

# CALIFORNIA COMMUNITY COLLEGES

## *Guided Pathways*

# Library of Resources



CALIFORNIA COMMUNITY COLLEGES  
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# Library of Resources

The Guided Pathways (GP) redesign work taking place across the California Community College (CCC) system can benefit from existing supportive research, a myriad of tools and templates, and the practical experience from GP pioneers. This Guided Pathways Library of Resources is a living and evolving repository of curated resources to support CCCs with your GP inquiry, design, and implementation. These resources are anchored around each key element identified in the CCC Guided Pathways Self-Assessment. Under each element, find a listing of related resources; each entry includes a title, source, and a brief description offering insight into the application and use of that resource. We encourage you to regularly check this library, as it will expand as new resources become available.

# 1. Cross-functional Inquiry

## 1.01 Building Institutional Capacity for Data-Informed Decision Making

Source: [Achieving the Dream \(ATD\)](#)

This guide is a resource for community colleges to assess and improve institutional capacity for integrating research and technology to support all types of decision making. Along with providing a list of common challenges and pitfalls, this guide describes promising practices to strengthen the capacity for integrating research and technology to support a culture of evidence.

## 1.02 Implementing the Team Approach in Higher Education: Important Questions and Advice for Administrators

Source: [Industry & Higher Education](#)

This journal article provides a discussion of the issues and concerns relevant to implementing a “team approach” in an academic environment. Suggestions for implementing teams in higher education include: describing the difference between the team approach and traditional administration, identifying the importance of a preliminary needs assessment, developing an implementation plan, establishing the critical role of leadership, dealing with issues of assessment and accountability, and understanding the concept of team efficacy.

## 1.03 Shared Leadership in Higher Education: Important Lessons from Research and Practice

Source: [American Council on Education \(ACE\)](#)

This report examines how a changing environmental context in higher education requires new leadership skills and approaches, chief among them being the principles of shared leadership (which differs from shared governance). The report reviews the new leadership environment, highlights research on shared leadership across sectors and specific to higher education, discusses challenges to this approach, and offers implications for practice on college and university campuses.

# 2. Shared Metrics

## 2.01 Counting Past Each Other: How Inconsistent Reporting Creates Confusion about Higher Education Finance

Source: [College Futures Foundation](#)

This report explains in detail how the University of California (UC), the California State University (CSU), and state leaders are “counting past each other” by using different ways to define and measure key indicators on how they use resources and how they measure progress toward state and institutional goals. This report would be of specific interest to higher-level administrators and/or operational administrators who review institutional budget and/or revenue data. Though the report is specific to UC and CSU examples, it provides “food for thought” for colleges needing to examine the impact of Guided Pathways on college budgets.

## 2.02 Student Success Centers: Leading the Charge for Change at Community Colleges

Source: [Jobs for the Future](#)

This report reviews the purpose of student success centers to organize community colleges and unify an agenda to improve student persistence and completion. Centers provide vision for increasing students' success; a shared venue; and practical support for research, collaboration, policy development, program design and implementation, and fundraising. Report includes description of challenges. Though the report looks at statewide centers, it may be beneficial to college leaders by providing a framework for leveraging resources and shifting institutional focus from access to success.

## 2.03 Benchmarking & Benchmarks: Effective Practices with Entering Students

Community College Survey of Student Engagement (CCSSE)

This report provides a thorough argument for benchmarking and creating benchmarks. College leaders may utilize this report for an introduction to benchmarking and to assist in implementing a tracking process to demonstrate student success at their college.

## 2.04 Data Don't Drive: Building a Practitioner-Driven Culture of Inquiry to Assess Community College Performance

Source: [Lumina Foundation](#)

To support the development of cultures of inquiry in community colleges, this report reviews a variety of activities that seek to assess the performance of colleges in promoting student success. These activities fall into one of three different categories: performance benchmarking, diagnostic benchmarking and process benchmarking.

## 2.05 Roadmap for Tracking Your Student Results

Source: [National College Access Network](#)

This report provides a framework for building a data-driven culture on campus, including introducing stakeholders to data, refining logic models, adopting data management practices, and building institutional capacity.

## 2.06 Answering the Call: Institutions and States Lead the Way Toward Better Measures of Postsecondary Performance

Source: [Gates Foundation](#)

This report proposes a set of metrics that are currently in use by major initiatives to measure institutional performance related to student access, progression, completion, cost, and post-college outcomes.

# 3. Integrated Planning

## 3.01 Integrated Planning ASK

Source: [Institutional Effectiveness Partnership Initiative \(IEPI\)](#); [Professional Learning Network \(PLN\)](#)

The Integrated Planning Applied Solutions Kit (ASK) provides a variety of tools, resources, and examples that can help to strengthen planning. This ASK includes a specific model for integrated planning and its five components — Discover, Develop, Implement, Evaluate, and Report. Each component of the IP Model has associated resources and examples that users can adapt for use at their campus.

## 4. Inclusive Decision-Making Structures

### 4.01 Achieving a Culture of Communication on Campus

Source: [The Chronicle of Higher Education](#)

Based on the “Great Colleges to Work For” award, this article describes the culture that needs to be created to support effective communication and highlights the benefits to campuses who implement communication strategies that engage stakeholders and improve decision-making.

### 4.02 How to Make Decisions: Making the Best Possible Choices

Source: [Mindtools.com](#)

This article offers a seven step process or guide toward a systematic approach to decision making: create a constructive environment, investigate the situation in detail, generate good alternatives, explore your options, select the best solution, evaluate your plan, and communicate your decision and take action. The article also provides a handful of other useful links to additional tools and articles.

### 4.03 Diversity is not Enough. Inclusion is Key.

Source: [American Council on Education \(ACE\)](#)

This blog post provides six concrete tips for building an inclusive campus culture. Inclusion, simply stated, is about a sense of belonging that one or a group of individuals feel when able to participate in the majority culture on campus as valued members. This piece included six critical points: use your voice, model inclusive leadership, communicate, create spaces for open dialogue, support faculty and administrators, and meet students where they are.

