



San Joaquin Delta College Flex Day

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# Implementing Guided Pathways

August 17, 2017

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*Board President, The RP Group*



# Context: uncertainty and change

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- New administration in DC; a different DoE
  - “Federal context for accreditation is changing”  
*- Judith Eaton, CEO CHEA*
- Evolving accreditation environment in California



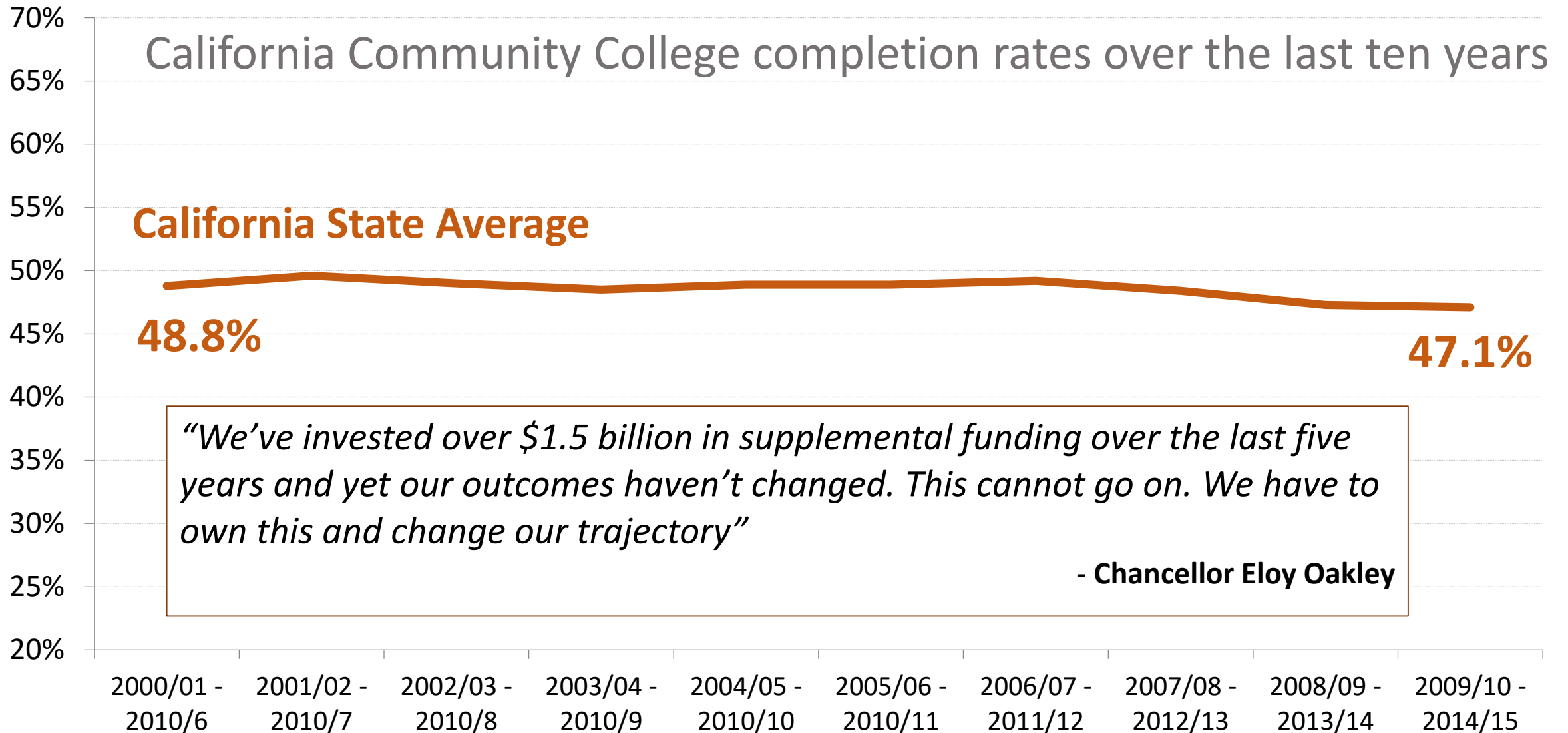
# The last few years

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- The accountability demands on community colleges intensifying
  - State initiatives – a lot of them - are targeting *transformations at scale*
- A growing emphasis on demonstrating *institutional effectiveness*

