CSSO Presentation

Moderator:
Mandy Davies  
Vice President of Student Services, Sierra College

Panelists:
Sonya Christian - President, Bakersfield College  
Erik Skinner - Deputy Chancellor, California Community Colleges Chancellor’s Office  
Craig Hayward - Senior Consulting Researcher, RP Group
Mandy Davies
Vice President of Student Services,
Sierra College
Sonya Christian
President,
Bakersfield College

Erik Skinner
Deputy Chancellor,
California Community Colleges Chancellor’s Office

Craig Hayward
Senior Consulting Researcher, RP Group
Sonya Christian

President,
Bakersfield College
Four Pillars of Guided Pathways

CLARIFY THE PATH
ENTER THE PATH
STAY ON THE PATH
ENSURE LEARNING
Four Pillars of Guided Pathways

Pillar I:
Clarify the Path

- Curriculum
- Systems
- Guidance
## Pillar I: Clarify the Path

<table>
<thead>
<tr>
<th>Past</th>
<th>Guided Pathways College</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CTE Pathways</td>
<td>• Metamajors</td>
</tr>
<tr>
<td>• Transfer Pathways</td>
<td>(counselors, discipline faculty, gen ed faculty, outreach)</td>
</tr>
<tr>
<td>• Guidance: Counselors and Ed Advisors</td>
<td>• Completion coaches within a community</td>
</tr>
</tbody>
</table>
Pillar II: Enter the Path

- Outreach & Community Relations
- Bridge
- Educational Planning
Pillar II:  
**Enter the Path**

<table>
<thead>
<tr>
<th>Past</th>
<th>Guided Pathways College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment placement:</td>
<td>On ramping:</td>
</tr>
<tr>
<td>a test and a one-time occurrence</td>
<td>Placing students taking into account (i) prior learning (ii)</td>
</tr>
<tr>
<td></td>
<td>placement with wrap around support</td>
</tr>
<tr>
<td></td>
<td>(academic support,</td>
</tr>
<tr>
<td></td>
<td>completion coaches)</td>
</tr>
</tbody>
</table>


Four Pillars of Guided Pathways

Pillar III: Stay On the Path

- Academic Support
- Co-curricular Activities
- Completion Coaching Communities
Pillar III: Stay On the Path

<table>
<thead>
<tr>
<th>Past</th>
<th>Guided Pathways College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring, SI, early alert, .....</td>
<td>Gateway English and math default option is spending 3 hours per week scheduled in weekly planner in an academic support environment with peer tutors and faculty. “Time on task” facilitates student learning.</td>
</tr>
</tbody>
</table>
Four Pillars of Guided Pathways

Pillar IV:
Ensure Learning

- Nesting Student Learning Outcomes
- Mapped Program Learning Outcomes
- Engaging pedagogy. Applied Learning
Pillar IV: Ensure Learning

**Past**
- Internships in CTE
- Student Clubs
- Field trips, speakers

**Guided Pathways College**
- Cohesive curriculum
- Focus on applied learning
- Intentional co-curricular activities
Erik Skinner
Deputy Chancellor,
California Community Colleges
Chancellor’s Office
Guided Pathways

• $150 million proposed in Governor’s Budget for 2017-18
• One-time funding, spent over multiple years
• Support the redesign of academic pathways to help more students succeed
• Focus on the student experience
• Robust integrated planning
Four Pillars of Guided Pathways

- Clarify the Path
- Enter the Path
- Stay on the Path
- Ensure Learning
Unprecedented Era of Innovation
Proliferation of Programs

• Student Success and Support Program
• Student Equity
• Basic Skills Initiative
• College Promise
• OEI, EPI, CAI
• ADTs
• CCC Baccalaureate Degrees
• EOPS, CalWorks, DSPS, MESA, Puente....
Same Goals, Separate Silos

• Student Success and Support Program, Student Equity Program, and Basic Skills Initiative:
  • share a common goal of helping students achieve their educational objectives in greater numbers and rates
  • focus on closing the achievement gap across student groups

• Despite common goals, the three programs were designed and often operate in silos
Key Objectives of CCCC0
Integrated Program Redesign

