

GUIDED PATHWAYS TRAILBLAZERS

September 13, 2018

Newsletter #11

Greetings Pathways Trailblazers!



Where did the summer go? My last trailblazer communication was in May and hard to believe that we have already completed three weeks of Fall

2018. There is a lot going on in CA California community colleges, both at the policy and practice level. I know at BC, just as you are at your respective colleges, we are taking our work on Guided Pathways to the next level. We are sharpening our high-touch, high-tech approach by redefining the roles of Ed Advisors, to use data analytics effectively, and deepening our work on the fourth pillar of “ensuring learning” by revisiting what it would take to look at learning outcomes and assessments from a Pathways framework.

Disclaimer: Although this communication had started as part of the initial Guided Pathways advisory committee, it has evolved to now be just reflections from Bakersfield College since the Advisory Committee itself has evolved into a permanent structure residing within the Chancellor’s Office under the leadership of Laura Hope.

In this letter we will cover the following topics:

- Guided Pathways Legislative Report
- Pathways Program Mapper (I covered this extensively in May 2018, but thought it merited a revisit)
- Systems Integration
- New Funding Formula
- AB 705

Legislative Report and Legislative Staff Briefing

In early August, the Chancellor's Office invited some of the early adopters of Guided Pathways (Bakersfield College, Skyline College, Sierra College and Mt SAC) to brief legislative staff, providing some examples, on how the California Community College system is responding to the \$150 million Guided Pathways funding. In addition to the in-person briefing, the CCCCO published the [2017 Guided Pathways Legislative Report](#) posted on the [Chancellor's Office Guided Pathways website](#).



Laura Metune
@LMetCap

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#GuidedPathways Day in the Capitol! TY
@skylinetrojans @MtSAC @BAKcollege
@SierraCollege



2:55 PM - 8 Aug 2018

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Section IV gives initial results from early adopters:

- Skyline College is using Guided Pathways to bolster their comprehensive diversity framework and to enable them to achieve significant increases in transfer-level placement in English and Math and on-time program completion.
- Mt. San Antonio College and Sierra College are redesigning their structures with meta-majors (“interest clusters”) to make the program choices more understandable for the students, increase transfer-level placement in English and Math, and more effectively communicate with the students to enroll truly full-time—that means at least 15 units, not the 12 units of financial aid requirements.

That note about the 12 units reminds me of a famous **Darla Cooper** (of the RP Group) story when I heard her presenting the [“Through the Gate” study](#) (btw, you should consider having a presentation on this study at your college). She said, as a student she remembers being told to enroll in 12 credits to be full time and then recognizing that she would not be able to finish in the promised two years and four semesters if she followed the 12-credits per semester advice. She “did the math” to find out that 60 units / 12 units per semester does not equal four

semesters and took the extra units in the summer sessions to get her degree in the promised two years but how many of our students have the gumption of Darla Cooper to question the advice of the “college experts”?

The [2017 Guided Pathways Legislative Report](#) also notes the gains in completion rates Bakersfield College has achieved for all student groups because of how we’ve integrated our services and support to clarify the pathways, get students on the pathway as quickly as possible, and to keep students on the pathway with intrusive advising. Through dual enrollment BC is improving the second pillar of Guided



Pathways—getting students onto the path. In some cases such as the work with Early College, high school students are taking all the courses they need for an associate’s degree while they’re in high school. When they graduate from high school, they also have an associate’s degree!

During the 2018-19 academic year the Chancellor's Office will host a [Guided Pathways workshop](#) in each CCC region. The Bay Area Region will have the first workshop on September 10. On October 16 will the Central Valley/Mother Lode Region’s turn and the Los Angeles/Orange County Region will have theirs on November 27. Through interactive group work, the workshops will give college cross-functional GP Teams an opportunity to actively learn:

1. Effective GP approaches at other colleges in their region and statewide
2. How to apply lessons to their own college's context
3. How to gain additional support

Program Pathways Mapper

In my previous communication to you I described the **Program Pathways Mapper**, a customized, visual representation of your college’s catalog. Bakersfield College, Cypress College and Cabrillo College are working with the CCCCO to scale the Program Mapper as part of our work in the *Clarifying the Path* pillar.

We're now looking for other colleges to join in the Program Mapper development. In partnership with the Chancellor's Office, we will be working with up to ten colleges, up to three college districts, and/or up to two regional consortia to load their curriculum and program maps in the Program Mapper and get them published online.