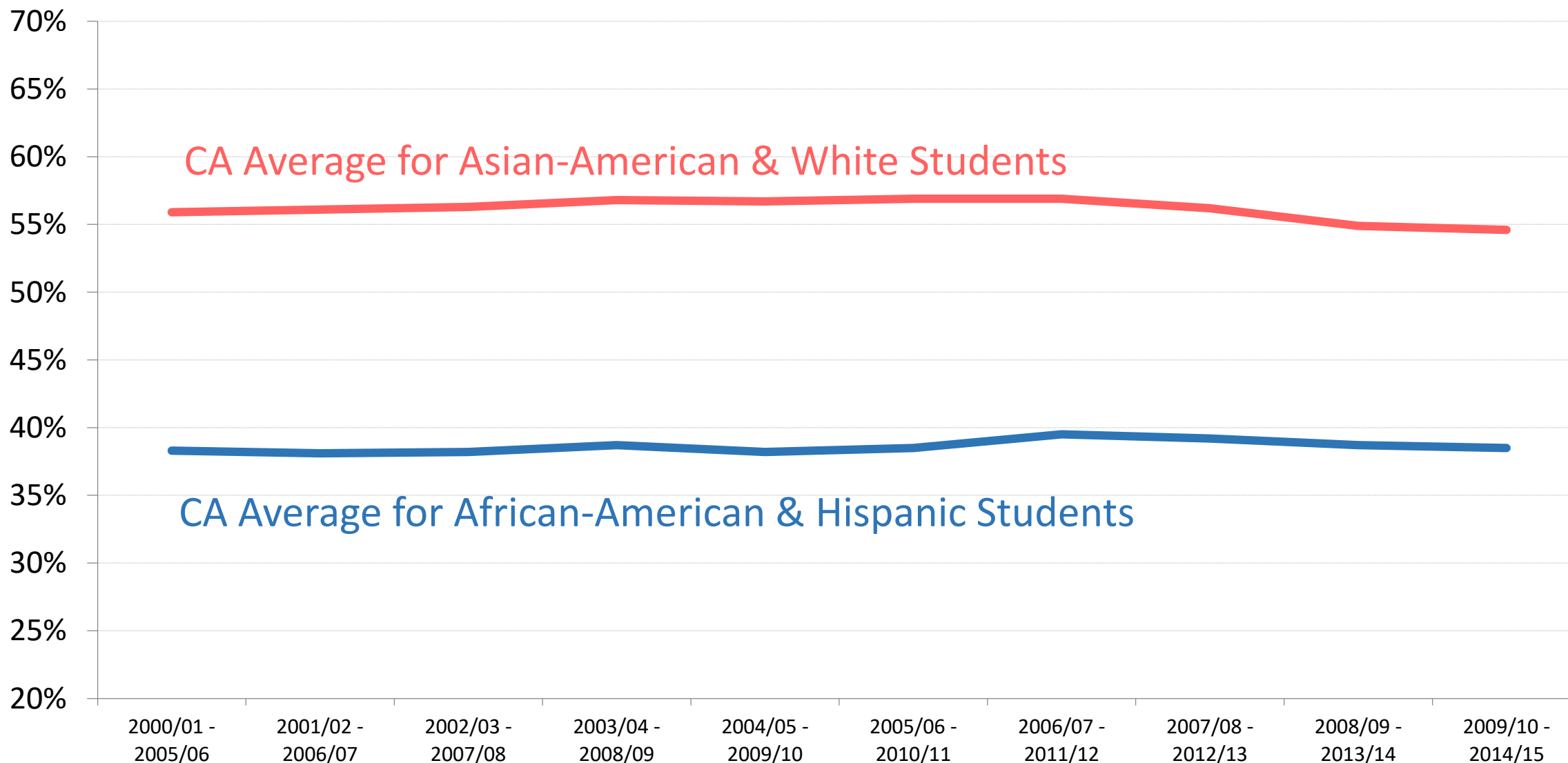


# Trends over the last five years look familiar





# Likewise, the equity gap has persisted



\* Data were pooled into two broad categories (Asian & White and African-American and Hispanic) to create context for subsequent research findings in which the methodology forced this same grouping pattern due to sample size limitation; the first five years of data in each series were derived from Scorecards released in previous years.



Meanwhile, public satisfaction with higher education is waning

## Crisis of Confidence Threatens Colleges

Rising costs test families' faith, while 1 in 3 presidents see academe on wrong road



- *Over half Americans now believe that college is a gamble that might not pay off*
- *Just 18% of millennials think higher education is working well for them*



# The millennials are also feeling frustration

- By 2025 millennials will comprise 75% of the workforce
- In a 2016 survey millennials are among those most unsatisfied with higher education (78% somewhat or very unsatisfied)
- In surveys they express frustration:

*“This is very confusing”*

*“Can you just tell us what courses to take”*

*“I can’t figure all this out. Maybe I’m not ready for college”*



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We've started questioning traditional  
approaches and old assumptions  
about the student experience



Surveys reveal that students often have a  
simplified conception of the college experience

