to 899 in 2016. BC uses educational technology tools for degree mapping, sequencing, and educational planning, and is launching year-long registration. BC has mapped all degree-applicable courses in four-semester sequences in DegreeWorks.</td>
</tr>
<tr>
<td><strong>SSSP: Increase rate of completed Education Plans (both Abbreviated and Comprehensive) with a heavy emphasis on incoming freshmen</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Increase student access to counselors and counseling sessions</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Equity: Increase educational plan completion for African American and Veteran students.</strong></td>
<td></td>
</tr>
</tbody>
</table>

### PILLAR #2: GET ON THE PATH

<table>
<thead>
<tr>
<th>Goal</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORIENTATION</strong></td>
<td>BC delivers its orientation in multiple ways: 1) in person workshops on- and off-campus, 2) Online, and 3) through an extended full-day Summer Bridge. Students who participate in an orientation are more successful at BC than those who do not. Of the orientation delivery methods, Summer Bridge is correlated with the highest course completion rates. Beginning with a small pilot for 40 students in 2014, BC has scaled the program to reach over 1,200 students in 2017 -- a 200% increase over 2016 with 400 students.</td>
</tr>
<tr>
<td><strong>SSSP: Ensure each incoming freshman is fully matriculated by the end of their first semester</strong></td>
<td></td>
</tr>
</tbody>
</table>
4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include how your college will ensure coordination across related programs. (500 words max)

With 80% of students being the first in their family to attend college, BC is redesigning institutional policies, practices, systems, and culture to make the college journey transparent. BC uses high-touch and high-tech strategies to guide students in achieving our five integrated goals:
1. Increase completion of transfer-level English in first year
2. Increase completion of transfer-level math in first year
3. Increase 15 pathway-applicable units attempt rate by end of first term
4. Increase 30 pathway-applicable units attempt rate by end of first year
5. Increase 60 pathway-applicable units attempt rate by end of second year

To accomplish its student success goals, BC is focused on the four pillars of the Guided Pathways System (GPS), reducing time and cost to completion:

<table>
<thead>
<tr>
<th>Clarify the Path</th>
<th>Get on the Path</th>
<th>Stay on the Path</th>
<th>Ensure Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Touch</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Early high school engagement</td>
<td>-Multiple measures</td>
<td>-Retention and completion</td>
<td>-Integrated co-curricular experiences</td>
</tr>
<tr>
<td>-Career Choices course in 9th grade</td>
<td>-Outreach &amp; School Relations</td>
<td>-Completion</td>
<td>-Reinforce learning in and out of class</td>
</tr>
<tr>
<td>-Dual enrollment</td>
<td>-The right courses at the right time</td>
<td>-Coaching</td>
<td>-Learning Communities</td>
</tr>
<tr>
<td>-Clear educational planning</td>
<td>-Summer Bridge extended orientation</td>
<td>-Academic Support Services</td>
<td>-Student employment and internships</td>
</tr>
<tr>
<td>-The Kern Promise</td>
<td>-Math pathways for non-STEM, Business, and Education majors</td>
<td>-Timely transfer</td>
<td>-Energy Academy; Industry partnerships</td>
</tr>
<tr>
<td>-Associate Degrees for Transfer</td>
<td>-Remedial course acceleration</td>
<td>-Employment in field of study</td>
<td></td>
</tr>
<tr>
<td>-Prep for college skills abilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High Tech</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-DegreeWorks</td>
<td>-AccuPlacer</td>
<td>-AccuSQL</td>
<td>-JobSpeaker and Student Intern Portfolio</td>
</tr>
<tr>
<td>-Starfish Degree Planner</td>
<td>-Common Assessment Initiative -Priority registration</td>
<td>-Starfish Connect: Early Alert, flags</td>
<td>-Lumen</td>
</tr>
<tr>
<td>-CCCApply</td>
<td>-Course Catalog</td>
<td>-Cohort reports via Institutional Effectiveness</td>
<td>-Renegade Scorecard</td>
</tr>
</tbody>
</table>
Increasing completion of college English
CCCCO 2017 Bakersfield College Scorecard