Course Map

Physics A.S. Degree for Transfer

With Transfer To: California State University System Time to Completion: 2 years Map View List View

PHYS B4C 4.0 Units
Optics and Modern Physics

CORE

Third of a three-course calculus-based physics sequence required of physics, engineering, and other majors requiring a thorough physics background. Includes geometric and physical optics, relativity, quantum physics, quantum mechanics, atomic and molecular physics, and nuclear physics. Emphasizes principles, laws, and problem solving.

Prerequisites

- [MATH B6B](#) Analytic Geometry/Calculus II
- [PHYS B4B](#) Heat, Electricity, Magnetism

1 ST TERM	2 ND TERM	3 RD TERM	4 TH TERM
PHYS B4A 4.0 Units Mechanics and Wave Motion	PHYS B4B 4.0 Units Heat, Electricity, Magnetism	PHYS B4C 4.0 Units Optics and Modern Physics	ENGR B17 3.0 Units Introduction to Electric Circuits
MATH B6A 4.0 Units Analytic Geometry/Calculus I	MATH B6B 4.0 Units Analytic Geometry/Calculus II	MATH B6C 4.0 Units Calculus III	ENGR B17L 1.0 Units Electric Circuit Laboratory
CHEM B1A 5.0 Units General Chemistry I	Critical Thinking 3.0 Units Choose a course	Arts 3.0 Units Choose a course	American Institutions History 3.0 Units Choose a course
ENGL B1A 3.0 Units	Oral Communication	Life Sciences without lab	Arts and Humanities

Vice Chancellor Van Ton Quinlivan and Vice Chancellor Laura Hope sent out an email on September 10th, inviting colleges to submit a *Solicitation of Interest* letter by October 8th to Craig Hayward at craig.hayward@bakersfieldcollege.edu.



Craig Hayward

Here is an excerpt from the email:



Van Ton Quinlivan,
Vice Chancellor for
Workforce and
Economic Development

“The Guided Pathways work calls for all colleges to develop and publish program maps that specify term-by-term pathways from program entry through completion. These maps are powerful tools both for students and for faculty members and staff who must grapple with the task of clarifying complex catalog and transfer information. The work of developing these pathways requires attention to a number of factors including transfer destination, unit load, and developmental requirements. Enabling students to clearly visualize what is involved in a typical or possible program pathway as well as the types of occupations and associated labor market information has been demonstrated to increase program engagement and retention.”

[An example of how the mapper presents a program description and map can be found here.](#)

Selected participants will receive assistance extracting, reconciling, and loading curriculum information into the tool. As part of the work, programs may also be assigned to metamajor or interest cluster groupings. Other features, such as program videos and occupations associated with programs can be left at default settings or customized. Participants will have the opportunity to provide feedback regarding future enhancements and development of the tool. The match for each participating college is \$50,000 and allocation of a fractional FTE to act as program manager.

Additional requirements, if selected:

- Authorization to obtain your college’s curriculum and SLO data
- A copy of the current course catalog
- A curriculum specialist available to work on the project to ensure data accuracy
- A sub-domain that can be used for web hosting

Solicitation of Interest Webinars will be hosted on:

Thursday, September 20, 2017, from 10 a.m.-11a.m. (Pacific Time).

Join the meeting: <https://cccconfer.zoom.us/j/740797102>

To join by phone: +1 669 900 6833

Meeting ID: 740 797 102#

Systems Integration

On August 22, [Chancellor Oakley](#) talked with [Lande Ajose](#), Executive Director of [California Competes](#) about the role that California's community colleges can expect to play in preparing students to meet the 2 million-worker, "middle-skills" job shortage that California is projected to face by 2025.



The graphic features a dark blue background with a yellow and white circular frame. Inside the frame, a man (Eloy Oakley) and a woman (Lande Ajose) are shown in a black and white photograph, both smiling and wearing microphones. The text "CALIFORNIA COMMUNITY COLLEGES PODCAST" is written in white on the left. A blue circular badge with white text says "AVAILABLE NOW!".

