Guided Pathways

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The RP Group

Mission
• Strengthen CCCs’ ability to gather, analyze, & act on information in order to enhance student success

Services
• Research, evaluation, planning, professional development, & technical assistance—designed & conducted by CCC practitioners

Organization
• 501(c)3 with roots as membership organization

www.rpgroup.org
Overview of Guided Pathways
A Call to Action

Bold changes are needed to improve completion rates, narrow the achievement gap and keep pace with an economy that is increasingly demanding more college-educated workers.
Part of a Larger Movement

A National Movement

National Project: American Association of Community Colleges (AACC)

- Bakersfield College
- Irvine Valley College
- Mt. San Antonio College
AACC Pathways Project

• National project focused on building capacity for community colleges to design and implement structured academic and career pathways for all of their students

• 30 community colleges from across the country send teams to attend the six institutes in 2016-2018, where each institute focuses on a critical aspect of institutional change and pathway design/implementation
Four Pillars of Guided Pathways

CLARIFY THE PATH
ENTER THE PATH
STAY ON THE PATH
ENSURE LEARNING
What Guided Pathways Means for Students

• Less confusion and much more clarity

• More guidance (especially for undecided students)

• Accelerated time to and greater likelihood for completion as a result of
  • Improved placement
  • Basic skills/developmental education reform
  • Fewer “wasted credits”

• Improved chances for transfer and career placement
For Today

Five Issues

1. Student Perspectives on Pathways
2. Meta Majors
3. Relevancy
4. Alternative Math Pathways
5. Excess Units
For Today

Research Finding

Policy
System
Practice
Issue #1
Student Perspectives on Pathways
Overview

• Career Ladders Project (CLP) conducted 16 focus groups at two CCCs exploring pathways

• 137 students

• Asked questions about:
  • Process in selecting major
  • Process in choosing courses
  • Resources that help them navigate
  • Other help they need
Students’ Questions about Choosing a Major

• What are my career options? How do I get more information about those careers?

• What are the different types of jobs that various majors lead to?

• Is the major I am pursuing “practical” in terms of my ability to find a mob with a decent salary later on?
Quote: Students Want Career Counseling

At least for me, it was about not knowing where to go. Like Communications. Okay, where do you go from there? Do I become a professor? Do I work in TV? What kind of jobs do people have? It sounds corny, but are they happy in those jobs?
What Students Want from Academic Counseling

• Students wished:
  • they could see the same counselors every time
  • they had more time with counselors
  • counselors had more specialized knowledge about a program
  • counselors were available during the evenings
• CLP did not ask specific question about counseling
Quote: Students’ Experience with Academic Counseling

Yeah. Since I've been here, I've met three counselors. The first one's probably the one that was the most helpful. The other two knew about as much as I did about the program... They told me, “Okay. Well, which one of these classes do you want to take?” And all [the course catalog is] showing me is the code and the class. I'm like, “Okay. Do I close my eyes and pick one, or...?”
Research Implications

More counseling

Policy?

System?

Practice?
Some examples

Policy?
- Shifting resources to strong start
- Delivery of guidance
- Leveraging resources to provide the guidance

System?
- Technology

Practice?
- High school outreach
- Summer Bridge
- Technology
- Educational Advisors in addition or counselors
- Student mentors
- Community mentors
Issue #2
Meta Majors
https://www.odessa.edu/programs/Metamajors/index.html
CAREER + ACADEMIC COMMUNITIES at St. Petersburg College

Start your journey today! Choose from one of the ten career and academic communities to see what opportunities await after you graduate. Take the first step now by going to spcollege.edu

CHART YOUR PATH
BUILD YOUR FUTURE

MEDIAN FIRST-YEAR EARNINGS BY EDUCATIONAL ATTAINMENT

- CAREER CERTIFICATE: $34,210 - $44,770
- ASSOCIATE OF SCIENCE DEGREE: $43,070 - $51,962
- BACHELORS DEGREES: $41,420 - $47,460

Sample Careers and Median Earnings:

- BUSINESS: $41,420 - $47,460
- COMMUNICATION: $38,060 - $44,770
- EDUCATION: $34,210 - $41,130
- ENGINEERING, MANUFACTURING, AND BUILDING ARTS: $44,770 - $58,590
- HEALTH SCIENCES AND VETERINARY TECHNOLOGY: $40,270 - $46,210
- PUBLIC SAFETY, POLICIES, AND LEGAL STUDIES: $38,060 - $44,770
- SCIENCE AND MATHEMATICS: $38,060 - $44,770
- TECHNOLOGY: $38,060 - $44,770
- ARTS HUMANITIES: $38,060 - $44,770

Visit https://go.spcollege.edu/aos/
Research Implications

Metamajors

Policy?