### 4.04 The Nerve of Lee Mun Wah: Communication and Inclusive Leadership

Source: [Student Affairs Administrators in Higher Education \(NASPA\)](#)

This blog post from an attendee of the NASPA (Student Affairs Administrators in Higher Education) conference discusses a seminar from renowned scholar and diversity trainer, Lee Mun Wah, on developing multicultural communities through inclusive leadership. The critical point the author highlights is the nerve of Lee Mun Wah to suggest that educators sit down and actually engage in conversation with each other as a first step to building a community.

### 4.05 Collaborative Strategic Leadership and Planning in an Era of Structural Change: Highlighting the Role of the Governing Board

Source: [Association of American Colleges & Universities \(AACU\) Peer Review](#)

Framed around the fiscal crisis within higher education, this article describes the role and engagement of governing boards and the possibilities of integrative and collaborative strategic decision making.

### 4.06 Engaging All Voices: Modesto Junior College Participatory Decision-Making Handbook

Source: [Modesto Jr. College](#)

This handbook is a practical resource for CCCs that demonstrates how to organize shared governance with an eye for inclusive decision making, including the role of students.

#### **4.07 Shared Leadership in Higher Education: Important Lessons from Research and Practice**

Source: [American Council on Education \(ACE\) & Center for Policy Research and Strategy \(CPRS\)](#)

This report offers research and practice supporting shared leadership, which the authors contrast to shared governance as being more flexible through its ability to identify various individuals on campus with relevant expertise, and allowance of multiple perspectives rather than those of a single decision-making body; for example, only faculty or administration.

#### **4.08 Promoting Student Success: The Importance of Shared Leadership and Collaboration**

Source: [National Survey of Student Engagement \(NSSE\)](#)

This report provides guiding principles for promoting shared leadership and collaboration that are based on an in-depth examination of 20 diverse four-year colleges and universities that have higher-than predicted graduation rates and, as demonstrated through the National Survey of Student Engagement (NSSE), effective policies and practices for engaging their students.

#### **4.09 Doing Academic Planning: Effective Tools for Decision Making**

Source: [Society for College and University Planning](#)

This comprehensive report may act as a tool for colleges to improve decision making across a college. The report includes planning resources to assist in fundamentally focusing on the shift to be more inclusive in enrollment management, student services, curriculum and so forth.

## **5. Intersegmental Alignment**

#### **5.01 Leveraging Community College-High School Partnerships to Improve College Preparation**

Source: [Education Northwest](#)

This case study describes how GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Hawaii partnered with Leeward Community College (LCC) to create a sustainable outreach program to prepare secondary school students for college and career.

#### **5.02 Redefining College-Ready**

Source: [Inside Higher Ed](#)

This article briefly discusses partnerships established by Long Beach City College and South Texas College with their local high schools to help prevent students from falling into the quagmire of remedial courses. Long Beach City College utilized high school grades to help determine whether incoming students have remedial needs (a shift from the heavy reliance on standardized placement tests) while South Texas College established dual enrollment programs with 68 partner high schools to help boost college preparedness among high school students.

#### **5.03 Community College and High School Partnerships**

Source: [Community College Research Center \(CCRC\)](#)

This brief prepared by the White House in 2010, describes the community college and high school partnerships that support key benchmarks for student success/completion focused on enrollment, college readiness, and persistence.

## 5.04 Dual Enrollment for All: Reasons and Ways to Make it Work

Source: [Community College Research Center \(CCRC\)](#)

This practitioner brief is based on the larger CCRC report that documents the essential elements needed to scale dual enrollment.

## 5.05 Transfer Velocity Project: Key Findings on Student Transfer in California Community Colleges

Source: [The Research & Planning Group for CCCs \(RP Group\)](#)

This research brief summarizes findings from the RP Group Transfer Velocity Project, including a summary of factors that facilitate transfer (e.g., strong relationships with four-year institutions and strategic high school relationships).

## 5.06 Promoting the Transition of High School Students to College: Examining Effective Practices

Source: [The Research & Planning Group for CCCs \(RP Group\)](#)

This research brief offers insights on effective strategies for transition implementation and strategic considerations for colleges interested in starting or expanding student transition programs and practices (based on full practitioner primer).

## 5.07 Next Generation Industry Engagement: Toward a Shared Investment Approach to High-Demand Workforce Training

Source: [Morgan Family Foundation, Collaborative Economics](#)

Based on examples of successful industry engagement by California Community Colleges, this guide offers guidance on developing innovative industry partnerships.

## 5.08 Transfer Playbook: Essential Practices for Two- and Four-Year Colleges

Source: [Aspen Institute](#)

This resource outlines three strategies and associated effective practices for community college and four-year partners to work both independently and together to improve transfer outcomes. Strategies include: make transfer success a priority, create clear programmatic pathways (between systems) with aligned high-quality instruction, provide tailored transfer student advising (in both community college and receiving institution). This handbook also provides a “how to get started” checklist.

## 5.09 Using Labor Market Data to Improve Student Success

Source: [Aspen Institute](#)

This guide provides concrete guidance to community colleges to support them in accessing and using labor market data to improve student success; it offers colleges advice on how to use this data, identifies available data sources, and makes recommendations for how colleges can improve their labor market information use.

## 5.10 Making Use of Labor Market Data for Common Community College Decisions

Source: [Centers of Excellence](#)

This guide provides California-specific information on making use of labor market data for common community college decisions such as developing new programs, designing curriculum, writing grant applications, conducting program review, and engaging in regional planning.



## **5.11** Developing Market-Relevant Curricula and Credentials: Employer Engagement for Community Colleges in Partnerships

Source: [Corporation for a Skilled Workforce](#)

This guide provides insights and recommendations for moving employers from advisors to strategic partners; includes examples from community colleges across the country.

## **5.12** Significant Discussions: A Guide for Secondary and Postsecondary Curriculum Alignment

Source: [League for Innovation in the Community College](#)

This guide is designed to support conversations between K-12, community college, university, and business/industry partners to create smoother transitions for students between these segments. The guide offers practical how-to direction for getting these conversations started, conducting a gap analysis, aligning curriculum, assessing impact, and continually improving.

## **5.13** The Transfer Playbook: Essential Community College Practices

5.13 The Transfer Playbook: Essential Community College Practices

This handout summarizes essential practices for increasing transfer success, generated through the Aspen Institute's Transfer Playbook report.

