



2017–18 Guided Pathways Report



California
Community
Colleges

Guided
Pathways

Eloy Ortiz Oakley | Chancellor



Eloy Ortiz Oakley, Chancellor

I. BACKGROUND

Over the past few years, the Guided Pathways framework has gained momentum as a national reform movement and was codified in *Redesigning America's Community Colleges* (2016), published through the Community College Research Center. Beginning in 2015 with the Association of American Community Colleges, several California community colleges (Mt. San Antonio College, Bakersfield College, and Irvine Valley College) began the work of implementing the Guided Pathways framework. In 2016, twenty California community colleges also began to engage the implementation process as a result of a grant to the California Community College Foundation from the Bill and Melinda Gates Foundation, the College Futures Foundation, the Teagle Foundation, and the James Irvine Foundation. Simultaneously, several ambitious colleges in the system also began independent work on implementation efforts.

In 2017, the state of California committed a \$150 million one-time investment to a Guided Pathways Award Program that gave all 114 California community colleges the opportunity to begin implementing the Guided Pathways framework. This transformative framework supports significant improvements in student success outcomes. All of this effort was captured by Chancellor Eloy Ortiz Oakley in the *Vision for Success*, which identified Guided Pathways as the primary vehicle for achieving six ambitious goals to improve student outcomes and promote equity and economic mobility in our system.

“Guided Pathways isn’t what we’re doing, it’s what we’re becoming.”



During the 2017-18 academic year, the California Community Colleges Chancellor’s Office worked to introduce the Guided Pathways framework to the California Community Colleges, build foundational support groups and tools, and support California community colleges in their Guided Pathways implementation planning. This included structuring an award program for the qualification and dispersal of the \$150 million investment.

The California Community Colleges Chancellor’s Office is very proud to say that all 114 California community colleges are now actively engaged in the inquiry, design, or implementation of the Guided Pathways framework. System leadership has strategized to address the support needs of all California community colleges, and each college, per the 2017 legislation funding the effort, has attended a workshop familiarizing them with the effort, completed a self-assessment noting the stage of implementation as of fall 2017, and has an actionable plan to proceed with its Guided Pathways transformation.



Photo: Orange Coast College

II. PILLARS OF GUIDED PATHWAYS

California is promoting fidelity to the Guided Pathways framework, which consists of four “pillars.” However, it’s important to note that this structure is called a “framework” because colleges have the innovative latitude to implement the framework in ways that best serve their student population. In fact, colleges are encouraged to use the Guided Pathways framework to integrate the existing student success efforts and ensure that such efforts are evidence based and scaled to serve all students. The goals of the framework are the same, but implementation may look quite different on various campuses. The goal is for the System to work together in a unified effort, not to strive for uniformity. The focus on the framework is also

key because this movement should not be confused with an initiative. While California’s community colleges have developed many special and effective programs, the fundamental element that distinguishes Guided Pathways is the emphasis on structural reforms that are scaled to all students’ experience. Unlike programs that tend to serve a discrete student population, the reforms encouraged through Guided Pathways affect all students in order to make the college experience more navigable, transparent, and supportive.

Providing for my family. Have a better life than my parents. Better job opportunities. Helping and learning about society inspires me and interest me. Advance the world in health. Lead with people and resolve problems. Willing to help/meet people in their darkest times. Good with computers. Participation in a high school club. Working with and helping children is my passion. T e a c h e r s introduced a new perspective on the subject. Curious to build things. I find it fascinating and it interests me. Studying the mind and

b e h a v i o r s of human beings. It's always been something that's interested me. My mother works in this field. I like math. My love for computers. Most of my family is in this line of work. Compassion for others and my need to help. Loved working and educating children since I was a little girl and finally got around to coming back to school to get a degree and make it happen. Love to reach others. I didn't want to work for anyone else but myself. The love I have for helping others. I grew to love this because of my mom. This was a decision I've been mulling since I was ten years old, but in my senior year I decided to just go for it, this is what I love doing. I value my time and would rather spend it working for myself than others. It has more openings than any other job in the world. Always loved history and like to share and teach others about it. Be in a sustainable

career. Get my for a great Follow my Progress to a responsibility, as own business. Passion for health, and my skills to help and Shadowed an therapist and fell they do. Growing up I never had wanted to be in a my family & live Helping people intrigues me. Teaching has and inspired me to share that others. It is what I enjoy doing. It creative. My professions also helped influence me. My love for fabric garments. Expand my

masters and work corporation. father's example. position of well as begin my Passion for desire to use my influence others. occupational in love with what up I never had wanted to be in a my family & live Helping people intrigues me. Teaching has and inspired me to share that others. It is what I enjoy doing. It creative. My professions also helped influence me. My love for fabric garments. Expand my

knowledge. I've realized that was not going to make me happy. Not wanting to work at McDonalds anymore. Join a management team or run my own restaurant. I would be better in the areas that make decisions on how the store and employees should be guided. I enjoy having m o r e responsibilities and know that I am capable to do it. I am interested in how business decisions are made and executed. Get a job in law

enforcement for the benefits. I have support from some people I know who really appreciate me; they motivated me to take these steps and are helping me reach my goals. More time with my kids. Ability to earn a higher salary and provide a better life for my family. Pursue this major after changing my major at least three times due to personal/ family reasons. Move up in my career. Further my career goals by transferring to a university. Be in a field of some importance.

