Guided Pathways: No More Paths to Nowhere
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Overview

The BC engagement strategy
The data points
Lessons Learned
BC Engagement Strategy

2013
- Fall: Habits of Mind Workshops, Achieving the Dream Workplan
- Spring: Faculty gatherings (ARCC Scorecard 2.0 in Spring 2014 at College Council)

2014
- First Generation documentary viewing
- Renegade Scorecard

2015
- Fall: Book Discussions of *Redesigning America's Community Colleges*
- Spring: New Faculty Seminars; Apply to AACC project

2016
- Host Guided Pathways Summit; Accepted to AACC Pathways Project
- Opening Day: Guided Pathways Presentations
- Guided Pathways Implementation Taskforce (Senate approval)

2017
- Completion coaching team working breakfasts
- Host leadership summit; Phase II Implementation Team; Communication Team
KERN COUNTY
Near southern end of CA’s San Joaquin Valley
8,000 square miles
No. 2 oil-producing county in the nation
Second most productive agricultural county (by value)

BAKERSFIELD
- Kern County seat
- 9th largest city in California
- Population: 375,000
<table>
<thead>
<tr>
<th>Our Local Data</th>
<th>CA</th>
<th>Kern</th>
<th>BC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Population (2015 est.)</strong></td>
<td>39,144,818</td>
<td>882,176</td>
<td>27,000</td>
</tr>
<tr>
<td><strong>Race/Ethnicity (2014)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White alone</td>
<td>38.5%</td>
<td>36.2%</td>
<td>22%</td>
</tr>
<tr>
<td>Hispanic or Latino alone</td>
<td>38.6%</td>
<td>51.5%</td>
<td>64.8%</td>
</tr>
<tr>
<td>Black or African American alone</td>
<td>6.5%</td>
<td>6.3%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Asian alone</td>
<td>14.4%</td>
<td>5.0%</td>
<td>4.1%</td>
</tr>
<tr>
<td><strong>Income and Poverty (2014)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median household income</td>
<td>$61,489</td>
<td>$48,574</td>
<td></td>
</tr>
<tr>
<td>Persons below poverty level</td>
<td>16.4%</td>
<td>23.4%</td>
<td></td>
</tr>
<tr>
<td><strong>Educational attainment (2014, age 25+)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school graduate or higher</td>
<td>81.5%</td>
<td>73.0%</td>
<td>80%</td>
</tr>
</tbody>
</table>

The Business Case for Guided Pathways

At Bakersfield College, we found that students who received degrees in 2014-15 took on average 85.0 units in college-level classes to get their degrees.

- 20,485 total excess units
- $1150 in extra tuition per student
- $1.05 million wasted total tuition
- $3.2 million overspent by taxpayers

A similar calculation for the students getting certificates gave a result of $1.2 million overspent by taxpayers.
GUIDED PATHWAYS
MOMENTUM POINTS

- Enrollment in *college-level math and English* in first year
- Completion of *15+ units* by end of first semester
- Completion of *30+ units* by end of first year
- Completion of *60+ units* at time of degree completion
Lessons learned

- Faculty engagement is mission critical
- Be sure to involve the Academic Senate
- Consider collegial integration of knowledge and experience (completion coaching teams)
- Communication to all constituents: multiple presentations (faculty, admin., students)
Questions or Comments?
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OVERVIEW for TODAY

Why Guided Pathways
How we started
Present day work and success
WHY PATHWAYS?
BECAUSE STUDENTS ARE:

- Taking too much time
- Taking too many credits
- Spending too much money
- Not graduating
CCCAPPLY - 9 screens of majors and 251 major choices
Learning and Career Pathways

Agriculture, Culinary Arts, & Nutrition
Arts, Humanities, & Design
Business
Education
Health Sciences
Industrial & Transportation Technology
Public Safety
Social, Behavioral, & Human Services
STEM
Personal Exploration
But what about exploration?