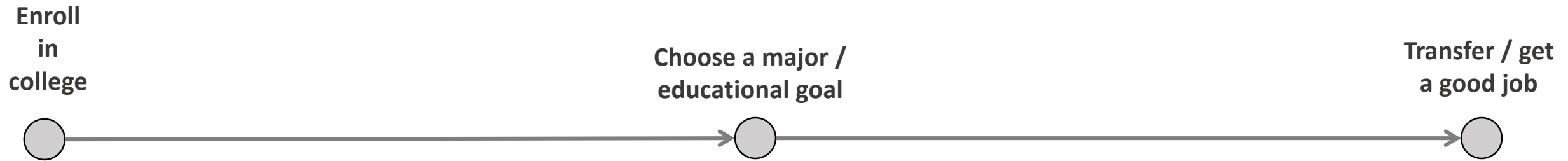
Enroll  
in  
college



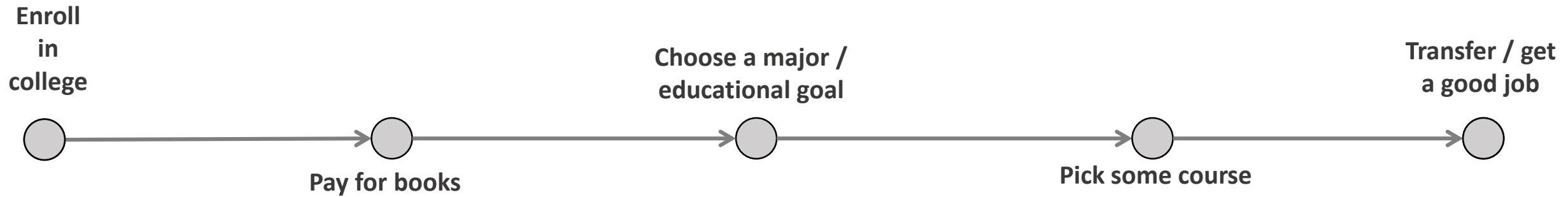
Transfer / get  
a good job



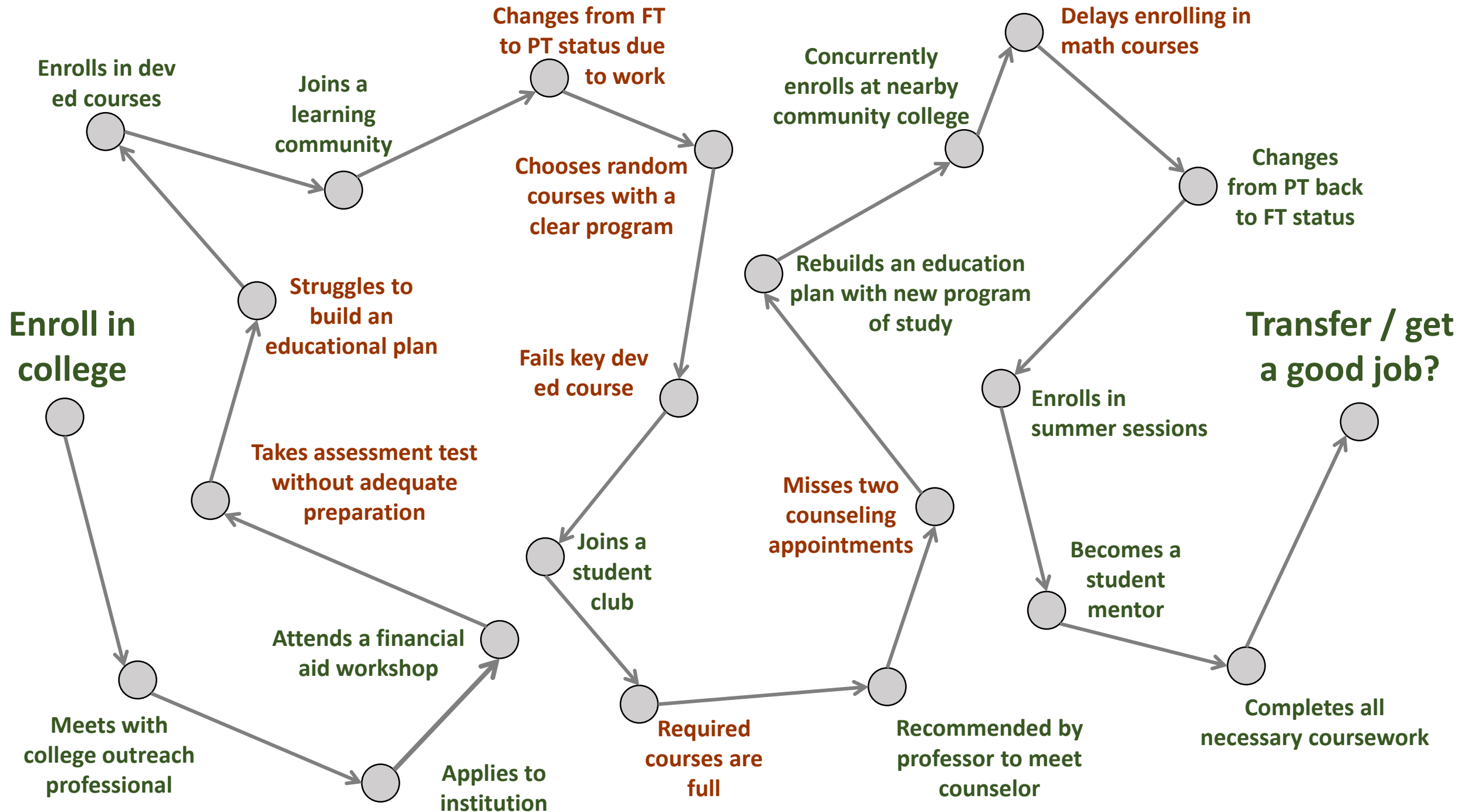
...with a few decision points along the way



# Completing college is perceived as a sequence of transactional events



**But what is the real experience?**



# And do we contribute to the confusion?

- 379 pages; 5 Chapters; 28 sections;
  - 167 Programs of study; over 1,100 courses