CCC Podcast with
ELOY OAKLEY
and guest
LANDE AJOSE

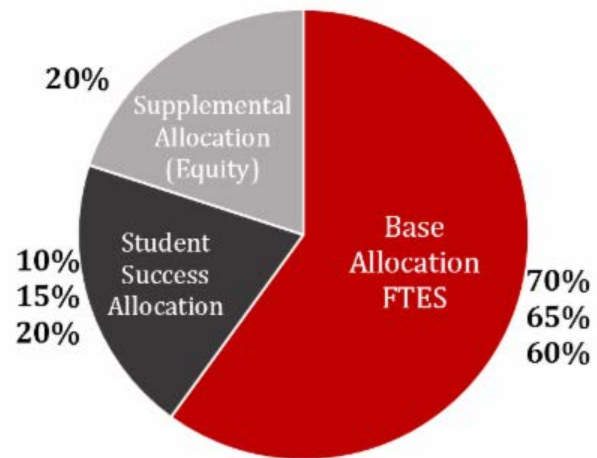
In that conversation Lande Ajose talked about the [California Competes report "Out of the Dark"](#) that clearly demonstrates the need for a comprehensive data system for our higher education system and that also integrates with our high schools. California is one of just six states in the nation that does not have a statewide integrated, education data system. Because of that we don't know how many California high school graduates from this May or June will be able to enroll in two- and four-year colleges in the fall. We don't know how many students who start at a college will necessarily go on to complete a degree or a certificate at the same college or whether or not they've transferred. Individual institutions might be able to get at that data for their own students, when they graduate or transfer to another institution we lose sight of them. The lack of this crucial data makes it difficult to design the policies and interventions needed for our students along the complete pathway from high school to college to career.

New Funding Formula and AB 705

With the new funding formula enacted in June, California joins 35 other states that include a performance-based term in their funding formula. The student success component is being phased in over three years while the usual base

allocation that uses FTES will be decreased. Eventually, the split will be 60% FTES, 20% student success, and 20% equity measures.

FUNDING FORMULA (Past VS Present)



In their [July 11th memorandum](#) , **Laura Hope** (Executive Vice-Chancellor of Educational Services and Support) and **John Stanskas** (President of ASCCC) note that “AB 705 invites the California community colleges to shift the thinking in favor of what students can do, rather than making assumptions about what students cannot do.” Their detailed memo addresses all of the key concerns raised by colleges about implementing AB 705. They also note that “because the [Vision for Success](#) outlines ambitious goals to erase barriers to equitable outcomes, the Chancellor’s Office will be monitoring the implementation of AB 705 very closely.”



Laura Hope, Executive Vice-Chancellor of Educational Services and Support



John Stanskas, President of ASCCC

The Chancellor's Office has created an [Implementation Team](#) to provide guidance about language of the legislation and propose implementation strategies for review and recommendation to the Chancellor's Office and Board of Governors. Workshops and webinars about AB 705 implementation are already scheduled with the first webinar on September 5 and the first workshop on September 14-15. See the [Chancellor's Office Assessment & Placement website](#) for details and to register.

[Visit the Chancellor's Office Assessment & Placement website](#)

Also ASCCC is planning a series of regional workshops on AB 705. An email from **Craig Rutan**, ASCCC rep on the AB 705 Implementation Team says that the first regional workshop is in the south and the second one has not yet been scheduled. Here is the link:

South: [September 20, 2018 - San Bernardino Valley College](#)



Craig Rutan, ASCCC Rep

As your college figures out how it will implement AB 705, be sure you study [PPIC's " Remedial Education Reform at California's Community Colleges" report](#) .

The RP Group newsletter from yesterday, Sep 11th , also highlights this report. In the study the Public Policy Institute of California looks at lessons learned by early implementers of reforms in transfer-level placement in English and Math. Early implementers have found that as substantially more students enter transfer-level courses, course success rates have remained relatively stable and the share of students completing a transfer-level course has increased. While completion of transfer-level courses have increased for every demographic group, the equity gaps that remain show us that AB 705 is just one part of the system wide redesign within the Guided Pathways framework.

This is going to be a year of major steps in the ongoing restructuring of our systems. This type of fundamental redesign and restructuring comes with significant challenges and difficult conversations, and I am confident that we will work together to make this happen since community colleges always put students first; our faculty, staff, and administrators are passionate about student success and we're all striving to create a rigorous and supportive learning environment that fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.



It's a good time to be in CA Community Colleges.

With much warmth and collegiality,

sonya

Sonya Christian

President, Bakersfield College

Follow my blog at: <https://sonyachristianblog.com>

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The opinions expressed here are my own and does not represent any other organization or group.

Thank you Dr. Nick Strobel for working with me on this newsletter.

For all previous Trailblazer letters:

[Visit the CA Guided Pathways Resources at Bakersfieldcollege.edu](https://www.bakersfieldcollege.edu)

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[BC Pathways Summit Archive](#)