## **5.14** Broward College Integrating Career and Technical Education and Transfers Pathways

Source: [American Association of Community Colleges \(AACC\) Pathways Project](#)

Broward College's (FL) model for "starting with the end in mind - aligning programs of study with careers and employment." This resource was presented at the AACC Pathways Project Institute 2 and illustrates career pathways available at Broward College.

## **5.15** Effective Practices for Promoting the Transition of High School Students to College: A Review of Literature with Implications for California Community College Practitioners

Source: [The Research & Planning Group for CCCs \(RP Group\)](#)

This practitioner primer summarizes effective practices for the successful transition of students from high school to college entry as documented in research-based literature.

## **5.16** Unlocking Doors and Expanding Opportunity

Source: [Ed Trust West](#)

In this report, Ed Trust West highlights troubling trends in inequality outcomes for students of color in career pathways and calls for a more integrated and equitable approach to college and career preparation—so that high school serves to open doors to both college and career options for all students.

## **5.17** Beyond Academic Readiness

Source: [Jobs for the Future \(JFF\)](#)

This report encourages education to look beyond narrow academic views of college readiness and explore the "non cognitive" dimension of preparing students for postsecondary success. They focus on the critical need for students in grades 9-12 to become independent, self-directed learners and to build strong identities as future college students. Based on research, the paper argues that high schools, with input and support from higher education, should provide students with early college-like experiences that contribute to the development of these factors.

## **5.18** Aligning Community Colleges to Their Local Labor Market: The Emerging Role of Online Job Ads For Providing Real-Time Intelligence about Occupations and Skills In Demand

Source: [Jobs for the Future \(JFF\)](#)

This report provides insights on the benefits, opportunities, and pitfalls of using online ads to identify local labor market needs.

## **5.19** Sharing Responsibility for College Success

Source: [Jobs for the Future \(JFF\)](#)

This brief describes how a school district's sustained attention to advancing an early college-for-all strategy in partnership with South Texas College and other partners is having a significant impact on the community.

## **5.20** From College to Jobs: Making Sense of Labor Market Returns to Higher Education

Source: [Aspen Institute](#)

This report summarizes key findings from recent research on links between higher education and the workforce. Featuring eight brief papers from leading education and workforce experts from around the country, the report offers practical advice for institutional leaders, policymakers, students and their advisers about how to use the increasingly available information on the economic value of higher education.

## **5.21** Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor's Degrees

Source: [Aspen Institute](#)

This report proposes key metrics for tracking transfer success and for community colleges to use in concert with their university partners to identify opportunities for strengthening not only transfer but baccalaureate degree completion. Metrics include: transfer-out rate, transfer-out with award rate, transfer-out bachelor's degree completion rate, and community college cohort bachelor's completion rate. This report also identifies the role of different institution and student characteristics in these metrics; includes CA data.

## **5.22** Broadening the Benefit of Dual Enrollment

Source: [Community College Research Center \(CCRC\)](#)

This report of a three-year study examined the outcomes of almost 3,000 students participating in eight dual enrollment programs across California. Approximately sixty percent of participants were students of color, forty percent came from non-English speaking homes, and one third had parents with no prior college experience.

## **5.23** Codesign, Codelivery and Validation: Creating H.S. and College Partnerships that Increase Postsecondary Success

Source: [Jobs for the Future \(JFF\)](#)

This report outlines the principles of co-design, co-delivery, and co-validation that must guide the new partnerships between high schools, college campuses, and systems to raise college readiness and success. The authors describe the practices of exemplary partnerships around the country and suggest policies to promote the development of more partnership.

## 5.24 Organizing for Success: California’s Regional Education Partnerships

Source: [Ed Insights Center](#)

This report provides guidance on how to effectively organize partnerships and coalitions between K-12, higher education systems, employers, and workforce systems at the regional level. It highlights issues that support or impede consortia processes, their work to support student success, and their sustainability, based on interviews with representatives from regional consortia across California.

## 5.25 Typology of Community College Partnership Activities

Source: [Community College Research Center \(CCRC\)](#)

The report, written for the Office of Adult and Vocational Education, provides a typology of the kinds of partnerships that community colleges create.

## 5.26 What We Know About Transitional Courses

Source: [Community College Research Center \(CCRC\)](#)

To encourage communication about transition curricula designed for college readiness of high school students, CCRC convened researchers, practitioners, and policymakers from seven states in the spring of 2015 (CA, FL, IL, NJ, NY, TN, and WV) to review collective knowledge about these programs. This overview provides a summary of the state of knowledge on transition courses based on CCRCs ongoing research and discussions held that day.

## 5.27 Transfer and Employment Program Mapping Template

Source: [American Association of Community Colleges \(AACC\) Pathways Project](#)

This template provides a tool for mapping relationships between the institution’s programs in a particular meta-major and related jobs and further education opportunities. This template is based on examples from Pierce College, which can be found [here](#).

## 5.28 Tools for High School/ Postsecondary Partnerships

Source: [Jobs for the Future \(JFF\)](#)

Jobs for the Future prepared this toolkit for schools seeking to create, broaden, and deepen their postsecondary partnerships for maximum impact on college-going. It is divided into three parts, beginning with an assessment of different levels of secondary/postsecondary partnerships you might aim for, and ending with tools to help you blend high school and college.

## 5.29 Measuring Your College’s Effectiveness Serving Transfer Students

Source: [Community College Research Center \(CCRC\)](#)

This template provides tables and definitions detailing a basic set of metrics colleges can compute using National Student Clearinghouse data to measure the outcomes of their students who seek to transfer to a four-year institution.

## 5.30 The Transfer Playbook: Tool for Assessing Progress Toward Adoption of Essential Transfer Practices for Community Colleges

Source: [Community College Research Center \(CCRC\) & Aspen Institute](#)

This self-assessment template helps community colleges determine their progress and plan next steps toward improving their transfer practices, based on the essential practices identified in The Transfer Playbook.

### **5.31 K-12 Community College Self Assessment**

Source: [Career Ladders Project \(CLP\)](#)

Created to support partnership that were engaged in the Linked Learning effort in CA, this tool was designed to be a starting place for K-12 and community colleges to assess their current alignment.