Equity and basic skills reform are equally important in a Guided Pathways framework; they are fundamental to the success of Guided Pathways and central to the *Vision for Success*. The implementation of Guided Pathways alone will not be enough to address some of the California community colleges’ stubborn achievement inequities. In order to address the goals outlined in the *Vision for Success*, which articulates the Chancellor’s goal to erase inequitable student outcomes, colleges will need to continue to maintain focus on equity and practices that impact student achievement. These practices include diversifying the faculty and staff to align with the student

population, promoting the implementation of culturally-responsive instruction and service methodologies, and the reformation of basic skills. AB 705, authored by Assembly Member Irwin and unanimously supported by the legislature, will provide the foundation for more equitable access to transfer-level English and quantitative reasoning courses. English as a Second Language will also be reformed so that students can more readily establish their language skills in order to expand student opportunities to other college goals. An increase in the numbers of students who complete transfer-level English and quantitative reasoning will likely increase the numbers of students who complete their degree and transfer goals.



CREATE CLEAR CURRICULAR PATHWAYS TO EMPLOYMENT AND FURTHER EDUCATION.

The Guided Pathways framework begins with clearly defined program maps that students can easily access and use to decide on their academic plan. This includes clarity in required courses for program completion (or transfer), expected time to completion, and related career and transfer opportunities upon completion.



HELP STUDENTS CHOOSE AND ENTER THEIR OWN PATHWAY.

Guided Pathways colleges work to cluster their program offerings into related pathways, or “meta majors,” to simplify students’ menu of options as they enter college and support exploration in related areas. Some colleges are intentionally designing early career exploration opportunities within each meta major to help students understand how different majors and careers are linked. Furthermore, colleges look for opportunities to help students prior to college entry by partnering with K-12 institutions and introducing career and college exploration topics earlier.



HELP STUDENTS STAY ON THEIR PATH.

Support systems established in colleges help keep students on their paths toward their ultimate goal, whether that be completion of a degree or transfer to a 4-year university. Such support systems include ongoing academic counseling, technological systems that empower students to understand and monitor their progress, and data-driven procedures that identify students at risk of straying off-path. Monitoring program data also helps colleges proactively address potential barriers to success, such as needs for additional classes or adjustments to class schedules.



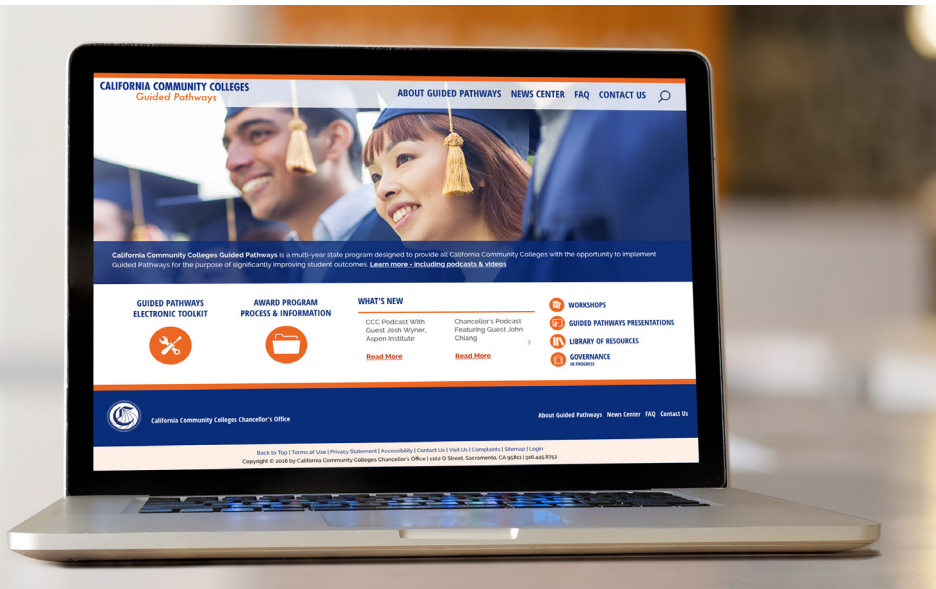
ENSURE THAT LEARNING IS HAPPENING WITH INTENTIONAL OUTCOMES.

Programs are designed around specific learning outcomes, and students work toward those outcomes through applied learning experiences. Applied learning helps students develop skills for related careers, thus helping to carve the next pathway from college to career. Internships, externships, apprenticeships, and contextualized learning help to amplify knowledge-building and application.

III. 2017-18 INTEGRATION AND SUPPORT ACTIVITIES

COMMUNICATION

Website: cccgp.cccco.edu



The California Community Colleges Guided Pathways website was created in August 2017 to host resources to help colleges understand award program requirements and begin working toward planning and implementation. The site also contains links to communication tools such as guides, videos, and podcasts that help explain Guided Pathways and give guidance on implementation efforts. The website was the first communication tool built to establish a central location for California Guided Pathways information. That website is currently being redesigned to support the functional needs of Guided Pathways and governance, while professional learning will shift to a virtual community.

