



California Guided Pathways

December 13, 2017

Greetings!

Our last Advisory Committee Meeting was on October 24th at the LAX Marriott. It was well attended and we were delighted to have a surprise guest in Chancellor Eloy Oakley. As the CCCCO creates the structure to support the 114 community colleges with the Guided Pathways work, we discussed the work being undertaken by the statewide advisory committee that Laura Hope has put together and to see how the group that currently came together to bring Guided Pathways to California should evolve.



In addition to this vital discussion, we heard from James Minor about the work that the CSU system is taking on and the recent Executive Orders. Executive Order 1110, issued on August 2, 2017, addresses academic preparation and placement in first year math and English courses at the CSU. To begin in Fall 2018, the Order requires the CSU system to do the following:

1. establish system-wide placement standards utilizing multiple measures of assessment
2. ensure students enroll in English and math appropriate to the major in the first year with required academic support for those with an assessed need



3. require the Early Start Program for students needing skills development, as determined by the system-wide placement standards

These reforms are embedding into the guided pathways framework, ensuring students get on a clear path toward their educational goals. [Read the full language of the Order here.](#)

[James Minor's complete slide deck is available at our advisory committee website under the October 24th meeting.](#)



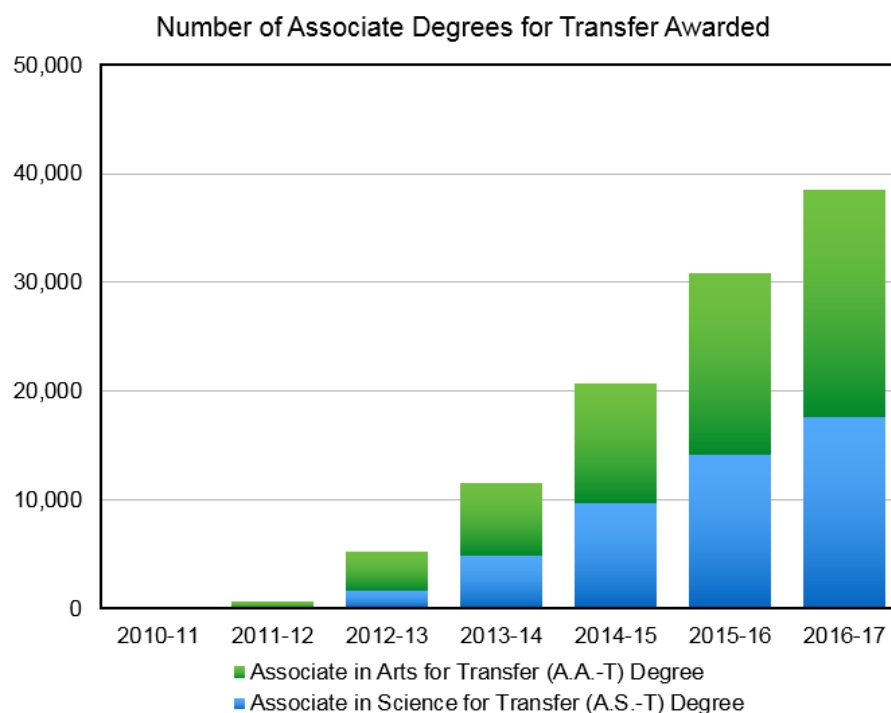
We were also happy to hear from the tech trio from the CCCO. Visiting Vice Chancellor Omid Pourzanjani shared with the group how the various technology projects of the Chancellor's Office align with and support the four pillars of Guided Pathways. He also reminded us how students' different backgrounds affect their journeys to and through the community college. His work at the Chancellor's Office includes unifying the student experience across the system's technology investments to better support all students' success. Next, Kathy Booth (West Ed)

demonstrated the wonderful new Guided Pathways tab on the LaunchBoard. There was a great deal of interest in the tab which gives the field a a strong set of early momentum points and a consistent way of tracking progress toward the big goals of increasing student completion and reducing equity gaps.

Finally, Craig Hayward (RP & Bakersfield College) demonstrated a tool called the Program Pathways Mapper. The mapper is being designed to provide colleges with an easy and consistent way to develop and publish default program maps that show what a typical student journey through a program looks like, semester by semester. The map can be thought of as a visualization of the college catalog, making it more accessible to prospective and current students. It addresses common pain points in the mapping process such as variations in coursework and timing due to differences in transfer destination and student unit load, as well as a way to flexibly handle electives. We can expect to see an initial pilot of the tool at Bakersfield College in spring 2018 with a Beta test version rolling out at several colleges in fall 2018.

In Guided Pathways, we are being relentlessly clear with our students about all the steps necessary to get the degree they need for their eventual career; what intellectual, social, and technical skills they will need for that career; and providing the clear nudges and encouragement when "life happens" to get them back on track. As we work to increase the number of Bachelor-degree holders in California by an additional million beyond what the traditional system is capable of producing, we know that we will, by necessity, be reaching out to more and more first-generation college students who do not have the family history to navigate the environment of higher education. They will need us to be explicit, to provide relentless clarity.

