Sonya Christian  
President,  
Bakersfield College

Bill Scroggins  
President and CEO,  
Mt. San Antonio College
CA GUIDED PATHWAYS AND IEPI

Effective Practices to Improve Student Success

Theresa Tena
Vice Chancellor for Institutional Effectiveness at C CCCO

Barbara McNeice-Stallard
Director of Research & Institutional Effectiveness

Craig Hayward
Director of Research, Planning & Accreditation

Participate | Collaborate | Innovate
What is IEPI?

The Institutional Effectiveness Partnership Initiative is a collaborative effort to:

• Create new system of support for CCC
• Advance the effectiveness of California Community Colleges,
• Reduce accreditation sanctions and audit issues, and
• Enhance our colleges' ability to serve students effectively.

2016-2017 New Budget allocation is....

(See handout for more details)
Professional Learning Network

Guided Pathway Resources

Alive repository of effective practices, trainings and other resources
To improve the effectiveness of your college’s decisions and, ultimately, its success as measured by your institution’s metrics (e.g., Guided Pathways).
What is a Resource Center?

A Resource Center is intended to be:
A resource of effective practices in the following areas:
- Integrated Planning
- Disaggregation of Data
- Enrollment Management
- Resource Allocation
- Governance

It is intended to include:
A template for implementing effective practices within the confines of the institution (examples and models for moving Pathways effective practices through local processes)
Resource Center

- A set of practices from California and other community colleges
- A resource PRT members can share.
- A list of colleges that implemented Resource Center practices, such as pathways.
- An option colleges may use; *Not a* template colleges must use.
Who is Developing it?

IEPI Policies, Procedures, and Practices (P3) Workgroup with assistance and feedback from:

- Research and Planning Group
- Academic Senate for California Community Colleges
- California Community College employees
- California Community College Chancellors Office
- Existing statewide initiatives
- Telecommunications and Technology Infrastructure Program (TTIP South) and @ONE
- Other professional organizations (3CSN, CLP)
Long Term Impact

Optional…Resource Center to Affect Change in Pathways

1. Establish the ‘state of’ integrated planning and data disaggregation presently and how, for example, it relates to guided pathways.
2. Create a repository of exemplary frameworks that include tools based on feedback from the field. The repository contents will be improved with practice and evaluation.
3. Provide an optional self-assessment of the college’s idiosyncratic strengths and priorities.
5. Further Out: Affect change in colleges’ practices.
6. Further Out: Reduce the number of colleges’ with Resource Center related accreditation recommendations.
Did we mention it was optional?
The Multiple Measures Assessment Project: Aligning assessment and placement with predictors of performance

John Hetts
Senior Director of Data Science, CalPASS
Plus/Educational Results Partnership
Former Director of Institutional Research, Long Beach City College

jhetts@edresults.org  @jhetts #LetIcarusFly

(In collaboration w/Peter Bahr, Loris Fagioli, Craig Hayward, Dan Lamoree, Mallory Newell, and Terrence Willett)
From Bostian (2016), North Carolina Waves GPA Wand, Students Magically College Ready adapted from research of Belfield & Crosta, 2012 – see also Table 1)
Context: Predictors of College Performance - AK

Multiple Measures Assessment Project (MMAP)

- Direct and variable agnostic examination of HS achievement for predictors of successful completion of English, Reading, Math, & ESL
- Focus on predictive validity (success in course) rather than content validity with goal of improving completion of sequence
- 55 CCCs participating
Sample rules for placement into transfer-level rules for students matriculating directly

- **English**
  - 11th Grade High School GPA ≥ 2.6

- **Math (Statistics)**
  - 11th Grade High School GPA ≥ 3.0
  - Algebra I C or better
  
  **OR**

  - 11th Grade High School GPA ≥ 2.3
  - Pre-calculus C or better

**Potential impact on placement and success**

- Placement into transfer-level

<table>
<thead>
<tr>
<th>Course</th>
<th>Historic (Placement)</th>
<th>Historic (Course-Taking)</th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>28%</td>
<td>15%</td>
<td>31%</td>
</tr>
<tr>
<td>Math</td>
<td>38%</td>
<td>42%</td>
<td></td>
</tr>
</tbody>
</table>

- Projected Success Rates

<table>
<thead>
<tr>
<th>Course</th>
<th>historic success rate</th>
<th>projected success rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Math</td>
<td>62%</td>
<td>62%</td>
</tr>
<tr>
<td>Math</td>
<td>72%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Successful completion (C or better) of transfer-level course
Potential equity & completion impact: LBCC F2011 Baseline Equity Gaps for 2-year rates of achievement
LBCC: F2012 2-Year Rates of Achievement