Presentations

The California Community Colleges Chancellor's Office attended and presented at conferences and events throughout the year to give presentations about the Guided Pathways framework. This effort is one piece of a holistic communications and outreach approach, working to include personal interaction and opportunities for meaningful discussions. Guided Pathways presentations were given at the following conferences:

- Academic Senate for California Community Colleges Curriculum Institute; July 12-15
- Community College League of California Student Trustees Workshop; August 11-13
- Association of Community College Trustees Leadership Congress; September 25-38
- Strengthening Student Success Conference; October 11-13
- Association of Chief Human Resources Officers / Equal Employment Officers; October 17-20
- Association of Chief Business Officers; October 23-25
- Academic Senate Fall Plenary; November 2-4
- Community College League of California Annual Convention; November 16-18
- Chief Student Services Officers Conference; March 7-9
- Community College League of California Annual Trustees Conference; May 4-6
- Community College League of California Classified Leadership Institute; June 14-16



College Research

A research project was launched in October 2017 to gauge the initial reactions, hopes, and concerns among college communities about Guided Pathways. Participating colleges included Laney College, Fresno City College, College of the Siskiyous, Gavilan College, East Los Angeles College, Southwestern College, Imperial Valley College and Alan Hancock College. Five key audiences were included in a set of focus groups at each college: current students, faculty, administrators, board and/or foundation board members and trustees, and classified staff. The results showed a variety of complex perceptions, beliefs, and expectations regarding Guided Pathways, including both potential strengths/benefits and perceived obstacles/threats. This research helped identify the need for continued system-wide communication

about Guided Pathways that addressed the underlying need for the framework (the “why”) and that genuinely acknowledged obstacles to implementation. Resulting recommendations included:

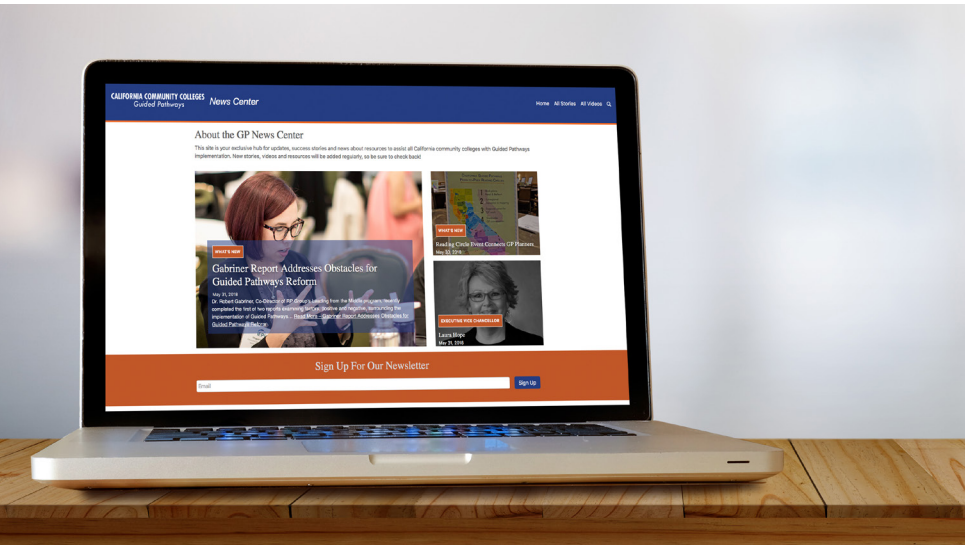
- 1) Develop messages that highlight the strengths/benefits of Guided Pathways and that address its obstacles/threats.
- 2) Develop and promote a “Guided Pathways community” composed of connected, like-minded, and sharing individuals.
- 3) Develop and promote the belief that the California Community Colleges Chancellor’s Office is committed to the long haul and will provide continued support for colleges that design and implement a Guided Pathways program.
- 4) Develop and promote the conceptual framework that shows the connections across the California Community Colleges initiatives and how Guided Pathways connects to the economic, political, and social wellbeing of the state and the California Community Colleges system.
- 5) Develop and promote a clear set of expectations defining what colleges should expect as they design and implement a Guided Pathways program.
- 6) Continue to solicit feedback from the field and conduct research to inform and support the communications tools used to promote Guided Pathways.

The entire Guided Pathways effort will be evaluated over the next five years by an external evaluator to provide insights and feedback regarding implementation challenges and strengths.

III. 2017-18 INTEGRATION AND SUPPORT ACTIVITIES

News Center and Newsletter: cccgp.cccco.news

In February 2018, the Chancellor’s Office launched a California Guided Pathways News Center website to host articles about the ongoing implementation efforts at California community colleges and news and information on Guided Pathways related topics. Throughout the fall workshops, participants were vocal about wanting success stories, case studies, and examples of Guided Pathways implementation.



The articles hosted on the News Center provide this information in succinct articles to help spur new ideas and raise awareness of available tools and resources. Every month new articles are posted and shared in an electronic newsletter, GP Connect. The newsletter is a communication tool to share information throughout the system and consistently connect with college faculty, administrators, and staff on Guided Pathways topics.

LEADERSHIP

Advisory Committee

In November 2017, the Chancellor’s Office created a Guided Pathways Advisory Committee to provide a space for collaborative design discussions, explore the systems and structures that may impede desired outcomes, leverage a range of expertise and perspectives, and support the growth of the colleges and the system as Guided Pathways implementation continues. The group meets monthly to discuss ongoing support needs for California community colleges and related professional development and tools and resources. The group also worked together to establish the road map for the next phase of implementation. Using resources and facilitation from Jobs for the Future through a partnership with the Success Center for California Community Colleges, the Advisory Committee is currently in the process of redesign for planning subsequent implementation phases.

The most important partnership represented in the Advisory Committee is with college stakeholders and the Academic Senate. The Academic Senate has

“Faculty, through their academic senates, are integral to the implementation of Guided Pathways as curricular design, student support services, and educational pathways must seamlessly link to support the students ultimate success at our institutions.”

