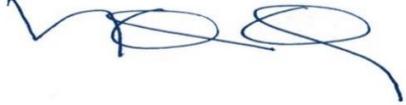




The Board of Governors of the California Community Colleges

PRESENTED TO THE BOARD OF GOVERNORS

DATE: January 17-18, 2017

SUBJECT: Update on Pathways		Item Number: 3.3	
		Attachment: Yes	
CATEGORY:	Institutional Effectiveness	TYPE OF BOARD CONSIDERATION:	
Recommended By:	 Theresa D. Tena, Vice Chancellor	Consent/Routine	
		First Reading	
Approved for Consideration:	 Eloy Ortiz Oakley, Chancellor	Action	
		Information	X

ISSUE: The Board of Governors will be provided with an update on recent national and state education reform efforts focused on “pathways.” In particular, the presentation will address activities intended to provide clearer and more streamlined pathways to students as they pursue community college certificates or degrees. The Board will also be provided an update related to the recent philanthropic investment to create the California Guided Pathways Initiative and additional efforts to support Pathways implementation within the system.

BACKGROUND: The pathways model (sometimes referred to as the “guided” pathways model) involves a whole-college redesign of the student experience, with changes to the way programs, instruction, and support services are structured and integrated. The pathways model is based on the understanding that students will complete their degrees more efficiently if they know exactly what courses they will need to take in order to graduate, and if they receive guidance and support in this pursuit.

The pathways model starts with the end goal of a degree or other certificate in mind. Community colleges that adopt the pathways model partner with four-year institutions and employers to ensure that their programs are preparing all students for future success. Community colleges also partner with local high schools to ensure that graduating seniors are prepared for the rigors of college-level coursework.

(Background cont.)

RECOMMENDED ACTION: This item is presented for informational purposes.

(Background cont.)

Existing California Efforts that Support Pathways

Numerous existing California Community College initiatives already incorporate elements of the pathways model. These existing efforts, listed below, provide a solid foundation as the system works to leverage pathways to help more students succeed.

- Senate Bill 1440 established the associate degree for transfer, which guarantees an AA or AS degree upon completion of 60 units at a CCC. All CSUs accept this transfer degree and students who enter the CSU system with the transfer degree are awarded junior status and will earn a BA or BS upon fulfillment of their major requirements. These transfer students will not be required to take any lower division courses for their majors.
- The Student Success Scorecard website tracks success rates among all types of students which can be disaggregated to better understand the student experience. Such data fosters inquiry and information to study the course-taking patterns of college-ready and unprepared students alike in order to deploy programs and/or strategies proven to result in success for all students.
- Santa Barbara CCD's "Get Focused...Stay Focused!" dual enrollment program allows ninth graders to develop a ten-year academic plan and, in some cases, complete their first year of college during their senior year of high school.
- The Common Assessment Initiative's Multiple Measures Assessment Project determines a high school student's college preparedness by using a placement exam score in conjunction with their grade point average. Typically, a multiple measures assessment places a student at a higher level than a placement exam alone does, so less remediation is required at the community college level.
- The California Acceleration Project is a strategy to move students through remediation quickly so that they are prepared to take college level and/or classes of greater interest to them sooner. Acceleration through remedial classes is meant to lessen the risk of student discouragement and dropout.
- Technology tools like Degree Works, Starfish (which is a component of the Education Planning Initiative), and GradesFirst enable students and advisors to track student progress through a program. These tools alert advisors and students when students are in danger of deviating from a pathway.
- The California Guided Pathways project was inspired by the American Association of Community Colleges (AACC) Pathways Project. Three California community colleges selected for the national project—Bakersfield College, Irvine Valley College, and Mt. San Antonio College—helped spark a movement to adapt the model to California's unique educational context.
- Student Support (Re)defined, a research project conducted by the RP Group, yielded six factors linked with higher student success rates at California community colleges. Specifically, RP found that student success should be 1) focused, 2) directed, 3) connected, 4) valued, 5) nurtured, and 6) engaged. Colleges across the state, such as Berkeley City and Santa Barbara City, have incorporated these factors into their student equity and basic skills plans as well as other efforts aimed at achieving greater institutional effectiveness.

- As a part of their Completion Initiative, launched in Spring 2015, Norco College restructured its programs by creating six meta majors: 1) Arts & Humanities, 2) Business, 3) Engineering & Technology, 4) Science & Health, 5) Social & Behavioral Studies, and 6) Exploratory. The restructuring was designed to simplify student intake and decision-making and boost completion rates after the college discovered through analyzing data that there had been a trend of low success rates in completion and retention for underperforming student demographics.
- The pathways model was recently incorporated into statewide professional development training led by the Institutional Effectiveness Partnership Initiative in collaboration with the statewide Academic Senate, and colleges participating in the AACC Guided Pathways Initiative.

Existing National Efforts that Support Pathways

- The AACC Pathways Project, a reform practice based on a student-centered approach, holds great promise for dramatically increasing the completion rate for students pursuing credentials, and for closing the equity gap (by gender, race, and socio-economic status) for those completing.
- At Sinclair Community College in Ohio, a cross-functional team composed of a faculty member and an academic advisor developed default curriculum maps for each academic department on campus. This collaborative effort, which focused on the end goal of student completion, broke down silos and fostered greater teamwork and mutual admiration between faculty and advisors.
- St. Petersburg College in Florida restructured its programs so as to create ten career and academic communities. This restructuring simplifies student decision-making from point of entry to completion. St. Petersburg College also redesigned its website to reflect the restructuring, making it more user-friendly and easier to navigate. The website provides sample jobs per degree or certification as well as earnings information so as to show prospective students what they can expect employment-wise after matriculation.

The California Guided Pathways Project

The Foundation for California Community Colleges, working collaboratively with the California Community Colleges Chancellor's Office, recently secured philanthropic support for the California Pathways Project, a plan to replicate and adapt in California the work of the national Pathways Project, funded by the Gates Foundation and sponsored by the AACC.

The project, which was launched on December 7, 2016, is designed to substantially increase the number of students who earn a certificate or degree at a California community college. The project was initiated with \$2 million from the College Futures Foundation and the Teagle Foundation. Total expected funding over the next three years is \$4.2 million.

In early 2017, between 15 and 20 community colleges will be selected to implement the California Guided Pathways Model from a competitive application and interview process. Colleges will participate in six two-day institutes, which will focus on key elements required to implement a fully-

scaled pathways model which serves all students at a community college, plus receive support on the change process from expert coaches. Each college will commit to have implemented guided pathways for all incoming students by 2019.

The project will be directed by the California-based National Center for Inquiry & Improvement and an advisory committee which includes representatives from participating colleges, the Chancellor's Office, the Academic Senate for California Community Colleges, Campaign for College Opportunity, the Career Ladders Project, the CSU System Office, the RP Group, and others. In addition to AACC, the model leverages the expertise of national partners such as the Center for Community College Student Engagement, Community College Research Center, and WestEd. An advisory committee will help advance the project by engaging representatives from the Chancellor's Office, California State Universities System Office, technical assistance providers, and advocacy organizations.