Why are we meeting?
Sonya Christian and Craig Hayward (Bakersfield College)

- Goal: an intersegmental conversation to clarify 9-16 pathways and increase degree attainment
  - 24 month group coming together to influence student outcomes at scale
- Shift over time: culture, policy, practice, and systems
  - Systems development lagging for intersegmental systems in California
  - Seeking to bring clarity to systems solution with this group
  - Governor Newsom looking at funding for systems solutions: how can we shape this direction to secure resources to make this happen?
- Systems: curriculum, student journey, intersegmental student data flow
  - Curriculum: BC, Cypress, Cabrillo in partnership with Concentric Sky on the Program Pathways Mapper that sequences curriculum in a virtual map
    - 3 colleges: BC, Cypress, Cabrillo
    - 10 colleges in scale up: American River, Cuesta, LACC, LA Valley, Coastline, East LA, LATC, Compton, West LA
    - Goal: 114 colleges statewide
    - The tool catalyzes the work that needs to happen around mapping.
  - Student Journey: What’s the shortest path? Omid Pourzanjani shepherding system-wide focus on the shortest path for the student journey.
  - Intersegmental Student Data Flow: Seeking a singular algorithm that will provide clarity. Perhaps the bucket our Governor will be most interested.

The Shortest Path
Omid Pourzanjani (Digital Futures Lab)

- Challenges to scale digital solutions
- Identifying curriculum at community college and CSU
- Identifying general education courses
- Exploring unit attainment by degree: did an analysis on the average units for degree completers across California – found many completers at colleges all across California well exceed 100 units *on average*
  - Is this a guided pathway?
  - Is there a correlation to the number of courses required in a degree?
    - In what ways does the number of courses affect this? Terrence Willet (Cabrillo College) noted attrition issues related to one-unit courses. Seek opportunities to combine small unit courses to address attrition.
  - Using the data to identify the shortest path successful students at any given college took to become the default map
- JoAnna Schilling (President of Cypress) asked: how do you identify the shortest path but then give variations of the map for part-timers and other to provide the level of clarity students need?
  - Once the analysis produces the “shortest path” colleges can use that as a starting point to understand what students are actually doing on their pathway to a degree
- Questions to consider: are courses offered at the right time?
- Are the courses sequenced in a way that makes sense for students’ actual course-taking pattern?

**Mapping Educational Journeys**

**High School to Community College Mapping**  
JoAnna Schilling, Steve Flyer, and Kathleen Reiland – Cypress College

- Implementing Program Mapper at Cypress; pulling from CurricuNet, not eLumen
- Shared data with Concentric Sky and coordinating groups
- Developed a landing page where students can find programs, courses, financial aid, etc. but is still missing the course sequencing
- Community College Crosswalk Tool
  - CTE high school coursework completion to enrollment in college: identified a gap in the data using Cal-PASS+
  - 15 big buckets in k12 and 58 sub-levels at k12
  - Colleges organize by TOP codes
  - Started a crosswalk from k12 to college in June 2017 but the paper-based tool didn’t translate to scalability

**Program Pathways Mapper and beyond**  
Craig Hayward (Bakersfield), Vikash Lakhani (CSUB), Wayne Skipper (Concentric Sky)

**Panel on State of the State’s Data Systems**  
Patrick Perry (CSU System), Tessa Carmen De Roy (CCGI), Anthony Dalton (CalPASS), Krystinne Mica (ASCCC)

- Perry: state educational systems are in silos; vacuum created when CPEC went away. Data systems have matured over time as a longitudinal system. CSU has one ERP system. CCC system has a great longitudinal system with separate ERP systems converging around 1-2 systems. UC is very divergent.
  - No one middle space among all of these projects. Proliferation of local, regional projects, etc. exist because of the vacuum of space at the statewide level which should be helping the team
  - CPEC data were used in a political, legislative way vs. a way that supported the users at the various systems. Brown wiped systems of the map and the systems did not push back
  - C-ID should be more integrated since CSU system has a single PeopleSoft program
- The students’ digital experience with our institutions is pretty god-awful. They’re used to an Amazon environment where one click makes everything happen. We build system after system and make them take multiple, unnecessary apps. The CSU application should just grab data from the community college and do that for them, but it doesn’t.

- A lot of good research has come due to access to a data source. More data sources allow us to make major movements and we’ve seen that over the past few years in the California Community College system (think: multiple measures, guided pathways, etc.)

- The low-hanging fruit is sending end-of-year data cuts into a cloud system, but to do a lot of the transactional things, you have to build yourself an open data/student API that tells you how all this information will talk to each other. Recommends a single educational policy entity and a separate entity that deals with educational data that focuses solely on data issues that is separate and distinct from the state government.

- Dalton: Feels the systems are closer to making this happen than we think. Could happen in 5 years. The foundation that was set on data, how we store it, etc. is now good enough that the champions at the various levels can govern it in a way that doesn’t kill the data sharing. Can we all trust that it can live somewhere safe? Where we can all access it? That is what could make it work. Data sharing needs to be reasonable, ethical, and mutually agreed upon – but it’s possible as evidenced in other states (i.e. Texas Education Resource Centers)

  - There is substantial unknown on data people should have access to such as multiple measures. If you don’t have data, how can we talk about an intervention that will help if we’re not measuring a baseline and the value that intervention had?