John Stanskas, Ph.D.,
President of
Academic Senate,
San Bernardino
Valley College

provided ongoing leadership and support for the implementation of Guided Pathways, and faculty continue to play a critical role in the Advisory Committee and in the support of faculty as they address local innovations and obstacles. Faculty leadership and engagement are essential to the success of Guided Pathways implementation, as is cross-functional inquiry that engages the entire campus community.

The Advisory Committee will be shifting to align representation with the regional support strategy described later in this report. The Committee will also be adding additional seats for students and classified professionals to provide their input and perspective. These two stakeholder groups are often overlooked as critical to the transformation process, and their inclusion in both leadership and input is fundamental to the success of system reforms. The work of this Committee is dedicated to charting the course for California's implementation efforts and measuring the progress moving forward.

Guided Pathways Partner Network

In April 2018, the Chancellor's Office assembled a group of contributing support partners to collectively discuss colleges' needs for implementation and plan the specific tools and resources that should be developed to address those needs. The Guided Pathways Partner Network members include representatives from the Chancellor's Office and from support groups such as the Foundation for California Community Colleges, the Career Ladders Project and the RP Group. The Partner Network meets monthly to discuss feedback from colleges related to their Guided Pathways efforts and decide corresponding support. Coherent collaboration among the partner organizations is essential for the implementation effort going forward. Colleges can have access to all of the tools, events, and activities without cost so that other resources for Guided Pathways can be more readily maximized for other necessary elements.

PROFESSIONAL DEVELOPMENT

Fall 2017 Workshops



The Chancellor's office, in partnership with the Institutional Effectiveness Partnership Initiative (IEPI) Division, hosted the first set of Guided Pathways Workshops in Fall

2018 to further facilitate conversations about the Guided Pathways framework and provide context for California Community Colleges professionals. The workshops hosted 1,119 participants. Workshop topics and activities included:

- Sharing success stories from the 20 California Guided Pathways Project colleges.
- Explaining the California Community Colleges Guided Pathways Self-Assessment Tool and preparing colleges for completion/submission.
- Outlining the timeline for Guided Pathways implementation and corresponding expectations of the colleges, emphasizing the "long haul" nature of such a transformative effort.
- Reinforcing the need for a "culture of innovation" throughout Guided Pathways planning and implementation.

III. 2017-18 INTEGRATION AND SUPPORT ACTIVITIES (CONT.)

Spring 2018 Workshops

The spring workshops, hosted by the California Community Colleges Chancellor's Office and IEPI Division, invited colleges to send cross-functional teams to an interactive workshop that addressed the “why, what, and how” of Guided Pathways. Building off of key topics/ideas identified by colleges in the Fall 2017 Guided Pathways Workshops and in the Self-Assessments, the Spring 2018 workshops hosted 1,072 participants and focused on activities that addressed the following topics:

- Practicing answers to key Guided Pathways questions that arise at campuses.
- Learning concrete techniques from California community college experts to co-create Guided Pathways with campus colleagues.
- Engaging cross-functional college teams in action planning and facilitated support for advancing Guided Pathways Work Plans.
- Interacting directly with experienced practitioners to answer questions and concerns.

In an effort to address support needs for all California community colleges at different stages of Guided Pathways implementation, a special Advanced Guided Pathways Workshop was also coordinated to bring together the colleges who were two years or more into Guided Pathways planning. The goals of this workshop were to:

- Connect colleges who were in similar Guided Pathways design phases.
- Showcase college successes and points of pride.
- Generate strategies with colleagues from other colleges to address specific Guided Pathways challenges.



PLANNING

Guided Pathways Self-Assessment Tool

The Guided Pathways Self-Assessment Tool was intended to:

1. Serve as a **learning tool** for the colleges to help campus constituents gather and reflect on their systems and practices in an organized and thoughtful way;
2. Inform the Chancellor's Office about **what types of capacity-building resources** would help colleges engage in Guided Pathways; and
3. Provide an **aggregate picture of colleges' Guided Pathways processes** with regards to inquiry, design, and implementation of key elements and how they are progressing over time.

The Self-Assessment includes three stages and 14 key elements characteristic of Guided Pathways development. The three stages include:

Inquiry: Engaging campus stakeholders with local data and actionable research, creating consensus about core issues and broad solutions.

Design: Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

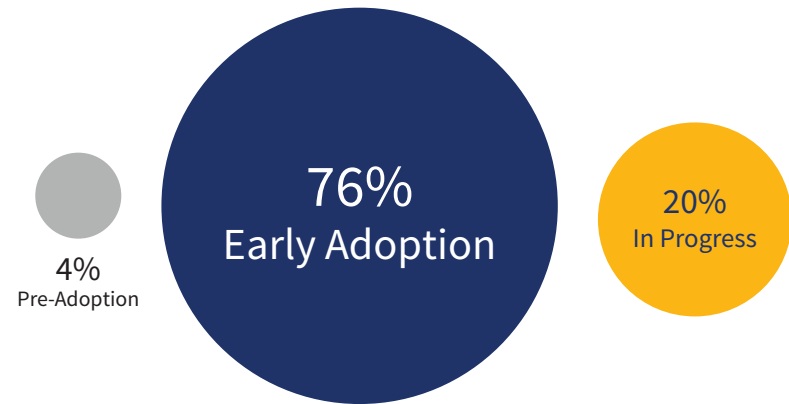
Implementation: Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

Cross-functional teams rated their college's development with the 14 key elements along the following scale of adoption:

1. **Pre-Adoption:** College is currently not following or planning to follow this key element.
2. **Early Adoption:** College has just begun implementing the key element but not fully or consistently.
3. **Scaling in Progress:** College has implemented the key element and is in progress towards full scale.
4. **Full Scale:** College has implemented the key element to full scale.



