

GUIDED PATHWAYS TRAILBLAZERS

November 27, 2018

Newsletter #12

Greetings Pathways Trailblazers!

In this season of thanksgiving, holiday cheer, and in light of the recent observance day of Veteran's Day, I'm particularly thankful for the many veterans and active members of our armed services. I'm thankful and proud to be a citizen of a nation of boundless opportunity and freedom to participate in making decisions that affect us all. I'm thankful to be a resident of a state with a robust spirit of innovation and optimism. I'm thankful to be the president of a college in a system committed to closing the equity gap so everyone has the chance to build a prosperous future for themselves, their families, and their communities, regardless of their racial/ethnic background and socio-economic status.

Of all the institutions of higher education in our state, the California Community Colleges system is the one that provides the greatest transformation of people's lives. Yes, we have so much more work to do to ensure that those students who enroll will complete their educational goals but as I reflect upon the dedication, passion, and skill of the people who work at Bakersfield College and the many thousands of other people just like them working across the California Community College system, I'm thankful and grateful to be working at this place and time in our history.



Campaign for California Opportunity: State of Higher Education for Latinx in California

The [Campaign for College Opportunity](#) was created around the idea for a broad-based coalition of business, labor, ethnic group leadership, religious groups, and civic

organizations all working together to ensure that all Californians have an equal opportunity to attend and succeed in college in order to build a vibrant workforce, economy and democracy.

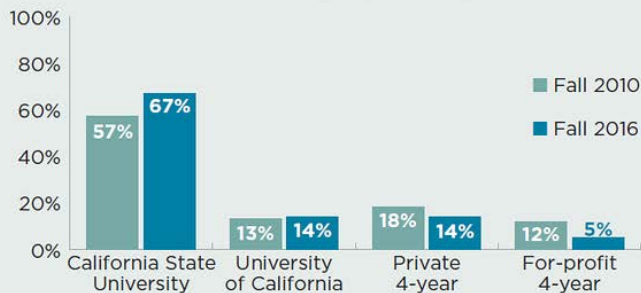
Since 2003, Campaign for College Opportunity has grown into a influential and respected voice in higher education in California, a force for good that ensures a strong state for all of us.

The Campaign for College Opportunity released a major report, the “[State of Higher Education for Latinx in California](#).” Their State of Higher Education is a series of reports providing comprehensive data on the current state of college access and completion for our state and what it means for our economy. This particular report reviews preparation, enrollment, and success in college for Latinx Californians. [It also recommends actions](#) that our policymakers and college leaders (i.e., all of you) can take in order to improve college enrollment and graduation rates:

- Set a specific college attainment goal for Latinx students with the intention of closing persistent preparation, access, and completion gaps.
- Ensure the successful implementation of legislation that requires the use high school grade point averages to more accurately place students into remedial coursework at community colleges.
- Fix transfer and expand the Associate Degree for Transfer (ADT).
- Ensure California Community Colleges improve college completion rates through strong implementation of the Student Success Funding Formula.
- Every high school should require students to complete the Free Application for Federal Student Aid (FAFSA) and California Dream Act Application (CADAA) in order to maximize their opportunity to access aid, and provide guidance for completing these applications.

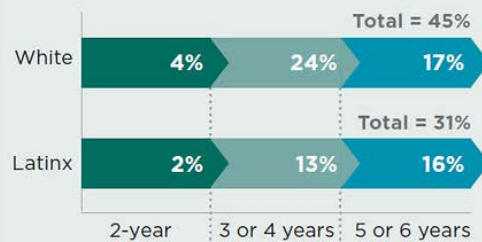
Latinx completion rates at California Community Colleges are improving—they increased from 38% in 2010 to 42% in 2016

More Latinx are transferring to public 4-year universities



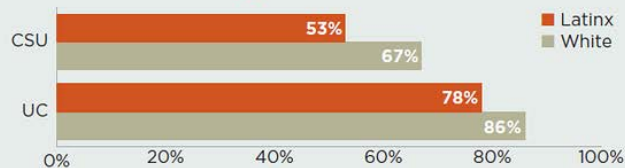
Source: IPEDS Fall enrollment survey

But 2% of Latinx transfer after two years



Sources: CCCCO DataMart; data represent 2016-17 academic year

At the CSU and UC Latinx graduation rates are improving, but continue to lag behind White students



Sources: CSU Chancellor's Office, Division of Institutional Research and Analyses, 2017; UCOP, Department of Institutional Research and Academic Planning, 2017

Graduation rates have improved 11 points for Latinx at the CSU.

Time to degree has decreased for Latinx freshmen at UC institutions.