### **5.32 Shifts in Community College Roles to Support Robust Career Pathway**

Source: [College & Career Academy Support Network \(CCASN\)](#)

This two-page document outlines the shifts in roles that CC leadership could and should have in support of high quality high school to career pathways.

### **5.33 Connecting Community Colleges with Employers: A Toolkit for Successful Partnerships**

Source: [Brookings Institute](#)

This toolkit offers strategic and concrete advisement to community college leaders on successfully engaging employers; includes three primary sections: creating a navigator for industry/sector partners, key characteristics of productive partnerships, practical advice for building relationships between colleges and industries.

### **5.34 Dual Enrollment Toolkit: A Resource for Community Colleges and School District Partners**

Source: [The Research & Planning Group for CCCs \(RP Group\)](#), [Career Ladders Project \(CLP\)](#), [CCC Chancellor's Office](#)

This resource is primarily for K-12 and community college partners. This toolkit highlights and describes promising practices related to providing historically underrepresented high school students with opportunities to earn college credits at California Community Colleges (CCC) while they complete the requirements for their high school diplomas.

### **5.35 Creating Dual Enrollment On-Ramps to College Success Adapted from Turning High School Partnerships into College Enrollments**

Source: [Education Advisory Board \(EAB\)](#)

This toolkit provides resources to support secondary-postsecondary partnerships as a tool to help students transition to and navigate through college.

### **5.36 Center of Excellence**

Source: [Centers of Excellence](#)

This website houses numerous labor market and industry assessments designed to help CCCs establish and/or improve programs to meet labor market demand, primarily at the regional level.

### **5.37 CCC Transfer Counselor**

Source: [CCC Transfer Counselors](#)

This website is built by transfer counselors and for transfer counselors, and includes a plethora of resources designed to guide the transition from CCC to university. The website provides links to resources (e.g., legislation, forms, deadlines), as well as best practices for transfer in the CCC system.

## 6. Guided Major and Career Exploration Opportunities

### 6.01 College-to-Career Pathways: Getting from Here to There on the Roadmap for a Stronger California Economy

Source: [CCC Chancellor's Office](#)

This report draws on research and promising local practices to provide a context, rationale, and strategies for advancing career pathways.

### 6.02 Meta-Major/Interest Area Examples

Source: [Career Ladders Project \(CLP\)](#)

This resource provides a collection of graphics implemented and utilized by other colleges in California and out of state to illustrate meta-majors and program and career pathways.

### 6.03 Guided Pathways Inquiry and Design: Degree and Certificate Sorting for Meta-Majors

Source: [Career Ladders Project \(CLP\)](#)

This guide outlines an inquiry and design process for administrators, faculty, counselors, and staff to begin development of meta majors or areas of interest.

### 6.04 Meta-Majors: Design Principles Decisions

Source: [National Center for Inquiry & Improvement \(NCII\)](#); [Jobs for the Future \(JFF\)](#)

This guide presents principles to help colleges' decision-making process in establishing meta-majors and provides questions to pose to decision-makers. The guide includes the following implementation stages: Planning, Review of programs, Student intake, Kickoff, and Progress.

### 6.05 The Structure of Student Decision-Making at Community Colleges

Source: [Community College Research Center \(CCRC\)](#)

This brief introduces several concepts to examine how the structure of student decision-making may influence students' choices. It then discusses evidence regarding potential structure-based interventions and concludes with suggestions for future research and practice.

### 6.06 CA GP Program Map Template

Source: [CA Guided Pathways](#)

This template, provided to the California Guided Pathways Initiative colleges, bullets program mapping design principles, program course requirements, and transfer paths.

### 6.07 Here to Career

Source: [CCC Chancellor's Office](#)

Here to Career is an easy tool to help users to find careers that match their interest and get connected with other resources to be successful. With the mobile application, users can view salary information and high-demand career opportunities specific to their area and find a local community college with a program to help them achieve their goals.

## 6.08 California Career Cafe

Source: [CCC Chancellor's Office](#)

Resources offered through the California Career Cafe are specifically for students exploring career options.

## 6.09 Salary Surfer

Source: [CCC Chancellor's Office](#)

This dashboard is a tool that provides information on majors, salary, and CCC programs.

## 6.10 Career OneStop

Source: [US Department of Labor](#)

This website provides extensive resources where students can learn about careers and take self-assessments.

## 6.11 Student Resources

Source: [US Department of Labor Bureau of Labor Statistics](#)

This website provides information about careers, including: salary, activities, job outlook, and education information. Students can access this resource as they explore various career interests.

## 6.12 Guided Pathways Programs

Source: [Indian River State College \(FL\)](#)

Indian River State College's (FL) Programs and Careers Pathways website allows students to explore available meta-majors.

## 6.13 Programs and Careers

Source: [Lorain County Community College \(OH\)](#)

Lorain County Community College's (OH) Programs and Careers Pathways website allows students to explore available meta-majors.

## 6.14 Meta Majors and Guided Pathways

Source: [Skyline College](#)

Skyline College's Meta Majors and Guided Pathways website allows students to explore available meta-majors. webpage that presents meta-majors.

## 6.15 When a Field's Reputation Precedes It

Source: [Inside Higher Ed](#)

This Inside Higher Ed article discusses a new study finding that a given discipline's perceived gender bias plays the biggest role in whether women choose to major in it. The article provides a link to cited research.

## 7. Improved Basic Skills

### 7.01 Replicating the Accelerated Learning Program

Source: [Center for Applied Research](#)

This report includes a comprehensive description of Accelerated Learning Program models across a wide national inventory of colleges, and provides a case study of two community colleges through their implementation of the ALP model at full-scale--North Arkansas college implemented ALP at full-scale without a pilot and Atlantic Cape community college modified the ALP model into the Triangle Model which results in larger ALP class sizes.

### 7.02 California Acceleration Project

Source: [California Acceleration Project \(CAP\)](#)

The California Acceleration Project is a faculty-led professional development network that supports the state's 114 community colleges to transform remediation to increase student completion and equity. Website provides resources via publications, examples, workshops to assist colleges in increasing the number of students who complete transferable gateway courses in English and math.