• Leverage program resources to increase student success
• Promote integrated planning
• Increase flexibility
• Increase efficiency by reducing administrative burdens
• Focus on program results
• Expand technical assistance to districts/colleges related to effective practices
Integrated Program Model

• One plan for SSSP, SE, and BSI
• Two-year planning cycle
• Integrated goals
• Revised expenditure rules
• Simplified reporting requirements
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 in-class exercises connect to program goals have improved achievement (Ambrose, Bridges, DiPietro, Lovett & Norman, 2010; Lyon and Denner, 2016).
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?
## Salary Surfer

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Award Type</th>
<th>Median Annual Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Power Equipment Technology</td>
<td>Certificate</td>
<td>$27,326 $32,407 $39,110</td>
</tr>
<tr>
<td>Agriculture Business, Sales and Service</td>
<td>Degree</td>
<td>$21,201 $24,117 $42,598</td>
</tr>
<tr>
<td>Animal Science</td>
<td>Degree</td>
<td>$14,750 $28,037 $34,514</td>
</tr>
<tr>
<td>Animal Science</td>
<td>Certificate</td>
<td>$14,264 $26,703 $33,921</td>
</tr>
<tr>
<td>Floriculture / Floristry</td>
<td>Certificate</td>
<td>$26,319 $19,037 $29,651</td>
</tr>
<tr>
<td>Forestry</td>
<td>Degree</td>
<td>$21,480 $39,060 $42,814</td>
</tr>
<tr>
<td>Horticulture</td>
<td>Degree</td>
<td>$21,282 $29,548 $32,103</td>
</tr>
<tr>
<td>Horticulture</td>
<td>Certificate</td>
<td>$19,515 $26,940 $27,218</td>
</tr>
<tr>
<td>Landscape Design and Maintenance</td>
<td>Degree</td>
<td>$31,075 $31,791 $33,940</td>
</tr>
<tr>
<td>Landscape Design and Maintenance</td>
<td>Certificate</td>
<td>$27,344 $33,890 $40,763</td>
</tr>
<tr>
<td>Nursery Technology</td>
<td>Certificate</td>
<td>$15,242 $26,147 $26,295</td>
</tr>
<tr>
<td>Turfgrass Technology</td>
<td>Certificate</td>
<td>$30,188 $45,041 $58,522</td>
</tr>
<tr>
<td>Veterinary Technician (Licensed)</td>
<td>Degree</td>
<td>$15,110 $32,959 $26,391</td>
</tr>
<tr>
<td>Viticulture, Enology, and Wine Business</td>
<td>Degree</td>
<td>$34,739 $33,623 $28,438</td>
</tr>
</tbody>
</table>

Salary Surfer

• **100 short videos** describing the certificate and degree programs in Salary Surfer (20 already done)

• Videos will be available to colleges to **co-brand** for local marketing efforts, social media, and also embedded into Here to Career mobile app.
Pillar II: Enter the Path
Multiple Measures @ Mira Costa

Spring/Fall 2016 Placement into Transfer English

- Overall: Pre-Reform 62%, Post-Reform 77%
- Asian: Pre-Reform 49%, Post-Reform 79%
- African American: Pre-Reform 63%, Post-Reform 52%
- Hispanic: Pre-Reform 59%, Post-Reform 69%
- PI: Pre-Reform 67%, Post-Reform 72%
- White: Pre-Reform 80%, Post-Reform 83%

Overall Asian African American Hispanic PI White

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

Pre-Reform Post-Reform
Assessment and placement as an on-ramp to College

Transfer-level Placement

<table>
<thead>
<tr>
<th>Subject</th>
<th>Historic</th>
<th>MMAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>37%</td>
<td>59%</td>
</tr>
<tr>
<td>Math</td>
<td>26%</td>
<td>37%</td>
</tr>
</tbody>
</table>
CAP Acceleration increased odds of sequence completion