In December 2017, all 114 California community colleges completed the Self-Assessment, and the analysis of those assessments provided a useful snapshot of where colleges fell along the Guided Pathways “scale of adoption.” Summary results are outlined below.



California Community Colleges
Guided Pathways Self-Assessment Overall Rating

The majority (76 percent) of colleges identify themselves as Early Adopters.

A majority of colleges rated themselves as Scaling in Progress for Improved Basic Skills and Aligned Learning Outcomes (58 percent and 53 percent, respectively).

A majority of colleges rated themselves as either in the Pre-Adoption or Early Adoption phase for Integrated Technology Infrastructures and Guided Major and Career Exploration Opportunities, 92 percent and 86 percent respectively.

Issues impacting college development of Guided Pathways:

- Transforming culture to drive change.
- Anchoring Guided Pathways in policy and practice.
- Building institutional technology and data capacity.

III. 2017-18 INTEGRATION AND SUPPORT ACTIVITIES (CONT.)

Areas of success in Guided Pathways development:

- Engaging stakeholders through Professional Learning.
- Building on existing initiatives to develop meta majors.
- Leveraging cultures of data and inquiry.

Guided Pathways Work Plans



In March 2018, all 114 California community colleges submitted a Guided Pathways Work Plan. The work plan provided an action-oriented template for each college to outline next steps over the next 18 months to advance toward or maintain full-scale adoption on each of 14 Self-Assessment elements. Each college, given its current adoption stages based on the completed Self-Assessment, outlined a plan and realistic outcomes for the time period between Spring 2018 and Summer 2019. College work plans addressed only planned activities related to the college's primary focus during this first phase; however, they also provided a timeline addressing long-term planning as well. Colleges identified the following as the primary areas of focus over the next 18 months.

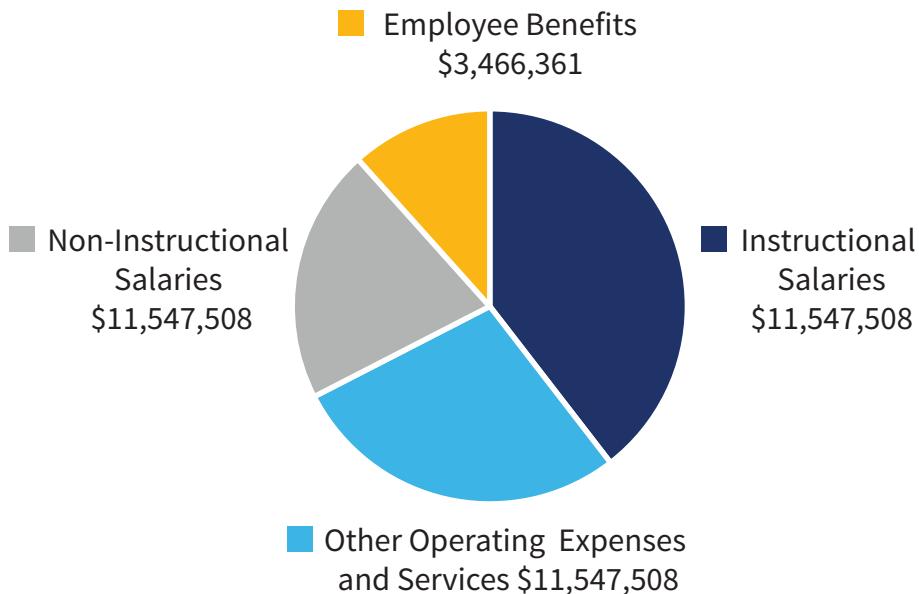
- Pursuing cross-functional inquiry (90%, n=103)
- Identifying shared metrics (78%, n=89)
- Establishing inclusive decision-making structures (75%, n=86)
- Integrating planning (72%, n=83)
- Developing clear program requirements (71%, n=81)
- Continuing improvements to basic skills (70%, n=80)

Additionally, the colleges identified the following activities in their plans over the next 18 months in order to advance the implementation of Guided Pathways:

- Reflect the nascent stage of GP development across the CCC system.
- Demonstrate that colleges understand that they are building the foundation necessary for effective, student-centered institutional change—culturally and structurally.
- Indicate that colleges are tackling these priorities in a synergistic and interrelated manner, with many overlapping activities and approaches.
- Include cross-cutting activities such as:
 - Examining student equity data, identifying persistent barriers to achievement for specific populations, and articulating metrics to drive access, success, and completion.
 - Revamping and aligning institutional structures, including: (1) college governance; (2) institutional research; (3) campus-wide programs and initiatives; and (4) college planning and resource allocation.
 - Soliciting student input and engaging students in decision-making.
 - Bolstering GP awareness and endorsement through broad communication and engagement strategies.
 - Building stakeholder capacity through professional development and training.

Budget priorities were also outlined in the Multi-Year Work Plans and are reflected in the following summary:

- Total one-time allocation for CCC GP by State of California: \$150M
- Phase I allocation by CCCCO to CCC: ~\$34M
- CCC allocations of CCC GP awards, Phase 1:



Human capital or personnel-related investments reflect colleges' early stage of development and their effort to staff up their GP work and engage all stakeholders in GP development.