- Good things are happening, but we aren’t able to measure the impact. It needs to be actionable to researchers as opposed to simply publishing a good paper.

- A shared data system needs to be both real-time and point-in-time. The real-time system would require a lot from schools to provide the information at the same time.

- The data system is a non-starter. Until we can start talking about what is in it for each system vs. the end-product, it’s not going to happen. Leave people’s data alone and figure out a way for them to share it.

- De Roy: Historically, the conversation has been about linking data systems at an aggregate level for analysis, legislation, etc. which results in refined analyses to identify the problems but no infrastructure to address them. It is possible to build a system in which data follows students in real time in order to support their navigation, their transitions among and between segments, and then that data can be aggregated up for analysis. There are explicit exceptions within FERPA that allow us to share data, but it is becoming a question of leadership and willingness. It is now a question about whether the executive branch is going to make a move on this to facilitate data sharing.

  - Start with the student experience: the student needs to understand the relationship between their own transcript data and their postsecondary goals.

- Education systems in California have been driven by vendors due to a lack of coherent policy around this. Standards need to be set for the vendors so the onus is not on the k12 districts or community colleges

- Mica: C-ID system is the course identification numbering system which started as a way to make articulation work across community colleges. The descriptors were intended to
facilitate the articulation process across all 114 colleges. What has happened since SB 1440 (ADTs) is that the faculty have identified the courses that were necessary for the degree to work across to the CSU and create a bridge from the community college to the CSU.

- What's not working: the technology. In 2015, we were mandated to work with a particular vendor, which has not resulted in the outcomes we wanted. C-ID could be incorporated directly into the program mapper.
- You can’t make an informed decision without data. How can you make an informed decision if you're only getting data in silos? Need comprehensive data.

**Working Lunch: Round Tables on Key Topics**

1. Program Mapping: from HS to the baccalaureate and the Student Journey: finding the shortest path

   - Curriculum: not designing curriculum but instead looking at the sequencing, the packaging to help the student flow through the pathway in the most efficient way possible
   - Guided pathway to what? Career focus while equity focused with upward mobility as a consistent focus
     - Stackability: embedding shorter unit and longer unit credentials within a degree structure is proving problematic in some ways. How do we scaffold for the immediate need and allow for upward mobility?
     - Fundamental characteristic of guided pathways is the merging of CTE and transfer programs in meta-majors which is part of the design of the mapper
   - Time to completion: a thermometer of how long it will take to complete a program that is flexible and real-time based on student behavior
   - Decision-making in other systems have impact on the community college sequencing (i.e. the golden four preference in applications at CSUs)
     - Recommendation to identify the major transfer institution *by program* to develop the sequence (high-touch work required)
     - These decisions often are ways to narrow the field of students. Challenging those decisions: who are the students being made ineligible? Inequitable practices – how can they justify?
   - How do we manage a project of this magnitude?
     - Agile and iterative project – not top-down and policy-focused at the front
     - The data from the Shortest Path project would give colleges the starting point to begin the work and start the conversation
   - Clarify that it is not the time it is the units
     - Instead of breaking it down by term, break it down by units
   - In the Mapper, it’s possible to make the shortest map the default map while the maps are under development
     - Also possible to look at the maps at other colleges so it becomes a tool for other colleges exploring curriculum

- The who: Will identify the ASCCC rep with at least one counseling faculty, Melanie Dixon, Rob Rundquist, Linda Collins, Omid Pourzanjani
2. Data systems: weaving the tapestry

- **Goal** - Functional intersegmental data system that goes from Pre-k to Workforce (Cradle to Career)
- **Purpose:**
  - Respond to legislative mandates for reporting
  - Grant / funding opportunities
  - Informed decision-making at various levels - student, educator, institution, state,
  - Increasing student success and completion
  - Opportunities to discover how educational systems work and operate
  - Strategic enrollment management system, planning and budget
  - Faculty to better understand how students are moving through academic pathways and better able to coordinate and work across the segments
  - Track wage outcomes of students starting in and completing various pathways
- **What is needed:**
  - EDD MOU to connect wage information across the segments (UC+CDE) --- CCC, CSU, and UC already have it (K12 to EDD can only be made with a crosswalk to DMV)
  - Common SID to track students accurately and reliably across the segments
  - Common Data Set and application that starts at CDE to move student information through the segment
  - An organizing body to manage the intersegmental system
    - dedicated funding to have an entity organizing this information
    - Task Force or Think Tank with time to think and process options
  - Two systems: User Interface for real-time use (application) and Data repository (data warehousing/ system)
- **Who is needed at the table:**
  - UC and CDE partner for MOU with EDD issues
  - DMV, EDD and Franchise Tax Board

**Next Steps**
Sonya Christian and Craig Hayward (Bakersfield College)