

The Student Success and Support Program Student Equity and



California
Guided Pathways

SSSP Recap

SSSP Required Services

1. Orientation services
2. Assessment before course registration
3. Counseling and other education planning services, which shall include, but not necessarily be limited to, all of the following:
 - Counseling and advising.
 - Assistance to students in the exploration of educational and career interests and aptitudes and identification of educational objectives.
 - The provision of information, guided by sound counseling principles and practices, using a broad array of delivery mechanisms, including technology-based strategies to serve a continuum of student needs and abilities, that will enable students to make informed choices.

SSSP Recap

4. Development of an education plan leading to a course of study and guidance on course selection that is informed by, and related to, a student's academic and career goals.
 - All students are required to identify education and career goals and a course of study
 - Comprehensive Education Plan is required at 15 units or completion of 3rd consecutive semester (before 4th)

5. Evaluation of each student's progress to detect early signs of academic difficulty and provide students with advice or referral to specialized services. Follow-up services shall be targeted to at risk students, specifically for students who are enrolled in basic skills courses, who have not declared an educational goal as required, or who are on academic probation.

Student Equity Recap

- The intent of the student equity planning process is for colleges to conduct a self-evaluation on improving successful outcomes for all students.
- Colleges must conduct basic research to determine the extent of disparities in student equity in student success areas i.e. disproportionate impact
 - access, course completion, ESL and basic skills completion, degrees, certificates and transfer
 - linked to the CCC Student Success Scorecard
- The goals and objectives of the plan must reflect effective strategies to address the achievement gaps and/or mitigate disproportionate impact



California
Guided Pathways



The WHY

- Why implement Guided Pathways?
 - We are well designed for access, but not completion
 - We place many barriers to student success
 - Our model is based on educating students who are well prepared and resourced
 - That model does not suit open access students who are unprepared and lacking resources



The WHY

- Many students do not persist and therefore do not achieve a positive outcome
 - Only about 49% complete after six years
- We still have significant equity gaps
- Guided Pathways...
 - Keeps students at the center of the (re)design process
 - Provides an overarching framework to integrate diverse initiatives & reforms
 - Creates clear, intention, well-sequenced curriculum and program design
 - Is an evidence-based approach that comprehensively addresses the conditions needed for students to thrive and complete their goals



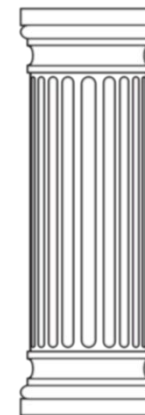
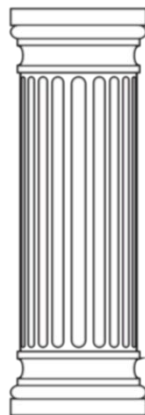
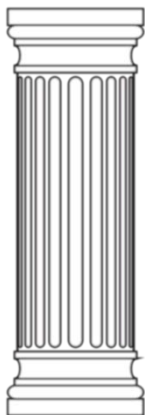
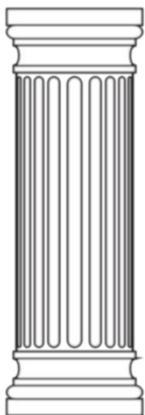
Different Pathways Initiatives

- **AACC Pathways Project**
 - 2015 30 colleges nationwide (3 CA community colleges)
- **California Guided Pathways Project**
 - 2017 20 California Community Colleges
 - competitive application process
 - Operated through the Foundation for CA Community Colleges

Funding by College Futures Foundation, the Bill & Melinda Gates Foundation, the James Irvine Foundation, and the Teagle Foundation, in addition to fees paid by participating colleges
- **California Community Colleges Guided Pathways**
 - 2017 All 114 CA Community Colleges
 - \$150 million over 5 years (one time funding) CCCCO



The Four Pillars



1.

Create clear curricular pathways to employment and further education.

2.

Help students choose and enter their pathway.

3.

Help students stay on their path.

4.

Ensure that student learning is happening with intentional outcomes.



More Details

Pillar 1

- **CLARIFY THE PATHS**

- Map all programs to transfer and career and include these features:

- Detailed information on target career and transfer outcomes
- Course sequences, critical courses, embedded credentials, and progress milestones
- Math and other core coursework aligned to each program of study

Pillar 2

- **HELP STUDENTS GET ON A PATH**

- Require these supports to make sure students get the best start:

- Use of multiple measures to assess students' needs
- First-year experiences to help students explore the field and choose a pathway
- Full program plans based on required career/transfer exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K–12 partnerships focused on career/college program exploration



More Details

Pillar 3

- **HELP STUDENTS STAY ON THEIR PATH**
 - Keep students on track with these supports:
 - Ongoing, intrusive advising
 - Systems for students to easily track their progress
 - Systems/procedures to identify students at risk and provide needed supports
 - A structure to redirect students who are not progressing in a program to a more viable path

Pillar 4

- **ENSURE STUDENTS ARE LEARNING**
 - Use these practices to assess and enrich student learning:
 - Program-specific learning outcomes
 - Project-based, collaborative learning
 - Applied learning experiences
 - Inescapable student engagement
 - Faculty-led improvement of teaching practices
 - Systems/procedures for the college and students to track mastery of learning outcomes that lead to credentials, transfer, and/or employment



What's Next?

- Communication Plan
 - Getting the word out to the College
- Guided Pathways Website
 - Intranet/Committees/Workgroups
- Comprehensive Implementation Plan
 - Self Assessment
 - Imagine the ideal
 - Plan back to where we are today



What's Next?

- Anticipate change
- What does this mean....
 - For the College?
 - For Division?
 - For my department?
 - For students?
 - For me?
- TALK ABOUT IT!
- Program Review and Planning should begin to reflect the new future



Resources

- Recommended Readings

- *Redesigning America's Community Colleges: A Clearer Path to Student Success*, by Thomas Bailey, Shanna Smith Jaggars, & Davis Jenkins

Implementing Guided Pathways: Early Insights From the AACC Pathways Colleges by Davis Jenkins, Hana Lahr, and John Fink (CCRC):

- <http://ccrc.tc.columbia.edu/publications/implementing-guided-pathways-aacc.html>

Pathways Demystified I & II, by Rob Johnstone

National Center for Inquiry & Improvement

- <http://ncii-improve.com/wp-content/uploads/2017/06/PWs-Demystified-Johnstone-111615.pdf>
 - <http://ncii-improve.com/wp-content/uploads/2017/09/GP-Demystified-II-091517.pdf>



Questions/Comments