## Intimidating terminology

*“matriculation rights and responsibilities”*

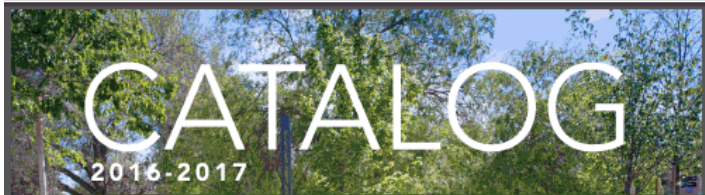
*“intersegment general education transfer curriculum”*

*“non-evaluative symbols”*

*“prerequisites and co-requisites”*

*“pursuant to Title 5 Section blah, blah, blah”*

*“variable-unit vocational...”*



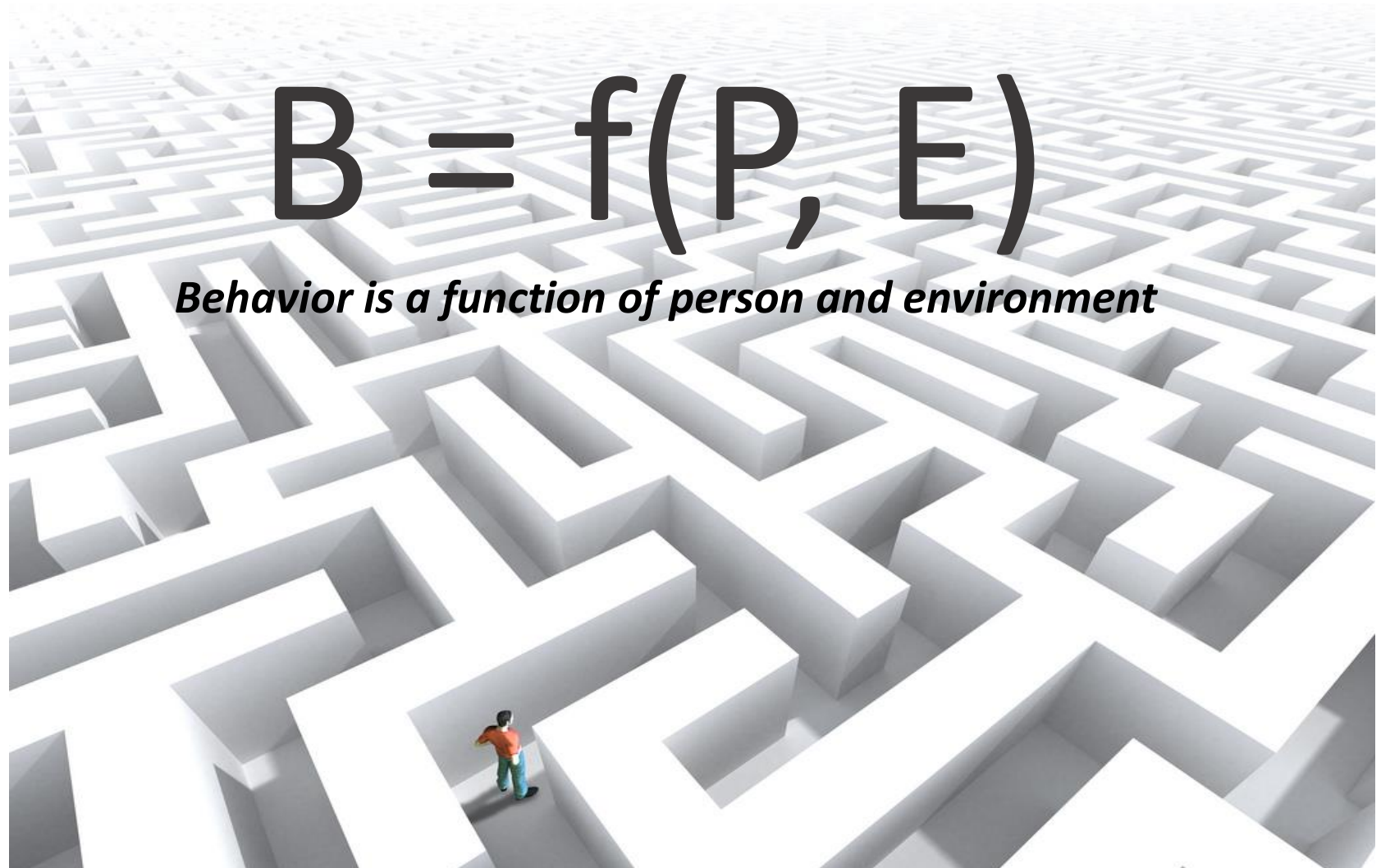
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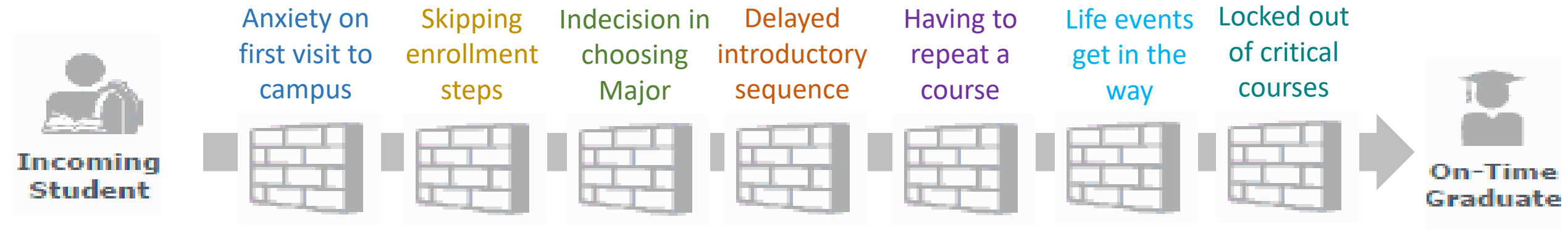
We spend a lot of effort and resources preparing students to enter and maneuver our labyrinth