### 7.03 Unlocking the Gate: What We Know About Improving Developmental Education

Source: [MDRC](#)

This comprehensive literature review published in 2011 reviews research about effective practices to prevent more students from tracking into developmental education and interventions to reduce the impact it has on student success.

### 7.04 Toward a Vision of Accelerated Curriculum & Pedagogy

Source: [California Acceleration Project \(CAP\)](#)

Written by faculty members, this monograph provides a framework on different curricula and pedagogy for accelerated models of delivering remedial education.

### 7.05 Principles for Implementing Statewide Innovations in Developmental Education

Source: [The National Center for Developmental Education and the National Association for Developmental Education](#)

This is a one-page primer which provides guidelines for developmental education reform based on nine guiding principles.

### 7.06 Developmental Education: Challenges and Strategies for Reform

Source: [US Department of Education](#)

This report focuses on challenges and reform strategies that support improvements to college readiness and reaching college credit (in math & English). This resource could be helpful for colleges in garnering support and "big thinking" needed for the collegewide reforms.

### 7.07 Developmental Education Initiative

Source: [Achieving the Dream \(ATD\)](#)

This Developmental Education Initiative website from Achieving the Dream links to 15 colleges in six states that implemented developmental education reforms (although none in CA). The resources include interventions the colleges enacted from programs to policies to support improved basic skills outcomes.

## 8. Clear Program Requirements

### 8.01 How to Escape the Community-College Trap

Source: [The Atlantic](#)

This article discusses the issues with CCs through one student's journey and solutions addressed through NY's Accelerated Study in Associate Programs (ASAP) program. The article specifically discusses the importance of intrusive advising and having clear program requirements.

## 9. Proactive and Integrated Academic and Student Supports

### 9.01 First-Year Community College Students' Perceptions of and Attitudes Toward Intrusive Academic Advising

Source: [National Academic Advising Association \(NACADA\)](#)

This study analyzed the relationship between intrusive academic advising and community college student success. Utilizing a qualitative, single-case study design, we conducted interviews with 12 students who participated in an intrusive advising program at a large, urban community college in Texas. Analysis of the interview data revealed the benefits, limitations, and contributions to success of intrusive advising. The findings can be used to improve the delivery of academic advising and student support services at community colleges.

### 9.02 Academic Advising on Steroids

Source: [Community College Week](#)

This Community College Week article outlines the need to shift the advising paradigm in community colleges, describes the dearth of colleges that have made this transition, and highlights a book titled *Academic Advising: The Key to Student Success*, produced by the Community College Press that features exemplary advising models.

### 9.03 College Experiences Integrating Support Services for Military Veterans

Source: [Community College Research Center \(CCRC\)](#)

This article features the practices of colleges (including CCCs) selected for the Kohlberg Prize from the Kisco Foundation to strengthen integrated support for military veterans. Colleges were primarily selected because they already had broader guided pathways and/or institutional redesign efforts underway.

### 9.04 AlamoADVISE: The Advising Life of an Alamo Colleges Student

Source: [Alamo Colleges \(TX\)](#)

This template of AlamoADVISE offers a vision, mission, and definition for Alamo Colleges' advising approach and articulates different student advising activities and metrics based on the College By Design momentum framework.



## 9.05 Beyond Financial Aid: Facilitator's Guide

Source: [Lumina Foundation](#)

This guide is designed to assist facilitators in leading a day-long workshop for individual (or groups of) higher education institutions that are interested in exploring and incorporating Beyond Financial Aid (BFA) into their student support efforts. This guide provides a sample agenda, suggested activities and discussion questions for a 6.5-hour introductory session.

## 9.06 Beyond Financial Aid: Action Planning Guide

Source: [Lumina Foundation](#)

This action planning guide is designed to help college practitioners plan for improving financial supports (in addition to financial aid) to low-income learners.

## 9.07 Action Guide: Exploring Ways to Strengthen Student Support at Your College

Source: [The Research & Planning Group for CCCs \(RP Group\)](#)

A guide for facilitating a campus-based inquiry and planning process using results from Student Support (Re)defined.

## 9.08 Implementing Holistic Student Support: A Practitioner's Guide to Key Structures and Processes

Source: [Community College Research Center \(CCRC\)](#)

This practitioner's guide offers a framework for community colleges to think through the movement from traditional student services practices to the provision of holistic student support, including the structures or guidelines and processes required for this approach. The framework offers an interactive tool to support colleges' efforts to redesign advising and student support practices.

## 9.09 Sinclair Community College: Early Alert Intervention Team

Source: [Sinclair Community College \(OH\)](#)

This handout describes Sinclair College's (OH) early alert system and its benefits, including data on its impact on student success.

## 9.10 Northeast Integrated Planning and Advising for Student Success (iPASS)

Source: [Northeast Wisconsin Technical College](#)

This infographic depicts Northeast Wisconsin Technical College's integrated student advising model.

## 9.11 Completion Coaching - Project Finish Line, South Seattle College

Source: [South Seattle College \(WA\)](#)

This infographic describes the different components of South Seattle College's (WA) completion coaching model, and includes outcomes data to show the impact of this approach.

## 9.12 Toward a New Understanding of Non-Academic Student Support

Source: [Community College Research Center \(CCRC\)](#)

This working paper focuses on how to support academically vulnerable students with non-academic supports. It explores four specific domains: (1) creating social relationships, (2) clarifying aspirations and enhancing commitment, (3) developing college know-how, and (4) making college life feasible.

### **9.13 Redesigning a Student Success Course for Sustained Impact: Early Outcomes Findings**

Source: [Community College Research Center \(CCRC\)](#)

This working paper specifically focuses on redesigning student success courses to strengthen student outcomes. The paper examines the efforts of Bronx Community College (NY) in implementing a redesigned student success course called First Year Seminar (FYS), which is intended to better support students than a typical student success course by incorporating academic content, skillbuilding exercises, and applied teaching pedagogies, among other features, into the course.

### **9.14 Redesigning the Student Intake and Information Provision Processes at a Large Comprehensive Community College**

Source: [Community College Research Center \(CCRC\)](#)

This case study features the efforts of Macomb Community College (MI) to redesign its student intake and information provision processes to reduce confusion and increase success in a low-cost manner.