<table>
<thead>
<tr>
<th>Category</th>
<th>F12 African American</th>
<th>F12 Hispanic</th>
<th>F12 Asian</th>
<th>F12 White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Math Successful Completion</td>
<td>12%</td>
<td>21%</td>
<td>26%</td>
<td>36%</td>
</tr>
<tr>
<td>Transfer English Successful Completion</td>
<td>39%</td>
<td>51%</td>
<td>58%</td>
<td>64%</td>
</tr>
<tr>
<td>Behavioral Intent to Transfer</td>
<td>42%</td>
<td>52%</td>
<td>59%</td>
<td>66%</td>
</tr>
</tbody>
</table>
Potential front-door and enrollment impact: Cañada College F2015

- “Students are profoundly grateful not to have to take yet another assessment test.”
- Canada College Multiple Measures Presentation at RP Group Conference April 8, 2016
- “… a perceived lack of respect is more damaging to the students whose cultural claim on higher education isn’t as broadly accepted. They’ve already internalized some doubt, so they’re quicker to take indifference or hostility as confirmation that they don’t belong.” Matt Reed

### Potential outcome impact: Recent historical probability of transfer to CSU

<table>
<thead>
<tr>
<th></th>
<th>Transfer level English</th>
<th>One level below</th>
<th>Two levels below</th>
<th>Three levels below</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>57%</td>
<td>46%</td>
<td>34%</td>
<td>27%</td>
</tr>
<tr>
<td><strong>One level below</strong></td>
<td>45%</td>
<td>36%</td>
<td>29%</td>
<td>23%</td>
</tr>
<tr>
<td>(Intermediate Algebra)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Two levels below</strong></td>
<td>30%</td>
<td>23%</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>(Algebra)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Three levels below</strong></td>
<td>19%</td>
<td>14%</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>(Pre-algebra)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Four levels below</strong></td>
<td>13%</td>
<td>10%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>(Arithmetic)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary

• Evidence suggests that solid students (B- or better) should rarely go backwards when transitioning between educational systems

• Students who have progressed successfully in substantial majority of previous contexts should be allowed to continue to progress
  ➢ 8th to 9th grade
  ➢ 12th grade to higher ed
  ➢ Community college to 4-year institution

• Systems appear far better articulated than generally believed
The California Acceleration Project

Katie Hern
Director

Myra Snell
Math Lead
# The Problem: Need Better Onramps to College

Students Disappearing in Remediation

<table>
<thead>
<tr>
<th>ENGLISH-WRITING Students’ Starting Placement</th>
<th>% Completing Transfer-Level Course in 3 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Level Below</td>
<td>48%</td>
</tr>
<tr>
<td>Two Levels Below</td>
<td>34%</td>
</tr>
<tr>
<td>Three or more Levels Below</td>
<td>19%</td>
</tr>
</tbody>
</table>

Statewide data, Basic Skills Cohort Tracker, Fall 2009-Spring 2012

Across CA, students of color 2-3 times more likely to begin in lowest levels than white students
The Problem: Need better onramps to college
Students Disappearing in Remediation

<table>
<thead>
<tr>
<th>MATHEMATICS Students’ Starting Placement</th>
<th>% Completing Transfer-Level Course in 3 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Level Below</td>
<td>35%</td>
</tr>
<tr>
<td>Two Levels Below</td>
<td>15%</td>
</tr>
<tr>
<td>Three or more Levels Below</td>
<td>6%</td>
</tr>
</tbody>
</table>

Statewide data, Basic Skills Cohort Tracker, Fall 2009-Spring 2012

Across CA, more than half of Black and Hispanic students in remedial math begin here
The California Acceleration Project

Goal
To substantially increase the proportion of California community college students completing transferable gateway English/math courses, and to narrow racial achievement gaps, through placement and remediation reforms that accelerate students’ completion of these early milestones.

Connections to Guided Pathways Initiative
Students classified as “below transfer level” are allowed to enroll in a transfer-level course with extra concurrent support, saving them at least a semester of stand-alone remediation and reducing their chances of dropping out (e.g., “1A-plus” models: students co-enroll in English 1A and 2 additional units with the same instructor).

CAP is working with 75% of CA community colleges. These colleges are potential participants & resources for initiative.
CAP’s Three High-Leverage Strategies

Placement Policies
Colleges broaden access to transfer-level courses, and make access more equitable, by adjusting cut scores, using robust multiple measures, and requiring algebra-based testing and remediation only for access to courses that require substantial algebra.