System?

Practice?
Some examples

Policy?

- Metamajors

System?

- Technology:
  - CCC Apply

Practice?

- 10 metamajors
  - Completion Coaching communities
Course Map

With Transfer To:
University of California System

1st Semester 16 Units
- BIOL B3A 5.0 General Biology I
- CHEM B1A 5.0 General Chemistry I
- ENGL B1A 3.0 Expository Composition
- ELECTIVE 3.0 Art or Humanities

2nd Semester 13 or 14 Units
- BIOL B3B 5.0 General Biology II
- CHEM B1B 5.0 General Chemistry and Chemical Analysis
- ENGL B2 4.0

1st Semester
- CORE BIOL B3A
- CORE CHEM B1A
- CORE ENGL B1A
- GEN ENGL B2

2nd Semester
- CORE BIOL B3B
- CORE CHEM B1B
- CORE PHIL B9
- GEN MATH B6A
- GEN PHYS B2A
- GEN COMM B1
- GEN ELECTIVE
- GEN ELECTIVE
- GEN ELECTIVE

3rd Semester
- CORE ELECTIVE
- CORE ELECTIVE
- CORE ELECTIVE
- CORE ELECTIVE
- CORE ELECTIVE
Issue #3
Relevancy
Community College Graduation Rates

- 1st yr - Did not attempt 9hrs in focus area: 16%
- 1st yr - Attempted 9hrs in focus area: 34%
- 1st yr - Earned 9hrs in focus area: 40%
Incoming Freshmen who successfully completed at least 9 hours in their focus during their 1st Academic Year

Community College Freshmen

- Attempted 9 Focus Hours
- Earned 9 Focus Hours

Community College Minority Freshmen

- Attempted 9 Focus Hours
- Earned 9 Focus Hours

56% increase

123% increase
Taking coursework in their chosen area of study

Policy?

System?

Practice?
Some examples

Policy?
Early Momentum Points
- Attempting 15 credits
- Completing English and math in the first year
- Completing 9 credits in the discipline

System?
Technology: Pathways mapper

Practice?
- Providing data on metamajors to completion coaching teams
- Posters
Issue #4
Alternative Math Pathways
Student Success in Traditional Programs Versus Statway

![Graph showing success rates](image)

Carnegie Foundation for the Advancement of Teaching
What are the implications of providing alternative math pathways for policy?
Some examples

Policy?

CSU Executive Order

Promise commitments

System?

Practice?

- Alternative prerequisite to statistics
- Statistics provided in psych in addition to math dept
- Kern Promise
Kern Promise
Issue #5
Excess Units
Student Credit Accumulation

Bachelor's
- Earned: 136
- Needed: 120

Associate
- Earned: 80
- Needed: 60

Certificate
- Earned: 63
- Needed: 30

Guided Pathway to Success: Boosting College Completion Complete College America
http://completecollege.org/docs/GPS_Summary_FINAL.pdf
Research Implications

Excess units → Policy?
Excess units → System?
Excess units → Practice?
Some examples

Policy?
Associate Degree Transfer

System?
- 29 ADTs
- Equity implications
- English 1A from 4 to 3 credits
- Statistics from 5 to 4 credits

Practice?
California Community Colleges Guided Pathways
Looking Ahead

The Governor’s proposed budget of $150 million in one-time funds, in addition to ongoing resources, uniquely positions California to implement Guided Pathways on all CCC campuses.
System-wide goals by 2022

1. Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

2. Increase by 35 percent the number of CCC students systemwide transferring annually to a UC or CSU.

3. Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.

4. Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent— the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

5. Reduce equity gaps

6. Reduce regional achievement gaps
Thank You