### **9.15 “They Never Told Me What to Expect, so I Didn’t Know What to Do”: Defining and Clarifying the Role of a Community College Student**

Source: [Community College Research Center \(CCRC\)](#)

This paper shares findings from research of the student experience at three community colleges in the Virginia Community College system, specifically better understanding the role of the community college student and the behaviors they need to be successful (which are not often shared with students at open access institutions). The paper includes a framework for colleges to use to help community college students learn how to be successful students.

### **9.16 Transforming Advising Within A Guided Pathways Context**

Source: [Community College Research Center \(CCRC\)](#)

This presentation describes the shift from status quo advising models to an advising approach critical to guiding students throughout their entire journey at the college, and shift in approach and role required to carry out this type of guidance and support.

### **9.17 Practically Speaking: Community College Practices that Help (Re)Define Student Support-A Practitioner Primer**

Source: [The Research & Planning Group for CCCs \(RP Group\)](#)

Practitioner primer featuring 23 approaches that demonstrate Student Support (Re)defined’s five key themes and six success factors that may help inform planning.

### **9.18 The College Experience: A Model for Systemic Institutional Improvement and Student Success**

Source: [St. Petersburg College \(FL\)](#)

This report describes St. Petersburg’s (FL) model for transformation, with a specific focus on a new model for student advising and a new “college experience” approach for students, inclusive of new student orientation, integrated career and academic advising, individualized learning plans, early alert and student coaching, and increased use of out-of-class support.

## 9.19 Integrating Academics and Student Supports

Source: [WestEd, Completion by Design](#)

This report provides a series of recommendations for colleges to consider when working to integrate academic and student support functions, based on a series of interviews with higher education practitioners.

## 9.20 Integrated Advising and Student Supports Readiness Assessment

Source: [Community College Research Center \(CCRC\)](#)

This self-assessment provides a series of inquiries about key components of institutional work to redesign and implement integrated advising and student support systems that are fully integrated into guided pathways for students.

## 9.21 Technology-Mediated Advising and Student Support: An Institutional Self-Assessment

Source: [Community College Research Center \(CCRC\)](#)

This self-assessment tool outlines the core components of technology-mediated advising and student support, based on a technology-mediated advising and student support model, sometimes referred to as Integrated Planning and Advising for Student Success (iPASS).

## 9.22 Beyond Financial Aid

Source: [Lumina Foundation](#)

This toolkit is designed to help two- and four-year institutions close attainment gaps for low-income students. Beyond Financial Aid (BFA) expands the concept of “financial supports” for college beyond grants, scholarships, and loans, and describes six college-tested strategies for helping low-income students overcome the significant challenges created by limited resources.

## 9.23 Advising Checkpoints for Success: Associate Degree

Source: [Indian River State College \(FL\)](#)

This checklist provides specific advising checkpoints and/or activities for students at different stages of their pathway journey, from entry to completion of an associate’s degree.

## 9.24 Puget Sound Coalition for College and Career Readiness: Project Finish Line

Source: [Puget Sound Coalition for College and Career Readiness \(WA\)](#)

This website provides a summary of the Project Finish Line initiative, designed to provide completion coaching that supports persistence and completion, and offers access to evaluation reports indicating the impact of the Project Finish Line model on four demonstration colleges as well as lessons learned for replication to other colleges. The website also includes a literature review and report on Walla Walla Community College’s (WA) model, the originator of the Project Finish Line model.

## 10. Integrated Technology Infrastructure

### 10.01 Key Considerations for Choosing Technology Solutions to Support Guided Pathways

Source: [CA Guided Pathways](#)

This is a guide for colleges to help plan for purchasing and/or upgrading technology to support guided pathways for students, and is aimed at ensuring that colleges get the most for their money.

### 10.02 Connecting Outcome Data with Demographics using Canvas

Source: [Institutional Effectiveness Partnership Initiative \(IEPI\)](#); [Professional Learning Network \(PLN\)](#)

Session by College of the Redwoods discusses the collection of SLO data in Canvas for use by the institution in order to help meet accreditation standards. Also discussed is the assessment process from the administrative and instructional perspectives.

### 10.03 Canvas CCMS

Source: [Online Education Initiative \(OEI\)](#)

All CCCs now have the opportunity to adopt Instructure's Canvas as their campus-wide Course Management System (CCMS). Canvas represents the common platform for the integration of many OEI resources including the OEI Course Design Rubric, QUEST online learner readiness, and a variety of professional development options.

### 10.04 Starfish Enterprise Success Platform (Education Planning & Degree Audit)

Source: [CCC Education Planning Initiative](#)

The Starfish Enterprise Success Platform combines Degree Planning and Early Alert retention tools to help students in mapping out a multi-year plan to successfully complete their associate degree, certificate, or transfer career pathway.

### 10.05 Program Requirements for the Successful Implementation of the Information Technology Infrastructure Library within the Intelligence Community

Source: [Global Solutions and Service Frameworks](#)

This paper lays out program requirements necessary for successful implementation of a strong information technology infrastructure and emphasizes the need for collaboration and integrated planning. Includes key program requirements and services under the following categories: People requirements, Process Requirements, Service Design, Service Transition, Service Operation. The paper also provides a guide and life cycle to look at continual improvement.

## 11. Strategic Professional Development

### 11.01 Teachers as Learners: Elements of Effective Professional Development

Source: [Pearson Assessments](#)

A general overview of the elements of effective professional development in education.

## **11.02** Creating the Perfect Training and Development Strategy

Source: [Management Help](#)

This blog post provides short tips and bullet lists for effective professional development planning.

## **11.03** CRC Staff Development Strategic Plan Spring 2005 – Spring 2009

Source: [Cosumnes River College](#)

Cosumnes River College's intentional professional development plan.

## **11.04** Strategies for Promoting Employee Development

Source: [Texas A&M](#)

Texas A&M's Division of Human Resources and Organizational Effectiveness provides strategies for promoting employee development. This website also offers various assessments to support professional development and track employee improvement.

## **11.05** Guiding Faculty to Teaching and Leading Effectiveness

Source: [Hudson Valley Community College \(NY\)](#)

Hudson Valley Community College's (NY) intentional professional development plan.