Co-requisite Models
Students classified as “below transfer level” are allowed to enroll in a transfer-level course with extra concurrent support, saving them at least a semester of stand-alone remediation and reducing their chances of dropping out (e.g., “1A-plus” models: students co-enroll in English 1A and 2 additional units with the same instructor).

Redesigned, Two-Semester Pathways
Multi-level remedial sequences are replaced with accelerated courses aligned with the transfer-level requirements in students’ chosen pathway.
The RP Group and Guided Pathways

Dr. Darla Cooper
Director of Research & Evaluation
The RP Group is a membership non-profit organization that strengthens the abilities of California community colleges to gather, analyze and act on information in order to strengthen student success. Grounded in our roots as a professional association for researchers and planners, the RP Group provides research, evaluation, professional development, and technical assistance services that support evidence-based decision-making and inquiry.
RP Group’s Pathways Connections

• Student Support (Re)defined
• Multiple Measures
• Strengthening Student Success Conference
• CAP Evaluation
• Completion by Design
• Basic Skills Research Project
• Bay Area Workforce Funding Collaborative Bridge Program Evaluation
• Bridging Research Information and Culture (BRIC)
• Transfer Velocity Project
Darla Cooper’s Pathways Connections

- Serving as National Pathways Coach
- Led Student Support (Re)defined
- Serve on Aspen Prize for Community College Excellence site visit teams
- Served on Bridging Research Information and Culture (BRIC) Initiative Teams
- Assisting colleges in their equity planning
- Serve as external evaluator for numerous federal grants
Implications for CA Pathways

- Include Student Support (Re)defined’s six factors as part of the pathways framework
- Ensure that use of data and evidence is critical part of pathways framework
- Emphasize professional learning as essential
- Incorporate equity into the pathways framework and provide colleges with specific guidance on connecting equity to pathways
- Ensure pathways framework is customized to include CA initiatives (e.g., SSSP, equity, BSI) and college’s own initiatives (e.g., federal grant)
Guided Pathways

Linda Collins  
Executive Director

Kris Palmer  
Senior Director

Mina Dadgar  
Director of Research

CLP  Career Ladders Project
The Career Ladders Project (CLP) fosters educational and career advancement for Californians.

Through research, policy initiatives and strategic assistance to community colleges and their partners, CLP works to improve student transition to and success in post-secondary education and high quality careers, particularly for students from communities historically underserved and underrepresented in post-secondary education.
CLP supports large scale and state-wide demonstration initiatives for young adults with multiple barriers to post-secondary education and careers

**Career Advancement Academies:**

**A Framework of Effective Practice.**

- Providing on ramps to continuing education and career pathways.
- Addressing foundational skills via contextualized instruction; integrated student supports; cohort based instruction.
- Redesigning the “front door” to college.
CLP supports high school to college transition and college success across K-16 education systems, across the state:

- **James Irvine Foundation Initiatives**
  - The California Community College Linked Learning Initiative (CCCLLI)—extending the promise of LL into post-secondary ed
  - Bridging the Gap (BtG) – a framework for shared responsibility across K12, CCC, and CSU for student transition and success.

- **State Initiatives**
  - CA Career Pathways Trust – leveraging state investments to extend high quality pathways from K12 to CCCs and CSUs.
WORKING TOWARD GUIDED PATHWAYS

CLP Links Knowledge, Policy and Practice

• To inform policymakers, remove barriers and support evidence based and comprehensive reforms.

• Works in coalition with broad array of partners and organizations in CA
THE CAREER LADDERS PROJECT

- Designs, leads and/or supports large-scale initiatives
- Supports and coaches executive leadership
- Facilitates strategic and action planning
- Facilitates faculty dialogues, pathway mapping and redesign processes at and across colleges and segments
- Facilitates communities of practice across sites
- Provides professional development, institutes and convenings
- Cultivates and deploys peer experts from across the state
- Works with employers to validate demand, competencies and pathways
- Seeks out and lifts up student voice and engages students in design processes.
- Documents lessons learned and engages in action research
- Creates briefs, tools, visualizations, processes, pathway maps and other materials to support high quality implementation
- Links knowledge, policy and practice to inform policymakers, remove barriers and support evidence based and comprehensive reforms
FOR MORE INFORMATION