Peer-to-Peer Reading Circle Event

In April 2018, the Chancellor's Office, in partnership with the IEPI Division and Career Ladders Project, hosted a one-day event that invited volunteers from the California Community Colleges to gather for a Peer-to-Peer Reading Circle where all 114 college work plans would be reviewed and discussed. The event brought a total of 175 volunteers, who worked in groups to identify recurring challenges, opportunities and practices that might inform future support efforts. The goals of the event were to:

- 1) Create regional communities of practice around Guided Pathways;
- 2) Identify common themes within work plans;
- 3) Learn about regional Guided Pathways efforts;
- 4) Share strengths and successes.

Outcomes from the event included suggestions to create an "Online Community of Practice" to share resources; regularly scheduled sharing opportunities through regional workshops, site-based visits, webinars, etc.; the selection of regional coordinators to maintain this collaboration; and improved data sharing across systems. Response from participants was overwhelmingly positive, demonstrating a strong interest in regional collaboration and interaction.

IV. INITIAL RESULTS FROM EARLY ADOPTERS

Some of the early adopters to the Guided Pathways framework have noted some interesting, provocative, and encouraging results from their implementation journeys over the past few years. These results represent the commitment of many engaged educators and signal that the California Community College System is striving toward better systems that serve students effectively.

Early adopters reported the influence that careful study of local data and student voices had on cultural reforms within the college community. As a result of local analysis of inequitable outcomes among students of color and low-income students and feedback on the students' experience, some colleges engaged in deep self-reflection about not only their local practices and programs, but their very identity. Influence-makers on these campuses led dialog about what they aspire for the college. They shared experiences about moving beyond becoming more student-friendly and becoming a beacon of support and redemption for all students, especially those most in need of education and economic mobility. The social justice mission was amplified, in these colleges, through the implementation of Guided Pathways and provided the fundamental moral imperative to keep moving forward through obstacles and challenges.

Emphasis on Cultural and Identity Reform – Skyline College



Skyline College, which began independent efforts to implement Guided Pathways two years ago, used data to fuel a strong commitment to equity, support, and innovation. Initial review of several key performance indicators included the following:

- Each year, only about 50% of Skyline College students persist from Fall to Spring.
- On average, Skyline College students attempt 100 units, complete 80 units and only need 60 units to graduate or transfer.
- After 3 years, approximately 20% of Skyline College students complete their educational goals.

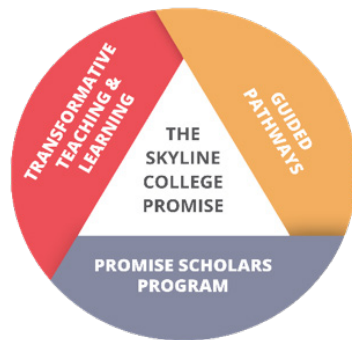
These results prompted the college to invest energy into local promise efforts to better support students and commit to the Guided Pathways framework. As a result, the college has committed to ambitious goals that are helping the college reformulate its identity as a student-ready college.

“The Guided Pathways effort bolsters Skyline College’s comprehensive diversity framework – it has allowed us to further our college’s equity-focused work as one of the three foundational elements of our college redesign.”

Regina Stanback Stroud,
Ph.D., President,
Skyline College

The new goals included:

- Using multiple measures of assessment, increase placement rates into transfer-level coursework in Math and English for incoming students by 50% by the beginning of the 2017-2018 academic year.
- 75% of Skyline College students will achieve on-time degree and certificate completion, and/or transfer according to their educational goal, by the 2020-2021 academic year.



The achievement of these are influenced by an active redesign effort with strong faculty, administrative, and staff leadership who have a commitment to equity and social justice. The essence of the new identity and value system is best illustrated by the graphic above.

Emphasis on Structural Change – Mt. San Antonio College and Sierra College



Mt. San Antonio College began Guided Pathways implementation as part of the Association of American Community Colleges (AACC) cohort in 2015. Since the beginning, change agents and leaders at the college have focused on major structural reforms to affect student outcomes. The college has developed eight interest clusters that simply organize 253 programs of study. The college



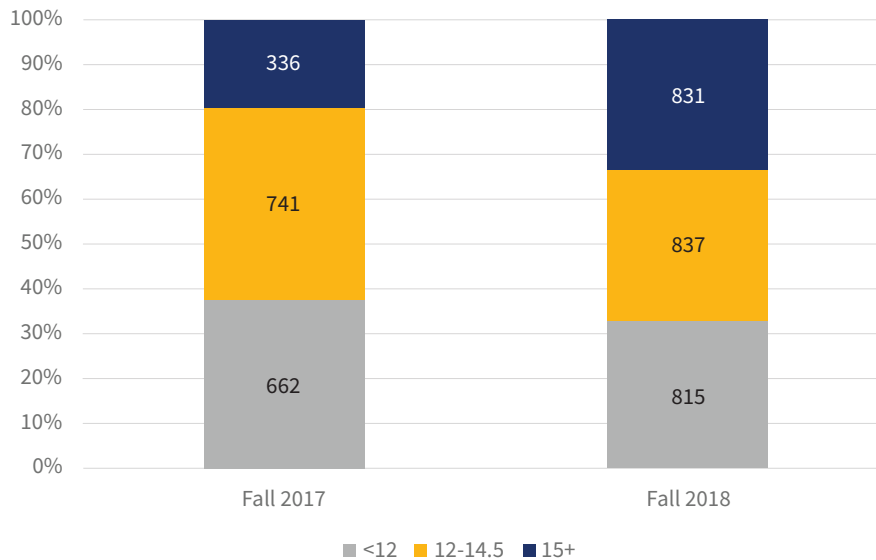
engaged students in the design process, which resulted in innovative approaches to both organization and urgency. The design team has also mapped the curriculum for all 253 programs so that students can easily follow their progress using an electronic portal. The faculty has also initiated thoughtful approaches to mathematics and English placement in order to maximize student access to transfer-level courses that launched in April 2018. The reform has resulted in significantly higher placements in transfer-level courses. For instance, in mathematics, the course transfer-level placement rate is 40%. For English it is 80%. A more granular view shows that 100% of students who have at least three years of U.S. high school English are placed into transfer-level English. Students without the three years may be placed into credit ESL or may go to the Assessment Center for a guided placement process. These placement rates are exceptionally higher than the previous assessment process using traditional skills testing.