Completion of Transfer English in First year

<table>
<thead>
<tr>
<th>Year</th>
<th>All</th>
<th>African American</th>
<th>Asian</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>17.80%</td>
<td>9.80%</td>
<td>17.10%</td>
<td>20.40%</td>
<td>13.40%</td>
<td>28.20%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>16.70%</td>
<td>9.00%</td>
<td>23.30%</td>
<td>25.60%</td>
<td>12.00%</td>
<td>26.60%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>20.70%</td>
<td>5.40%</td>
<td>28.90%</td>
<td>22.50%</td>
<td>15.10%</td>
<td>34.20%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>22.60%</td>
<td>11.10%</td>
<td>26.80%</td>
<td>34.10%</td>
<td>20.00%</td>
<td>33.00%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>27.20%</td>
<td>12.50%</td>
<td>39.60%</td>
<td>41.70%</td>
<td>23.30%</td>
<td>38.60%</td>
</tr>
</tbody>
</table>
BAKERSFIELD COLLEGE TRANSFERS TO CSU SYSTEM & CSUB 2012-13 TO 2016-17

CSU 4-Year Graduation Rate First-time Full-time Freshmen (CSUB vs. system-wide)

- 2012-13: 71%
- 2013-14: 86%
- 2014-15: 69%
- 2015-16: 77%
- 2016-17: 75%

CSU 2-year Graduation Rates for Transfer Students

- 2012-13: 18.6% (4.5% since 2006)
- 2013-14: 20.7% (9.1% since 2006)
- 2014-15: 42.2% (19.2% since 2006)
- 2015-16: 32.6% (9.1% since 2006)
Lunch
12:15pm - 1:00pm
Instructions (for Cross-Functional Team inventory):
1. **Discuss**: What is a cross-functional team?
2. Place two large post-its on the table.
3. Write titles on each: “We have…”, “We miss…”

Further Discussion Questions:
- What is one thing we could do at our campus to broaden the circle of discussion?
- What are some barriers to effectively doing this? How might we address them?
- What is the benefit of cross-functional teamwork when it comes to guided pathways?
Team Time on the Self-Assessment and Next Steps
1:45pm – 3:15pm
Self-Assessment Team Time

- Purpose
- Process
Purpose of the CCC GP Self-Assessment

- Understanding GP elements -- opportunity to identify where your campus is in terms of pathway development -- across 14 different elements

- Communication and organizing tool for engaging stakeholders across campus - faculty, counselors and student services, executives, trustees and students (will require all voices, ideas, active participation)

- Resource for ONGOING inquiry, design, and implementation (not a one-time event). Way to continuously gauge progress

- Not connected to funding - rather tool to support campus-based efforts AND a way for us to take a statewide look at where colleges are with GP and track progress with development overtime
Who should complete it?

A cross-functional and representative team of faculty, staff, and administrators

Why?
So what do we do first?

Process (5 minutes):
1. Revisit your “Cross-Functional Team Inventory ©” and reflection post-its. Discuss (with CFTI © in mind): The “process” is what enables a college team to use this tool to its full potential.
   a. *Discussion Question:* How does Cross-Functional Teamwork enhance the outcome for a tool like this?

Content (45 minutes):
1. Dive into the tool, and choose 1 Key Element to read together and discuss carefully. Work backwards from “Full Scale” description of Element.

Purpose (30 minutes):
3. Strategize: UPON RETURNING TO CAMPUS...How do we initiate the Cross-functional team PROCESS in a way that supports us to complete this tool well?
So what do we do first?

Content (45 minutes):
1. Dive into the tool, and choose 1 Key Element to read together and discuss carefully. Work backwards from “Full Scale” description of Element.

Purpose (30 minutes):
2. Strategize: UPON RETURNING TO CAMPUS...How do we initiate the Cross-functional team PROCESS in a way that supports us to complete this tool well?

**Table Facilitators: Is your group further along in the process? COME PICK UP PROCESS QUESTIONS TO HELP THOSE ALRADY ENGAGING.**
For each table, we invite a different volunteer to...

- Introduce himself/herself/themself (name, role)
- Introduce your college (e.g., Sac City)
  - Remind us about the memorable fact about your institution / team, or give us a new one!
- Tell us about one concrete thing you plan to do when you return to your campus in order to initiate a process around the self-assessment
What more do we KNOW now about moving toward guided pathways?

What do we still WONDER about inquiry, design, or implementation of guided pathways?

• <Placeholder>
Thank You