- Orientation
- Assessment
- Course Catalog
- Degree audit
- College prep courses
- Etc...





# Students get confused and discouraged



## Help Me Find My Way

*"The first few days are so overwhelming, I almost felt like quitting before I got started. I just wish there was more help."*



## I'm Struggling to Set Goals

*"There are so many [program] choices, I don't know which I'm supposed to pick. What if I pick wrong? How would I know?"*



## My 'Plan A' Fell Through

*"I thought I could do it all, but then I ran into money problems and needed to pick up extra shifts at work. I felt desperate."*



## Give Me What I Want

*"The college bureaucracy is frustrating. But if I get what I need from this experience when I need it, this will all be worth it."*





Our state and institutional structures were intentionally designed to:

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- Promote ease of entry, exit, and re-entry
- Capture FTES
- Sort incoming students into “similar groups”
- We invest in degree audit systems to help keep track of the chaos
- Traditionally reform efforts have sought to improve elements of the prevailing open-access model without questioning that model



With guided pathways we are trying to erase the labyrinth



**CCRC** COMMUNITY COLLEGE  
RESEARCH CENTER  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

**Implementing Guided Pathways:**  
Early Insights From the AACC Pathways Colleges

EXECUTIVE SUMMARY

Davis Jenkins, Hana Lahr, and John Fink

April 2017



This will require looking at your  
internal structures and decision-  
making process



## Some stresses in the current system

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*The growing accountability demands are  
creating structural challenges for many  
colleges*



# Reporting & accountability demands placed on colleges

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1950s - descriptive information