4th Annual Counselor Conference

In September I spoke at the [4th Annual Counselor Conference for the Central Mother Lode Regional Consortium](#) called “[Technology, Jobs and the Future of Work](#)”.

This conference, held at Clovis, brought together counselors from high schools and community colleges. What did I speak about? Guided Pathways, of course!

After sharing recent gains statewide in degrees earned and CSU transfers, [I talked about the new funding formula and then the nuts and bolts of how Bakersfield College is implementing guided pathways](#).



Here is what 76 counselors said (split almost 50-50 between high school and community college). For the high school counselors, the largest response by far (more than the rest combined) for what was their role *before* guided pathways: push students to go to a UC or CSU, regardless of the students' interests. Why? Status! As one counselor put it, "There is always a stigma with students in believing community colleges are not prestigious like CSUs/UCs, so they get discouraged in applying to community colleges or CTE careers." Such thinking is possible because as many high school counselors admitted, students were just numbers and there was no end goal career planning in mind. It wasn't much better for the college counselors. Before guided pathways, many college counselors said that their focus was on matriculating the students, creating standardized student education plans, and sending them on their way without any end goal career planning in mind.



The Guided Pathways system redesign is causing a paradigm shift in both groups of counselors' thinking. Because the pathway includes the preparation for higher education, the time in higher education, and the career after higher education, counselors are now better able to see the big picture. This necessarily means that there needs to be greater collaboration between the high schools and colleges. With the big picture view of the student's entire pathway, more high school counselors are realizing the great value of

community colleges and the CTE pathways within them. A counselor noted that "the shift is focusing on CTE pathways that they are more reliable and convenient for students and for the most part have higher incomes than students who attend UC/CSU when they get a job after they graduate."

The big picture view has also widened the counselors' views of the students—to see the whole person and what the student wants to do with their life. Another counselor described it this way: in the past counselors had "more of a 'factory' frame of thought while working with students" and now with guided pathways, counselors are "more intrusive" and have a "case management frame of mind while working with students." Even though the intrusive case management can mean more challenging work, I got the sense that the counselors were more energized because they're now able to do what they went into the profession of counseling to do: to help the student discover their talents and passions, match them with a rewarding career, and help the student recover when life deals them a blow. The transformation of a student in the

counselor's mind from a widget to a person is one of the many benefits of the guided pathways mindset.

Al Solano on Guided Pathways

On his [Continuous Learner blog](#), Dr. Al Solano has published several helpful articles on implementing Guided Pathways. Using his experience working with and learning from many different California community colleges, Solano writes about how to implement Guided Pathways in a way that makes sense for your college. He makes this important point:

Guided Pathways is not a cookie cutter initiative that you plug into what you're already doing. It is a framework your college uses to redesign its system to become truly student-centered. How that framework is implemented at your college depends on the college history and culture and the needs of your students. In all cases, the implementation of guided pathways must be faculty driven with support from administration and staff.



Al Solano's articles on guided pathways implementation include "[Why Transformation Efforts Fail](#)", "[Guided Pathways: Addressing Concerns](#)", "[Guided Pathways: Starting on the Right Foot](#)", "[What it Means to Redesign the Institution](#)", "[Unpacking the Meta-Major Concept](#)", "[Reconsidering 'Good to Great'](#)", and "[Work Plan Completion Strategy](#)".

If any of those titles intrigue you, go continuous-learner.com and read what "Dr. Al" has learned about doing guided pathways in the right way for your college.



Program Mapper Statewide Task Force

Twenty-five colleges applied to be part of the [Program Mapper project](#) I've described in [previous Trailblazers](#) and nine were selected for the first wave of the Program Mapper statewide implementation:

- Cuesta
- Compton
- American River College
- Coastline
- LA Trade Tech
- West LA
- LA City
- LA Valley
- East LA College

Learning and Career Pathways
Learning and career pathways are groups of careers that share common themes or require similar skills.