One thing we all have to be thankful for is the steady increase in the number of Associate Degrees for Transfer awarded over the past six years. We now have the data to show that students with the AD-T are getting their Bachelor's after two years at nearly twice the rate of the traditional transfer students.



source: CCCCCO Datamart

Although having that AD-T in hand is a big benefit for our students, we know that obstacles still remain for our students to get their Bachelor's as made very clear in the RP Group's recent *"Through the Gate"* study.

The study looked at nearly 876,000 students over a five-year period (2010-11 to 2014-15) who had completed all or most of their transfer requirements to see what were their outcomes and what role gender, race and ethnicity, and region played in determining the outcomes. They grouped the student outcomes into three groups:

1. "Transfer Achievers": 583,000 students who made it through the gate by transferring to any university, with or without an Associate's degree.
2. "At the Gate": 136,000 students who got an AD-T or completed the requirements for transfer (≥ 60 transferable units, 2.0 GPA, and transferable English and math) but have not yet transferred.
3. "Near the Gate" 157,000 students who earned ≥ 60 transferable units with a 2.0 GPA but were missing transferable English and/or math and have not yet transferred.

While a majority achieve transfer and the AD-T plays a significant role in increasing the likelihood of transfer, one-third of the students did not transfer. Why? At the risk of simplifying the results from the RP Group's very thorough study, here are five key facts from *"Through the Gate"*:

1. Math is a barrier: 92% of the students near the transfer gate still need to complete transfer-level math requirements in order to process along the path to university.
2. More than half of students who are stuck “at the gate” and exit the CCC system, leave without a college credential.
3. Transfer Achievers overwhelmingly transfer without a degree or associate.
4. The number of students completing an AD-T is on the rise but reason for caution remains because the region, CSU proximity, and major can all impact the transfer success for AD-T earners.
5. Gender, race/ethnicity, and region all play a role in students’ transfer progress. More specifically:
 - 75% of African-Americans who completed transfer requirements made it “through the gate” but most African-American students never make it this far on the transfer continuum.
 - Students in the Inland Empire were least likely to make through the gate compared to other regions.
 - Latino males and Native American females were least likely to transfer compared to other groups.

Our next steps will be to ask our students directly what keeps them stuck near or at the gate, so that we can better understand how to help them get through the gate.



Kristen Fong presented on the “Through the Gate” study at the October 24th Advisory Committee meeting. [Her slides and several additional articles are available at our website.](#)

In “Guided Pathways Demystified II,” Rob Johnstone builds upon his previous article to address 10 new questions being raised the guided pathways effort gains traction. Two recent Rostrum articles offer faculty input from our ASCCC representatives. In “The Vision for Success and Guided Pathways: Responding to Change,” Julie Bruno reflects upon guided pathways as a response to change, connecting the Chancellor’s Office Guided Pathways Award Program to the Vision for Success report. Another article, “Guided Pathways – What are They and Where are They Going?,” co-authored by Virginia “Ginni” May, differentiates between the AACC Pathways Project, the California Guided Pathways Project, and the California Community College Guided Pathways Awards Program. This article serves as a great primer for those who may be confused about the different guided pathways programs being undertaken.

What can your college’s Board of Trustees do to help your college increase the proportion of Transfer Achievers? Bill McGinnis’ article in the League’s Fall 2017 Board Focus newsletter provides an excellent start to that conversation toward the answer. Bill McGinnis is a trustee of the Butte-Glenn CCD who is a strong advocate and communicator for the Guided Pathways Project in California. He outlines eight steps in the change process to move an institution toward implementing Guided Pathways:

1. Establish a Sense of Urgency: publicly review the student transfer rates and completion rates.
2. Create a Guiding Coalition: create a team of leaders that includes students who are charged with leading the desired changes.
3. Develop a Vision and a Strategy: what are the student success goals and what is the plan to achieve those goals, including the practicalities of financial resource reallocations and modifying Board policies to make the plan achievable.
4. Communicate the Vision: communicate to the entire college community and the public. McGinnis gives seven key features of that communication plan that you'll have to read his article to get—I'm just giving you teasers here!
5. Eliminate Barriers and Support Student Success Actions: the Board needs to be quick to respond to barriers that are identified.
6. Generate and Celebrate Short Term Wins: nothing breeds success like success and be sure to use concrete examples from the student voice.
7. Consolidate Gains and Produce More Change: use the short term wins to build longer-term wins.
8. Anchor New Practices in the College's Culture: no back-tracking allowed!

McGinnis also describes five successful Board habits to support change that we all should embrace, whether we're faculty, classified staff, administration, or student: willingness to take risks, willingness to perform honest self-reflection, get input from others, carefully listen to input from others, and be willing to make the changes identified from that input and self-evaluation. Wise words. Thank you, Bill McGinnis!

My hope is that now that the current term has ended, you'll be able to take (and do take!) the time to reflect on what is going well at your college and district and study the "Through the Gate" research and the steps by the Board to implementing Guiding Pathways.

With much warmth and collegiality,

Sonya

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