ATD Spotlight Session:
CA Guided Pathways

Moderator:
Kay McClenney

Panelists:
Sandy Fried – Executive Director, Student Success Center
Sonya Christian – President, Bakersfield College
Craig Hayward – Senior Researcher, RP Group

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President, Bakersfield College

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Executive Director of the Student Success Center for California Community Colleges

Craig Hayward
Senior Consulting Researcher, The RP Group
Sandra Fried
Executive Director of the
Student Success Center for
California Community Colleges
California Master Plan

1960 Master Plan for Higher Education—
the original guided pathway

- California Community Colleges
- California State University
- University of California
The official nonprofit supporting the Chancellor's Office and the California Community Colleges.

This uniquely collaborative relationship helps support all 113 Community Colleges across the state through innovative and diverse programs.
Sonya Christian
President,
Bakersfield College
February 2016 Summit

AACC National Project

Bakersfield College
Irvine Valley College
Mt. San Antonio College

http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Pages/default.aspx
CA Guided Pathways Advisory Committee
Craig Hayward
Senior Consulting Researcher, The RP Group
My path to Guided Pathways

• Transfer Velocity Project & TVCR (2010)
  • Velocity!

• Basic Skills Cohort Progress Tracker (2011)
  • Throughput!

• California Acceleration Project (2014)
  • Evidence-based practice with large and robust impact on student progression
Sonya Christian  
*President, Bakersfield College*

Sandra Fried  
*Executive Director of the Student Success Center for California Community Colleges*

Craig Hayward  
*Senior Consulting Researcher, The RP Group*
Four Pillars of Guided Pathways

- Clarify the Path
- Enter the Path
- Stay on the Path
- Ensure Learning
Early evidence for Pathways

Behavioral economics

• Meta-majors to reduce incoming students’ analysis paralysis
• Choice architecture & reducing confusion
• Harvard vs. Bunker Hill Community College

Instructional Program Coherence (Bryk, Sebring, Allenworth, Luppescu & Easton, 2010)

• Students respond well to clear learning goals and a sense of how they are progressing toward those goals (Newmann, Smith, Allensworth & Bryk, 2001)
• Students with a big picture of how their learning connects to program goals have improved achievement (Ambrose, Bridges, DiPietro, Lovett & Norman, 2010; Lyon and Denner, 2016).

These are general principles and design elements

• Should be adapted to fit the circumstances of each college community
Student Success Task Force

• External pressure to address completion issues
• Legislation enacted (SB 1143, 2010) directing CCC to develop recommendations and adopt a plan
• Student Success Task Force—22 recommendations
• Student Success Act (SB 1456, 2012)
California-Based Initiatives

Pillar I: Clarify the Path
• Strong Workforce Program
• Priority Enrollment
• Dual Enrollment
• Student Equity Planning
• Student Transfer Achievement Reform Act (ADT)
• California Promise

Pillar II: Enter the Path
• Basic Skills Initiative
• Education Planning Initiative
• Adult Education Consortium Program
• Prior Learning Credits
• Student Success Initiative
• Common Assessment Initiative
• Multiple Measures Assessment Project
California-Based Initiatives

Pillar III: Stay on the Path
• College Scorecard
• Institutional Effectiveness Partnership Initiative
• Innovation Grants

Pillar IV: Ensure Learning
• Online Education Initiative
• Strong Workforce Program
• Institutional Effectiveness Partnership Initiative
The next step: Guided Pathways

• California Guided Pathways Project
  • Coordinated by the Foundation for California Community Colleges, financed by a broad base of philanthropic support.

• Governor’s proposed budget
  • $150 million one-time funds proposed in the governor’s budget with the purpose of enabling colleges to get Guided Pathways reform off the ground.
Integration through Guided Pathways

The Guided Pathways model offers a way to integrate all of these initiatives through an institution-wide reform. Bringing together the piecemeal changes of the last few years we can have a profound impact on student success.
Four Pillars of Guided Pathways

Pillar I: Clarify the Path

- Curriculum
- Systems
- Guidance
New Students Want to Know

- What are my career options?
- What are the education paths to those careers?
- What will I need to take?
- How long will it take and how much will it cost?
- How much financial aid can I get?
- Will my credits transfer?
Career?
Guidance — Career exploration

• Get focused...stay focused! ([http://getfocusedstayfocused.org/](http://getfocusedstayfocused.org/))
  • Career exploration program that begins in 9th grade.
  • Guidance course to identify interests and life goals and develop an educational pathway to prepare for that career.
  • Develops an online, skills-based, 10-year career and education plan that is updated each year and is used for counseling and academic coaching.
• Santa Barbara City College pioneered this with high schools in 2009
  • Community colleges can provide credit for the course.
  • Program was called out in SBCC’s 2013 Aspen Prize announcement
• Great results: Drop out rates & course failure rates plummeted
• Strategic objective for the Strong Workforce Program
Four Pillars of Guided Pathways

Pillar II:

Enter the Path

- Outreach & Community Relations
- Bridge
- Educational Planning
Assessment and placement as an on-ramp to College

- Co-requisite remediation has been shown to triple cohort throughput.
- Students enroll directly in college-level courses, receiving academic support alongside their regular classes.