<p>Health Sciences</p> <p>Health Sciences programs study human biology, medical care, and support to help keep people healthy and offer assistance in emergencies. They may be employed by private business, government, or work independently.</p> <p>EXPLORE →</p>	<p>Business</p> <p>Business programs study finance and management to help businesses and offices function smoothly and plan for the future. They may be employed by private business, government, or work independently.</p> <p>EXPLORE →</p>
<p>Agriculture, Nutrition, & Culinary Arts</p> <p>Agriculture, Nutrition, & Culinary Arts programs scientifically study plants, animals and food preparation to help us be healthy and food secure. They may be employed by private businesses, government, or work independently.</p> <p>EXPLORE →</p>	<p>Science, Technology, Engineering, & Math</p> <p>STEM programs scientifically study ourselves and the physical world to help us produce medicines, buildings, and other technologies that improve our lives.</p> <p>EXPLORE →</p>
<p>Public Safety</p> <p>Public Safety programs study the legalities that protect us to help keep us safe today and plan for our future.</p> <p>EXPLORE →</p>	<p>Social & Behavioral Sciences</p> <p>Social & Behavioral Sciences programs study people to help solve social issues, improve quality of life, and plan for our future. Graduates may be self-employed, or employed by private businesses or the government.</p> <p>EXPLORE →</p>
<p>Industrial & Transportation Technology</p> <p>Industrial and Transportation Technology programs study drafting, mechanics, and construction to help build homes, businesses, and cars, and keep them all functioning. They may be employed by private business, government, or work independently.</p> <p>EXPLORE →</p>	<p>Education</p> <p>Education programs study children and learning to help teachers be able to work with a diverse student population. They may be employed by private business, government, or work independently.</p> <p>EXPLORE →</p>
<p>Arts, Humanities, & Communication</p> <p>Arts, Humanities, & Communication programs study human creativity and language to help us express ourselves and communicate effectively. They may be employed by private business, government, or work independently.</p> <p>EXPLORE →</p>	

There was a webinar a few weeks ago to explain how to bring their college catalog into the Program Mapper and begin the necessary collegewide dialogue for sequencing courses within a program of study. The statewide Program Mapper task force will meet on November 29 at the Marriott near LAX. **The Program Mapper goes live by the end of February 2019!** Thank you President JoAnna Schilling (Cypress) and President Matt Wetstein (Cabrillo) for being partners with BC on this important piece of work.

In my [previous letter](#), I mentioned the conversation Chancellor Oakley had with Lande Arose, Executive Director of California Competes about the need for a comprehensive data for our higher education systems (CCC/CSU/UC) that also integrates with our high schools. Our work with CSU Bakersfield in the Program Mapper project is another example of system integration.

The Program Mapper tool lays out the entire four-year pathway from the community college to the CSU to make the pathway seamless for the student.

If our experience with CSUB is an example of what will be involved with other CSU's, then there will be A LOT of work with sometimes difficult dialogue between the faculty

and administration of the community college and the local CSU as they work out how to implement the ADT legislation and policies. However, the hard work is worth it if we can finally work out the kinks in the transfer journey for our students.

Course Map
Physics A.S. Degree for Transfer

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

Map View List View

	1 ST TERM	2 ND TERM	3 RD TERM	4 TH TERM
<p>PHYS B4C 4.0 Units Optics and Modern Physics</p> <p>Third of a three-course calculus-based physics sequence required of physics, engineering, and other majors requiring a thorough physical background. Includes geometric and physical optics, relativity, quantum physics, quantum mechanics, atomic and molecular physics, and nuclear physics. Emphasizes principles, laws, and problem solving.</p> <p>Prerequisites: MATH B6B Analytic Geometry/Calculus II PHYS B4B Heat, Electricity, Magnetism</p>	<p>PHYS B4A 4.0 Units Mechanics and Wave Motion</p>	<p>PHYS B4B 4.0 Units Heat, Electricity, Magnetism</p>	<p>PHYS B4C 4.0 Units Optics and Modern Physics</p>	<p>ENGR B17 3.0 Units Introduction to Electric Circuits</p> <p>ENGR B17L 1.0 Units Electric Circuit Laboratory</p>
	<p>MATH B6A 4.0 Units Analytic Geometry/Calculus I</p>	<p>MATH B6B 4.0 Units Analytic Geometry/Calculus II</p>	<p>MATH B6C 4.0 Units Calculus III</p>	<p>MATH B6D 3.0 Units Calculus/Integral Equations</p>
	<p>CHEM B1A 5.0 Units General Chemistry I</p>	<p>Critical Thinking 3.0 Units Choose a course</p>	<p>Arts 3.0 Units Choose a course</p>	<p>American Institutions History 3.0 Units Choose a course</p>
	<p>ENGL B1A 3.0 Units</p>	<p>Oral Communication</p>	<p>Life Sciences without lab</p>	<p>Arts and Humanities</p>

Recently Governor Newsom proposed a "new way of thinking about education as a lifetime pursuit." Components of the plan would track students from early childhood through college and are aimed at seamlessly integrating different educational systems to work in coherence. Benefits to the proposal include a statewide database that tracks individual students and avoiding further student fee increases. [To learn more about "Cradle to Career" click here to read the agenda.](#)

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

With much warmth and collegiality,

sonya

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Twitter: [@sonyachristian](#)



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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COLLEGE**

[BC Pathways Summit Archive](#)