Linda Collins
LCollins@CAREERLADDERSPROJECT.ORG

Kris Palmer
KPalmer@CAREERLADDERSPROJECT.ORG

Mina Dadgar
MDadgar@CAREERLADDERSPROJECT.ORG
The Campaign for College Opportunity

Audrey Dow
Vice President of External Affairs & Operations
Communications

Getting in to college has become increasingly more difficult in California

By Campaign for College Opportunity President

Michelle Squeira

Last month my niece and I started her college application process. She's smart, works hard, and as she enters her senior year with more AP courses than I knew were even possible to take, she's also stressed about tackling the college application process. Thankfully she has parents who are amazing cheerleaders and she has my support. In spite of this, the stress of all that is required to put her forward as a worthy student for colleges in California to consider almost brought her to tears. As I assured her that it would be okay and we started making solid progress on college applications, hours later I was the one who had to proclaim, "We're done for the day, let's go get ice cream." I'm lucky to have her in my life and she's lucky to have me in hers, but how many smart and hardworking students aren't so lucky? How many of them are incredibly worthy of attending the University of California or Cal State University, but won't get in? Why is it so much harder for our kids today than it was for us? That's the question we will be answering in our upcoming report. Adverse Selection.
Outreach

Efforts Working Together to Improve Student Success

2.4 Million Students

49.2% complete in 6 years

1. Associate Degree for Transfer
2. Scorecard
3. Priority Registration
4. Education Plan

According to the California Community Colleges 2013 Student Success Tracker

1. Associate Degree for Transfer
   - Gives students a clear and simple pathway to the CSU system, including guaranteed admission with junior standing.

2. Student Success Scorecard
   - The California Community College Board of Governors established the performance data system to track how well colleges are doing on core student retention, graduation, and completion rates, disaggregated by student characteristics.

3. Priority Registration
   - Helps students focus on their coursework and access for academic success.

4. Education Plan
   - Provides students with guidance and tools they can stay on track.

John Hetts
Senior Director of Data Science
Education Results Partnership

Katie Herr
Director, California Acceleration Project
Instructor, Chabot College

Naomi Castro
Director
Career Ladders Project

Guest Speakers

Basic Skills and Student Outcomes Best Practices Webinar
Policy
Dawn Digrius
Senior Manager of CSU STEM Collaboratives

Ken O'Donnell
Senior Director, Student Engagement and Academic Initiatives & Partnerships
Benefiting Supporting Enhancing the California Community Colleges

Melissa Conner
Chief Advancement Officer
mconner@foundationccc.org
Working Together For Our Colleges

The Foundation was established in 1998 to serve as the official auxiliary non-profit to the California Community Colleges Board of Governors and Chancellor’s Office.

Our programs reach all 113 California Community Colleges and 72 districts, and several are expanding nationwide.
Mission and Vision

Our Mission
To benefit, support, and enhance the missions of the California Community Colleges

Our Vision
The Foundation is the trusted partner of the California Community Colleges – facilitating collaboration, accelerating innovation, and increasing systemwide resources.
Supporting The System

- Our work is designed to support students, colleges, college foundations, and the CCC system as a whole
- We secure philanthropic, corporate, and government grants, contracts, and products or services to support and accelerate system priorities and innovations
- We administer aligned programs that coordinate with our colleges and supplement and collaborate with the Chancellor’s Office initiatives
- We also fiscally sponsor a network of mission-aligned projects
Building Momentum for System Initiatives

Success Center for California Community Colleges

• Administered by the Foundation through a joint initiative with the Chancellor’s Office
• Seed funded in 2014 by Kresge Foundation and Jobs for the Future
• Created to advance the CCC Student Success Initiative by serving as a hub to promote sharing, adoption, and implementation of effective practices and policies across the CCC system
• Poised for expansion to support IEPI and the Specialized Training program by helping to:
  1. Direct the development of the Professional Learning Network
  2. Identify, develop, and document effective-practices content in high priority issue areas for dissemination
  3. Provide coordination and support services
• Leading coordination of a series of Guided Pathway workshops in the 2016-2017 academic year.
The Foundation also provides fiscal sponsorship services to a network of mission-aligned programs and projects.

Examples of partnered projects include:

“Fiscal sponsorship means a nonprofit organization (the “fiscal sponsor”) agrees to provide administrative services and oversight to, and assume legal and financial responsibility for, the activities of groups or individuals engaged in work that furthers the fiscal sponsor’s mission”

— The National Network of Fiscal Sponsors
Sonya Christian
President,
Bakersfield College

Bill Scroggins
President and CEO,
Mt. San Antonio College