The experience at Mt. San Antonio college also reinforces the importance of resources and support for faculty-led cultural reform. The structural innovations described above are extensions of the cultural commitment to improve students' experience and outcomes.

Similarly, Sierra College has also focused on restructuring the students' experience and the narrative that students receive at the point of enrollment. As part of the narrative, students are told about the impact of carrying less than a full-time load, as well as the difference between enrolling in 15 units rather than just 12. As a result, significantly more students are enrolling in more units, which is expected to have a dramatic impact on course completion.

IV. INITIAL RESULTS FROM EARLY ADOPTERS (CONT.)

New Student Enrollment Pattern Comparison
(June 20th)



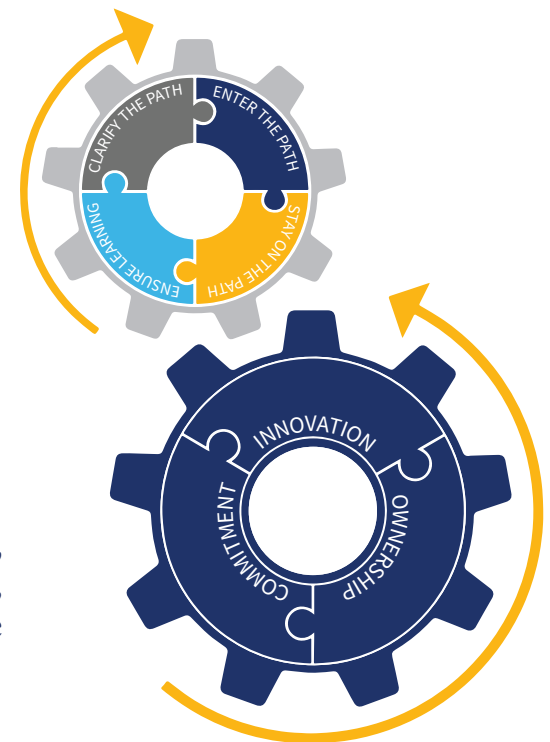
As of June 6, 2018, about 33% of Sierra’s new students (Type=1) are enrolled in 15+ units, while about 19% of Fall 2017 students to the same date were enrolled in 15+ units.

Sierra has also mapped over 150 degrees and certificates into 9 interest clusters, and the web pages for each program will include regional employment data for each area. Additionally, all maps will be available electronically. Each interest cluster is supported by a Success Team with specialized counseling, peer mentors, and financial aid specialists designed specifically for that particular interest cluster.

“As we have implemented Guided Pathways, it has been a complete college effort. We agreed early on that we would leave no stone unturned as we reengineered Sierra College to better serve our students. From the first contact that a student makes with the college through a student’s entire experience we are redesigning our processes to put their specific needs first.”

Willie Duncan,
President,
Sierra College

Sierra has also launched an aggressive promise program, reformation of assessment and placement, and updated strategic goals that focus on students’ outcomes and equity. All of these efforts work together to redesign the college’s student infrastructure. As these reforms continue to mature, additional student outcomes are anticipated.



Emphasis on Integration – Bakersfield College

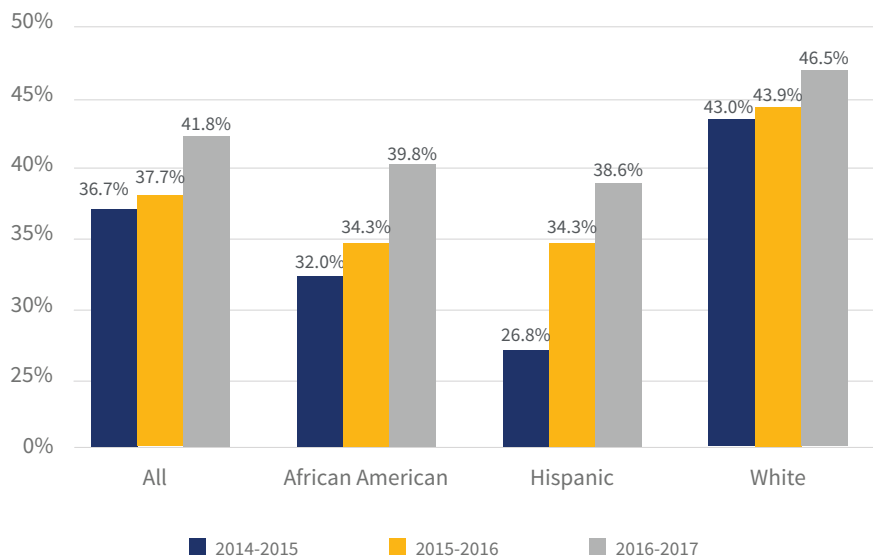
BAKERSFIELD COLLEGE

As part of the AACC cohort, Bakersfield began its implementation work in 2015. Innovators and leaders at Bakersfield have engaged data

and begun restructuring the student experience; however, they have also intentionally focused on integrating services and support. The college has focused on scaling “high touch, integrated strategies” to serve increasing numbers of students and improve their success.