## **11.06** McHenry County College Professional Development Strategic Plan: 2015-2018

Source: [McHenry County College \(IL\)](#)

McHenry County College's (IL) intentional professional development plan.

## **11.07** What Makes an Organization's Training Plan Strategic?

Source: [Massachusetts Institute of Technology \(MIT\)](#)

Massachusetts Institute of Technology's (MIT) Training and Development website provides a resource for strategic training and professional development.

## **11.08** Building a Faculty Culture of Student Success

Source: [Aspen Institute](#)

This report explains how Valencia College (FL) established its unusual tenure process and how a few other community colleges have followed different paths to creating a deep faculty culture of continuous reform driven by the goal of increasing student success.

## **11.09** Effective Teacher Professional Development

Source: [Learning Policy Institute](#)

This literature review examines studies of successful professional development models that report student learning gains. Seven common design elements of these effective professional development approaches emerges: content focused, active learning strategies, collaboration, models/modeling, coaching and expert support, feedback and reflection, and sustained duration.

## 12. Aligned Learning Outcomes

### 12.01 Mapping General Education Outcomes in the Major: Intentionality and Transparency

Source: [Association of American Colleges & Universities \(AACU\)](#)

This article describes the and value of mapping GE and major outcomes, which would be useful for starting a conversation around re-thinking how curriculum is approached.

### 12.02 SLO Terminology Glossary: A Resource for Local Senates

Source: [Academic Senate for CCCs \(ASCCC\)](#)

A glossary of terms prepared by the statewide ASCCC to help local senates produce student learning outcomes

### 12.03 Making Learning Outcomes Usable and Transparent

Source: [National Institute for Learning Outcomes Assessment](#)

National Institute for Learning Outcomes Assessment provides a website for making learning outcomes usable and transparent. The organization emphasizes a transparency framework for providing evidence of student learning, and offers examples of how several colleges implemented various components of the framework.

### 12.04 Assessing Student Learning in Higher Education

Source: [Bakersfield College](#)

A website developed by a Bakersfield faculty member of resources to train and equip faculty to do assessment in their own classrooms and programs.

### 12.05 Internet Resources for Higher Education Outcomes Assessment

Source: [Assessment Commons](#)

Assessment Commons is an open learning space that curates content for faculty and assessment professionals through resources and tools for student learning outcomes assessment, teaching and learning, program review and accreditation. The website is maintained and curated by consultants and former CCC faculty on assessment issues.

## 13. Assessing and Documenting Learning

### 13.01 Student Learning Assessment: Options and Resources

Source: [Middle States Commission on Higher Education \(MSCHE\)](#)

This handbook by the Middle States Commission on Higher Education (MSCHE) clarifies principles and methods for setting goals for student learning within the context of institutional mission, using methods chosen by the institution for evaluating the achievement of these goals, and using the information gathered to continue to improve student learning.

### **13.02** Assessment: The Bridge between Teaching and Learning

Source: [National Council of Teachers of English \(NCTE\)](#)

This paper provides an overview of types of assessment and why assessment matters.

### **13.03** SLO Disaggregation

Source: [Institutional Effectiveness Partnership Initiative \(IEPI\)](#); [Professional Learning Network \(PLN\)](#)

This website from the Professional Learning Network (PLN) provides resources and tools on SLO Disaggregation.

### **13.04** Nine Principles of Good Practice for Assessing Student Learning

Source: [American Association of Higher Education \(AAHE\)](#)

This short document articulates general guidelines for responsible and effective assessment of student learning.

### **13.05** The Power and Potential of Disaggregating SLO Assessment Data

Source: [Institutional Effectiveness Partnership Initiative \(IEPI\)](#); [Irvine Valley College](#); [Accrediting Commission for Community & Junior Colleges \(ACCJC\)](#); [The Research & Planning Group for CCCs \(RP Group\)](#)

This presentation identifies steps necessary to meaningfully disaggregate SLO data as well as understand the benefits and importance of SLO data; specifically discusses utilizing TracData for SLO data disaggregation.

### **13.06** Why Documenting Learning Matters

Source: [National Institute for Learning Outcomes Assessment](#)

This policy statement from the National Institute of Learning Outcomes Assessment (NILOA) offers the organization's five principles of learning outcomes assessment. The statement suggests that if implemented in mission-relevant ways, these principles can help to spread and accelerate assessment work worthy of the promises colleges and universities make to their students, policymakers, and public.

### **13.07** An Assessment Framework For the Community College Measuring Student Learning and Achievement as a Means of Demonstrating Institutional Effectiveness

Source: [League for Innovation in the Community College](#)

This paper provides an assessment framework for the community college and contextualizes it within the concept of the "learning college." A major premise of the paper is that the assessment of student learning can generate data to support continuous improvement efforts necessary for documenting institutional effectiveness.

### **13.08** Align Assessments with Objectives

Source: [Carnegie Mellon University](#)

Comprehensive website providing an overview of approaches to assessment

### **13.09** Learning Outcomes Assessment in Community Colleges

Source: [National Institute for Learning Outcomes Assessment](#)

This paper analyzes the findings from two recent surveys, one of institutional researchers and one of chief academic officers from community colleges, to better understand the state of student learning outcomes assessment

## 14. Applied Learning Opportunities

### 14.01 CTE Clearinghouse: Work-Based and Service Learning

Source: [Association for Career and Technical Education \(ACTE\)](#)

The Association for Career & Technical Education (CTE) offers a Work-based Learning website that offers numerous resources including articles on best practice articles and research reports on how CTE has used work-based and service learning to support and improve outcomes for students, businesses, and the community.

### 14.02 Work-Based Learning

Source: [Linked Learning](#)

The Linked Learning Alliance provides a Work-Based Learning webpage which offers numerous resources that includes: definitions, examples, additional written resources, and videos.

### 14.03 EB CPT Work-based Learning Continuum Learning Outcomes

Source: [EastBay Career Pathways](#)

This handout from East Bay Career Pathways (adapted from the Linked Learning Alliance's Work-Based Learning Continuum) illustrates a Work-Based Learning continuum that demonstrates the stages from Career Awareness, Exploration, Preparation, and Training. The handout provides a definition of each stage, the learning outcomes, student characteristics, and experiences.