- Students believe that a well-defined pathway would help them achieve their goal (Booth et al., 2013)

- Students often have limited information concerning programs and course sequences (Jenkins, 2014)

  In fact, Booth et al. (2013) asked almost 900 students from across 13 California community colleges about which factors were most critical to their success. The authors found that the most critical factor was being directed – that is, whether students had an educational goal and knew how they could actualize it.
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

- Outreach & Community Relations
- Bridge
- Educational Planning
Four Pillars of Guided Pathways

Pillar II: Enter the Path

- Outreach & Community Relations
- Bridge
- Educational Planning
Four Pillars of Guided Pathways

Pillar III: Stay on the Path

- Academic Support
- Learning Communities
- Co-curricular Activities
Four Pillars of Guided Pathways

Pillar IV: Ensure Learning

- Nesting Student Learning Outcomes
- Mapped Program Learning Outcomes
- Creative pedagogy
What initiatives are you doing now?

ACTIVITY
California Pathways – Redesigning California’s Equity, Social Mobility, Economic Health

Defining Competencies

Assessing Competencies

Noncredit Requisites

Supplemental Instruction/Tutoring

California Career Pathways Trust (CCPT)

Contextualized Learning

BSI e-Resource

EQUITY

SSSP

EQUITY

SSSP

EQUITY

Co-Requisites

California Community Colleges

Curriculum

Equity, Social Mobility, Economic Health

California Pathways – Redesigning California’s
Guiding Concepts

- We are NOT adding more work but re-thinking how we do our work
- Iterative, faculty driven process
- Include students in the process
- Mistakes are expected: it will not be perfect
- Inclusive versus exclusive
Guiding Concepts

- Pathways pillars are a framework
- Provide relentless clarity
- Develop intrusive advising and counseling
- Leverage funding sources
- Keep the end in mind
This is NOT another initiative.
Present Day Work and Success
Course Completion Rates

- Overall: 0.855
- Online Orientation: 0.86
- In-Person Orientation: 0.88
- Summer Bridge Orientation: 0.91
ACCELERATED COURSE SUCCESS
Multiple Measures + Shorter Pathways = Higher Success
Comparison of cost to educate BC students through the pre-collegiate English pathway with multiple measures.
GUIDED PATHWAYS
MOMENTUM POINTS

- Enrollment in college-level math and English in first year
- Completion of 15+ units by end of first semester
- Completion of 30+ units by end of first year
- Completion of 60+ units at time of degree completion
Cabrillo Data
Cabrillo Score Card

<table>
<thead>
<tr>
<th>COLLEGE PREPARED</th>
<th>UNPREPARED FOR COLLEGE</th>
<th>OVERALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>71.3%</td>
<td>37.4%</td>
<td>46.7%</td>
</tr>
<tr>
<td>N=425</td>
<td>N=1,127</td>
<td>N=1,552</td>
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</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>%</th>
<th>Gender</th>
<th>%</th>
<th>Gender</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>75.6</td>
<td>Female</td>
<td>40.9</td>
<td>Female</td>
<td>50.8</td>
</tr>
<tr>
<td>Male</td>
<td>67.5</td>
<td>Male</td>
<td>34.4</td>
<td>Male</td>
<td>43.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>%</th>
<th>Age</th>
<th>%</th>
<th>Age</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20</td>
<td>72.4</td>
<td>Under 20</td>
<td>41.6</td>
<td>Under 20</td>
<td>50.8</td>
</tr>
<tr>
<td>20-24</td>
<td>46.7</td>
<td>20-24</td>
<td>19.0</td>
<td>20-24</td>
<td>23.4</td>
</tr>
<tr>
<td>40+</td>
<td>62.5</td>
<td>40+</td>
<td>25.5</td>
<td>40+</td>
<td>29.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>%</th>
<th>Ethnicity/Race</th>
<th>%</th>
<th>Ethnicity/Race</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>60.0</td>
<td>African American</td>
<td>35.3</td>
<td>African American</td>
<td>40.3</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>100.0</td>
<td>American Indian/Alaska Native</td>
<td>60.0</td>
<td>American Indian/Alaska Native</td>
<td>71.4</td>
</tr>
<tr>
<td>Asian</td>
<td>71.4</td>
<td>Asian</td>
<td>64.7</td>
<td>Asian</td>
<td>66.7</td>
</tr>
<tr>
<td>Filipino</td>
<td>100.0</td>
<td>Filipino</td>
<td>28.6</td>
<td>Filipino</td>
<td>44.4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>69.1</td>
<td>Hispanic</td>
<td>32.3</td>
<td>Hispanic</td>
<td>37.4</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>N/A</td>
<td>Pacific Islander</td>
<td>33.3</td>
<td>Pacific Islander</td>
<td>33.3</td>
</tr>
<tr>
<td>White</td>
<td>73.1</td>
<td>White</td>
<td>43.0</td>
<td>White</td>
<td>53.7</td>
</tr>
</tbody>
</table>