One aspect of integration is more intentional coordination with local high school partners.

Overall Six-Year Completion Rates for Scorecard Cohorts



Students within 49 high-feeder high school districts have increased access to both dual enrollment and matriculation services. Second-day enrollment at Bakersfield has increased by 383%, and student completion has also increased significantly over the past few years.

Similarly, Bakersfield has also focused on the relationship between the community college and the local California State University. According to President Sonya Christian, Bakersfield has become “laser-focused” on increasing the numbers of community college students who transfer and earn a baccalaureate degree. As a result of that focus, course offerings for the ADT have increased by 900% and awards have increased by over 1,400%. Some of these results can be attributed to a collaborative effort between the college and university to develop sequential program maps between systems.

“The Guided Pathways framework has resulted in a practical shift in how we as faculty, staff and administrators do our work at Bakersfield College. All of our processes and practices (scheduling, curriculum design, program review, student advising, placement into English and math, dual enrollment with high schools, etc.) are relentlessly integrated with a coherent focus on the Guided Pathways framework of students efficiently entering and staying on their educational pathways to certificate and degree completion. With this shift in approach, BC has seen a significant increase in our student completion numbers and a notable improvement in closing the student achievement gap.”

Sonya Christian, Ph.D.
President, Bakersfield College

V. LOOKING AHEAD

In the 2017-18 year, the California Community Colleges accomplished a great deal in terms of planting the seeds of the Guided Pathways framework and engaging all 114 colleges in the beginning steps toward implementation. With all 114 colleges on board, the Chancellor's Office is looking ahead at the next steps. There are two significant areas that will influence ongoing support and resource development: a regional structure that fosters more local support, and more field representation on the Advisory Committee.

Regional Structure/Approach

Based on the feedback from the Peer-to-Peer Reading Circle event, the Chancellor's Office will proceed to assign Regional Coordinator positions in all seven regions of the system. The regional structure will match that set by the Strong Workforce Initiative, and regional coordinators will support collaboration among colleges and provide feedback and input to the Guided Pathways Advisory Committee.

The Strong Workforce program initiated a grouping of seven geographical regions. These regions already represent a set of core commonalities to the Guided Pathways effort: geographical proximity, similar student communities, synergistic employment opportunities, and shared university and K-12 partners. Because of the existing relationships and commonalities in these regions, the Chancellor's Office is establishing a regional support network to enhance Guided Pathways implementation. This approach began in the Central Valley, already connected through the Central Valley Higher Education Consortium (CVHEC), and for the last six months, this area has benefitted from collaborative efforts between the colleges there and a Central Valley Guided Pathways Coordinator. As evidenced by the pilot in the Central Valley, the Chancellor's Office is seeking six

additional coordinators in the remaining regions: North/Far North, Bay Area, Los Angeles, Orange County, San Diego/Imperial, and Inland Empire/Desert.

Primarily, the regional coordinators will function as connectors, leaders, trainers, and supporters in the regions to which they have been assigned. Guided Pathways implementation will prompt unique challenges and opportunities for every college engaged in this effort. The coordinator is positioned to know those challenges and opportunities, animate resources, engage experts, facilitate collaboration and learning, and support progress.

Guided Pathways Tools Team

This new group of support partners will collaborate to produce the tools and resources required for support of the California Community Colleges in Guided Pathways implementation. Leveraging a variety of delivery methods focused on different areas of capacity building needed in the field, this resource development team responds directly to college needs and emerging implementation demands. Tools balance the need to promote a unifying Guided Pathways framework with the need for local flexibility and authenticity. Team membership capitalizes on a wide range of expertise required to address the spectrum of resource needs within the Guided Pathways framework—modeling engaging design principles that will shape college's approaches to the creation of new materials for students. The regional coordinators will then animate and activate these tools to support local college efforts.

Virtual Communities and Support

The Chancellor’s Office, in partnership with the Foundation for the California Community Colleges and the Success Center for the California Community Colleges, is expanding a professional learning network to include online learning modules and new tools to facilitate community learning, collaboration, and communication across the system. This virtual community will be known as the Vision Resource Center. The Chancellor’s Office will structure this environment content to mirror the Guided Pathways framework and topics and provide a space for virtual connection across the system: a comprehensive delivery system to support colleges’ work towards implementing the framework. Not only will this space host support content from the Chancellor’s Office, but it will also encourage and facilitate resource sharing and collaboration among college stakeholders. As evidenced by the most effective learning models, collaboration and community are central values that will be built into the implementation experience going forward.

CONCLUSION

This is a legacy moment for the California community colleges, a once in a lifetime moment when the System has the opportunity to rally around the Guided Pathways framework to transform the colleges to better serve the mission and the students who seek a better life through education. In many ways,

“Guided Pathways is a proven framework. It will be instrumental in guiding us toward the ambitious and important objectives set in our *Vision for Success*, and in supporting our 2.1 million students in achieving their goals.”

Eloy Ortiz Oakley, Chancellor

California has just started the reform work associated with Guided Pathways, but engagement and energy levels are high, and the community colleges are poised to amplify their impact on students’ lives. The *Vision for Success* provides the System with a “north star,” and the Guided Pathways framework provides a way to chart future steps and plans. All of these efforts are designed to assure that students not only have incomparable access to education, but also the best chances for success in the nation through the California community colleges.

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