### 14.04 Integrating Contextualized Learning and Basic Skills: Instructional Strategies that Increase Student Success

Source: [CMC3 \(CA Mathematics Council of Community Colleges\)](#)

These are presentation slides from a session by Barbara Illowsky (Institutional Researcher from the CCCs) at the CA Mathematics Council of Community Colleges (CMC3) conference on the methods to contextualize course topics

### 14.05 Counting the Hidden Assets: First Steps in Assessing the Impact of Community College Noncredit Education Programs on the Workforce and Local Economies

Source: [Community College Research Center \(CCRC\)](#)

This paper makes the case for the training hour as the basic unit of measurement for noncredit programs, and it proposes a taxonomy to classify and describe the range of noncredit activities delivered by community colleges based on three levels of outcomes.

### 14.06 Contextualized Teaching & Learning: A Faculty Primer

Source: [The Research & Planning Group for CCCs \(RP Group\)](#); [Academic Senate for CCCs \(ASCCC\)](#)

This report offers CCC faculty a closer look at contextualized teaching and learning (CTL) as a promising set of strategies and practices that can be expanded through the state's Basic Skills Initiative.



## 14.07 High-Impact Educational Practices

Source: Association of American Colleges and Universities (AACU); Liberal Education and America's Promise (LEAP)

This report provides examples of high impact practices aligned with applied learning outcomes, and summarizes the argument for applied learning as a high-impact practice specifically pointing to how this practice only reaches relatively few students.

## 14.08 Online Work Based Learning Toolkit

Source: Jobs for the Future (JFF)

This toolkit provides guidance to community college administrators and faculty who are interested in bringing this work-based learning model to their college. It contains video content and teaching tips that introduce the six steps of implementation, as well as related tools and resources for in-depth support for program design and implementation process.

## 14.09 Work-Based Learning System Development Guide

Source: Jobs for the Future (JFF)

This guide is organized in two parts: Part I documents the Work-Based Learning project, offering lessons overcoming barriers to implementing work-based learning; and Part II of the guide walks the user through the process of assessing their own work-based learning system and building upon it, using a set of tools developed by Jobs for the Future (JFF).

# 15. General

## 15.01 Redesigning Community Colleges for Student Success: Overview of the Guided Pathways Approach

Source: Community College Research Center (CCRC)

A (relatively) short overview of the Bailey, Jagers, Jenkins' book that may serve as an introduction for those new to Guided Pathways (GP) without enough time to read the entire book. The overview provides the rationale for why colleges should utilize the GP framework.

## 15.02 Premise and Promise: Developing New Pathways for Community College Students

Source: American Association of Community Colleges (AACC 2014)

This three-part series first appeared as separate articles in successive issues in the Community College Journal. Together, the articles describe a new model for academic pathways, key design principles, examples from colleges leading the way, and implementation challenges.

## 15.03 Bringing Student Voices to Guided Pathways Inquiry and Design Findings From Student Focus Groups at Two California Community Colleges

Source: Career Ladders Project (CLP)

A summary of key themes and lessons learned from student focus groups at two California community colleges implementing guided pathways.

## **15.04 Leadership for Transformative Change: Lessons From Technology-Mediated Reform in Broad-Access Colleges**

Source: [Community College Research Center \(CCRC\)](#)

This paper describes the organizational leadership and change required to transform advising (with a focus on technology-mediated advising), and explores different leadership models supportive of this change.

## **15.05 Building Guided Pathways: Practical Lessons from Completion by Design Colleges**

Source: [Temple College \(TX\)](#)

Provides practical lessons from College By Design colleges who were implementing the guided pathways framework. Report includes key considerations and examples of programs that addresses various components of guided pathways, also points to technology integration and provides a specific example of one college early alert system and another college's GPA calculator to help students stay on track

## **15.06 What We Know About Guided Pathways**

Source: [Community College Research Center \(CCRC\)](#)

A research overview that outlines key components of Guided Pathways (GP) with a few examples of how colleges across the nation have implemented GP.

## **15.07 Principles of Redesign: Promising Approaches to Transforming Student Outcomes**

Source: [The RP Group](#); [Community College Research Center \(CCRC\)](#)

This guide reviews the eight principles of redesign. For each principle, the guide describes the principle itself, offers insights and innovative concepts for thinking about student success, as well as examples of how the principle has been implemented at a community college. Suggestions for how to advocate for change is also included.

## **15.08 Institutional Transformation for Student Success: Lessons Learned from Ithaka S+R's Case Studies**

Source: [Ithaka S+R consulting](#)

This white paper summarizes a set of strategies that institutions have employed to develop, scale, and sustain institutional changes that improve student success. In their research, four approaches appeared so frequently that authors describe them as "strategic essentials" for a student success focused organization.

## **15.09 CA Guided Pathways Demonstration Project Website**

Source: [CA Guided Pathways](#)

The CA Guided Pathway Demonstration website provides links and resources made available for the 20 CCC pilot colleges.

## **15.10 The National Center for Inquiry and Improvement**

Source: [National Center for Inquiry & Improvement \(NCII\)](#)

The National Center for Inquiry and Improvement's website provides resources related to the work on national and CA Demonstration Guided Pathways efforts as well as completion by design.

## **15.11 AACC Pathways Project**

Source: [American Association of Community Colleges \(AACC\) Pathways Project](#)

The American Association of Community Colleges' (AACC) website provides an AACC Pathways Project webpage with information and resources related to work on national Guided Pathways efforts.

**15.12** Best Practice Template: How Get Focused...Stay Focused!® and My10yearPlan.com® support the four Guided Pathways Practice Areas and other recommended strategies

Source: [Get Focused...Stay Focused!](#)

This best practices template links the Get Focused...Stay Focused! program and resources to the four pillars of Guided Pathways.

**15.13** Completion by Design (2011-2013)

Source: [The Research & Planning Group for CCCs \(RP Group\)](#)

A collection of inquiry guides documenting approaches and strategies emerging from the Completion by Design initiative at community colleges across three states: Florida, North Carolina, and Ohio.