Definitions:
- **COLLEGE PREPARED**: Student's lowest course attempted in Math and/or English was college level.
- **UNPREPARED FOR COLLEGE**: Student's lowest course attempted in Math and/or English was remedial level.
- **OVERALL**: Student attempted any level of Math or English in the first three years.

- **N/A**: Cohort has no students.
- ****: Cohort fewer than 10 students.
- **Percentages of Unprepared Students**: 73%
## Statewide

**Completion**

Percentage of degree, certificate, and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate, or transfer-related outcomes.

<table>
<thead>
<tr>
<th>College Prepared</th>
<th>Unprepared for College</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>70.6%</strong></td>
<td><strong>40.8%</strong></td>
<td><strong>48.0%</strong></td>
</tr>
</tbody>
</table>

**Gender %**

<table>
<thead>
<tr>
<th>Gender</th>
<th>COLLEGE PREPARED</th>
<th>UNPREPARED FOR COLLEGE</th>
<th>OVERALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>74.0</td>
<td>42.3</td>
<td>49.5</td>
</tr>
<tr>
<td>Male</td>
<td>67.4</td>
<td>56.7</td>
<td>46.4</td>
</tr>
</tbody>
</table>

**Age %**

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<td>72.6</td>
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<td>51.4</td>
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<tr>
<td>20-24</td>
<td>58.2</td>
<td>30.8</td>
<td>35.5</td>
</tr>
<tr>
<td>25-39</td>
<td>53.0</td>
<td>31.3</td>
<td>33.9</td>
</tr>
<tr>
<td>40 OR OVER</td>
<td>47.3</td>
<td>30.5</td>
<td>32.2</td>
</tr>
</tbody>
</table>

**Ethnicity/Race %**

| Ethnicity/Race | COLLEGE PREPARED | UNPREPARED FOR COLLEGE | OVERALL |
|               |------------------|------------------------|---------|
| AFRICAN AMERICAN/ALASKA NATIVE | 62.4         | 32.9                   | 36.2    |
| ASIAN          | 81.5             | 56.8                   | 65.1    |
| FILIPINO       | 75.7             | 50.5                   | 56.9    |
| HISPANIC       | 64.4             | 36.6                   | 41.1    |
| PACIFIC ISLANDER | 63.0           | 38.3                   | 42.6    |
| WHITE          | 71.7             | 44.0                   | 53.5    |
Activity: Ed Planning
Create an Ed Plan for a Student

Leah

Leah was placed into transfer level English and pre-algebra. Because she was homeschooled, Leah feels insecure and wishes to begin her English and reading coursework at two levels below transfer.

She intends to transfer to San Jose State University to pursue a bachelor’s degree in Mechanical Engineering.

Junior

Junior is a Psychology major. His goal is to earn an AA-T and then transfer to CSU, Monterey Bay.

He was placed into algebra (two levels below transfer in math), one level below transfer in English, and one level below transfer in reading.
Video: The Perspective of Our Students

Clarify
Consider exploring this data

- Per program, how many units over 60 are students taking?
- On average, how long is it taking students to complete a degree?
- What are your common transfer institutions? Assess the relationship
Questions or Comments?