Percentage of students enrolled in remediation that pass the gateway course:

- Math:
  - Traditional (2 yrs): 22%
  - Georgia: 63%
  - Indiana: 64%
  - Tennessee: 61%
  - West Virginia: 62%

- English:
  - Traditional (2 yrs): 22%
  - Georgia: 71%
  - Indiana: 55%
  - Tennessee: 64%
  - West Virginia: 68%
Assessment and placement as an on-ramp to College Transfer-Level Placement

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historic</td>
<td>37%</td>
<td>26%</td>
</tr>
<tr>
<td>MMAP</td>
<td>59%</td>
<td>37%</td>
</tr>
</tbody>
</table>

Historic vs. MMAP placement rates for English and Math.
Four Pillars of Guided Pathways

Pillar III: Stay On the Path

- Academic Support
- Learning Communities
- Co-curricular Activities
CAP Acceleration increased odds of sequence completion

Acceleration Odds Ratio (Effect Size) for English CAP Colleges

- All English CAP pathways: 1.5
- Low-acceleration English pathways: 1.2
- High-acceleration English pathways: 2.3
- All Math CAP pathways: 4.5
Marginal means for the percentage of students completing transfer-level English for accelerated and comparison sequences by current level. McFadden's pseudo-$R^2 = 0.15$
Marginal means for the percentage of students completing transfer-level math for accelerated and comparison sequences by current level. McFadden’s pseudo-$R^2 = 0.14$
Four Pillars of Guided Pathways

Pillar IV:
Ensure Learning

- Nesting Student Learning Outcomes
- Mapped Program Learning Outcomes
- Creative pedagogy
Evidence for Pillar IV

• Alignment of program learning outcomes with skills required for success in the four-year institution and the workforce

• O*Net online
  • Opportunity to align programs with in-demand workplace skills
  • Begin with the end in mind – map to the skills that are needed
  • https://www.onetonline.org/

• Launchboard (https://www.calpassplus.org/Launchboard/Home.aspx)
Build your future with O*NET OnLine.

Welcome to your tool for career exploration and job analysis!

O*NET OnLine has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more!

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Start the career you’ve dreamed about, or find one you never imagined.

Find It Now at My Next Move

ATTN: VETERANS
Put your military skills and
IDENTIFY IN-DEMAND SKILLS

Data base management system software — Apache Sqoop; MongoDB 🔥; MySQL 🔥; Teradata Database 🔥

Development environment software — Integrated development environment IDE software 🔥; Microsoft .NET Framework 🔥; Quest SQL Optimizer for Oracle; Ruby 🔥

Metadata management software — CA Erwin Data Modeler 🔥; IBM Rational System Architect; Interface Computers Data Loader; Talend Data Fabric

Object or component oriented development software — Advanced business application programming ABAP 🔥; C++ 🔥; Python 🔥; Spark

Operating system software — C shell; Hewlett Packard HP-UX 🔥; KornShell 🔥; Linux 🔥

🔥 Hot Technology — a technology requirement frequently included in employer job postings.
Launchboard has the data!

• Program Data
  • Number of Sections Offered
  • Number of Enrollments
  • Full Time Equivalent Students (FTES)
  • Headcount of Students Who Took One Or More Courses

• Student Characteristics
  • Students Who Took Non-Introductory Courses
  • Skills-Builder Students
  • Students Who Ever Attended Another College in the Same Pathway
  • Students who Previously Took a High School CTE Course

• Milestones
  • Course Retention Rate
  • Course Success Rate
  • Term-to-Term Retention Rate
  • Regional Term-to-Term Retention Rate

• Success
  • Completion
  • Skills-Builders with a Wage Gain

• Employment
  • Earnings Two Quarters After Exit (All Exiters)
  • Employed in the Fourth Quarter After Exit (All Exiters)
  • Median Annual Earnings (All Exiters)
  • Percentage in a Job Closely Related to Field of Study

• Regional Labor Market Information
Questions?

Kay McClenney  Sonya Christian  Sandra Fried  Craig Hayward