Acceleration Odds Ratio (Effect Size) for English CAP Colleges

<table>
<thead>
<tr>
<th>Category</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>All English CAP pathways</td>
<td>1.5</td>
</tr>
<tr>
<td>Low-acceleration English pathways</td>
<td>1.2</td>
</tr>
<tr>
<td>High-acceleration English pathways</td>
<td>2.3</td>
</tr>
<tr>
<td>All Math CAP pathways</td>
<td>4.5</td>
</tr>
</tbody>
</table>
Marginal means for the percentage of students completing transfer-level math for accelerated and comparison sequences by current level. McFadden's pseudo-$R^2 = 0.14$
Regression Estimated Effects – Not Raw Throughputs

Marginal means for the percentage of students completing transfer-level English for accelerated and comparison sequences by current level. McFadden’s pseudo-$R^2 = 0.15$
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 along with and academic support class.

Percentage of students enrolled in remediation that pass the gateway course

<table>
<thead>
<tr>
<th>Subject</th>
<th>Traditional (2 yrs)</th>
<th>Georgia</th>
<th>Indiana</th>
<th>Tennessee</th>
<th>West Virginia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>22%</td>
<td>63%</td>
<td>64%</td>
<td>61%</td>
<td>62%</td>
</tr>
<tr>
<td>English</td>
<td>22%</td>
<td>71%</td>
<td>55%</td>
<td>64%</td>
<td>68%</td>
</tr>
</tbody>
</table>
Pillar IV: Ensure Meaningful Learning
Evidence for Pillar IV

• Accelerated students achieve the same SLO levels as students who experience traditional remediation

• 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)
Disaggregating SLOs by path into College English

SLO Mastery by Mode of Entry for College English

<table>
<thead>
<tr>
<th>SLO</th>
<th>Traditional</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO I</td>
<td>82% 83%</td>
<td>90% 90%</td>
</tr>
<tr>
<td>SLO II</td>
<td>77% 78%</td>
<td>80% 80%</td>
</tr>
<tr>
<td>SLO III</td>
<td>82% 81%</td>
<td>77% 76%</td>
</tr>
<tr>
<td>SLO IV</td>
<td>77% 76%</td>
<td>77% 73%</td>
</tr>
<tr>
<td>SLO V</td>
<td>77% 73%</td>
<td>85% 85%</td>
</tr>
<tr>
<td>SLO VI</td>
<td>85% 85%</td>
<td>80% 80%</td>
</tr>
</tbody>
</table>

Six Components of Essay Rubric

- Traditional
- Accelerated
The Power and Promise of Streamlined Pathways: Early results from ADT

Average unit load by degree type

Extra Terms to Completion: AA/AS vs. ADT

<table>
<thead>
<tr>
<th>Year</th>
<th>AA/AS</th>
<th>AA-T/AS-T</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>85.9</td>
<td>74.9</td>
</tr>
<tr>
<td>2014-15</td>
<td>89.1</td>
<td>78.4</td>
</tr>
<tr>
<td>2015-16</td>
<td>87.6</td>
<td>79.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extra Terms</th>
<th>AA/AS</th>
<th>AA-T/AS-T</th>
</tr>
</thead>
<tbody>
<tr>
<td>1+ Extra Term</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>2+ Extra Terms</td>
<td>69%</td>
<td>58%</td>
</tr>
<tr>
<td>3+ Extra Terms</td>
<td>43%</td>
<td>18%</td>
</tr>
<tr>
<td>4+ Extra Terms</td>
<td>25%</td>
<td>3%</td>
</tr>
</tbody>
</table>

2013-14 to 2015-16
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
How does placement/basic skills redesign interact with GPS?

• Fewer students placed into basic skills
• Less underplacement
• See the “true” remedial reveal itself
  • The hard-core basic skills students
  • Acceleration or co-requisite
    • Principles of backwards design, just-in-time remediation
    • Curricular redesign to treat remediation as an on-ramp to college
• We have not yet found a population that does not benefit from acceleration
• Need for proactive enrollment management as proportions shift
Integrated discussion

- MMAP
- Acceleration
- Co-requisites
- Non-cognitive supports
- Education and career planning
- Intrusive advising
- Guided Pathways
- How do these things interact?
Questions?

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