1960s - analytic and comparative

1970s - evaluative

1980s - all of the above ***plus*** planning

1990s - ***plus*** accountability reporting

2000s - ***plus*** learning outcomes

2010s - ***plus*** institutional effectiveness



# ... and we have a riot of process, strategies, activities ...

- Accountability
  - IPEDS
  - Scorecard
- Accreditation
- Assessment
  - Multiple Measures
  - Validation Studies
- Budget & Resource Allocation
- Curriculum
  - Statistical Validation
- Database Administration
- Effectiveness Measurements
- Enrollment Management
- Equity
  - Focus Groups
  - Benchmarking
- Grants
- Marketing + Outreach
- Planning
  - Master Planning
  - Facilities
  - Labor Market Analysis
- Policy Analysis
- Prof Development
- Program Review
- Student Services
  - Path Analysis
  - Predictive Analytics
- Scheduling
- Surveys
  - Campus Climate
  - Faculty Evaluation
  - Governance





# ... and oh so many metrics

## Scorecard

### Outcomes

( Prepared & Unprepared )

- Completion rate
- CTE Completion rate
- Skills Builder
- Career Dev

### Milestones

- 30 Unit rate
- Persistence
- Remediation
  - Math
  - English
  - ESL
- Transfer Achievement
  - Math
  - English
  - ESL

## IEPI Framework

### Outcomes

- Completion rate
- CTE Completion rate
- # of Degree
- # of Certificates
- # of low-Unit Certificates
- Volume of transfer to 4-Yrs

### Milestones

- Course completion rate
- BS to transfer level completion pace
  - Math 1 Yr
  - Math 2 Yrs
  - English 1 Yr
  - English 2-Yrs

### Fiscal / Acct

- Fund Balance
- Fiscal Health
- Clean Audit
- Accreditation

## ----- Integrated Plan -----

### BSI

#### Outcomes

- Completion rate
- Career Dev

#### Milestones

- Remediation
  - Math
  - English
  - ESL
- Career Dev success rate

### 3SP

#### Touches

- Orientation
- Assessment
- Ed Planning
- Probation Progress
- Outreach

### Equity

#### Broken out by

- foster youth
- disabilities
- low-income
- Veterans
- American Indian
- Asian
- African American
- Hispanic
- Pacific Islander
- White
- some other race
- more than one race

## Strong Workforce

### Outcomes

- Degree/Cert volume
- Transfer volume
- Employed in 2<sup>nd</sup> fiscal quarter
- Employed in 4<sup>th</sup> fiscal quarter
- Jobs closely related to POS
- Median earnings
- Median change in earnings
- # attaining living wage
- # course enrollments



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Yet we continue to treat these as add-on commitments





Fragmented systems cannot be brought to scale

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*“....the community college mission has evolved considerably ... and **when colleges encounter a mismatch between operations and their mission, systems begin to fragment** as they try to accommodate a more diverse set of needs and great number of purposes”*

**-21<sup>st</sup> Century Commission** (2012)



# All change is not created equal

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*The changes now being asked of community colleges may require us to reconsider traditional approaches to change and how we conceptualize that change.*

**Scaling programs**  $\neq$  **transformational change**

*( within the system solutions )*

*( rethink the system to best  
leverage your unique capabilities)*



# Guided Pathways is not a pilot program



## Traditional approach:

The cafeteria college offers and promotes courses

## The Pathways approach:

Coherent pathways to employment or transfer for all students





# Pathways strategies build on what you already do well

Components of the pathways concept are often lurking in our language and in many of the initiatives we already doing:

- Program maps
- Completion milestones
- Educational plans
- Backwards design
- Early warning systems
- Streamlined intake
- Skill-based competencies
- Adaptive technologies
- Accurate placement testing
- Default scheduling
- Cohort-based modeling
- Career ladders
- Contextualization
- On-time completion
- Meta majors
- Articulation agreements
- Employer-driven outcomes
- Persistence strategies
- College promise
- Others...

*Guided pathways emphasizes different components*

*Often not even a new idea – just another name for good pedagogy*



# A growing number of colleges embarking on pathways

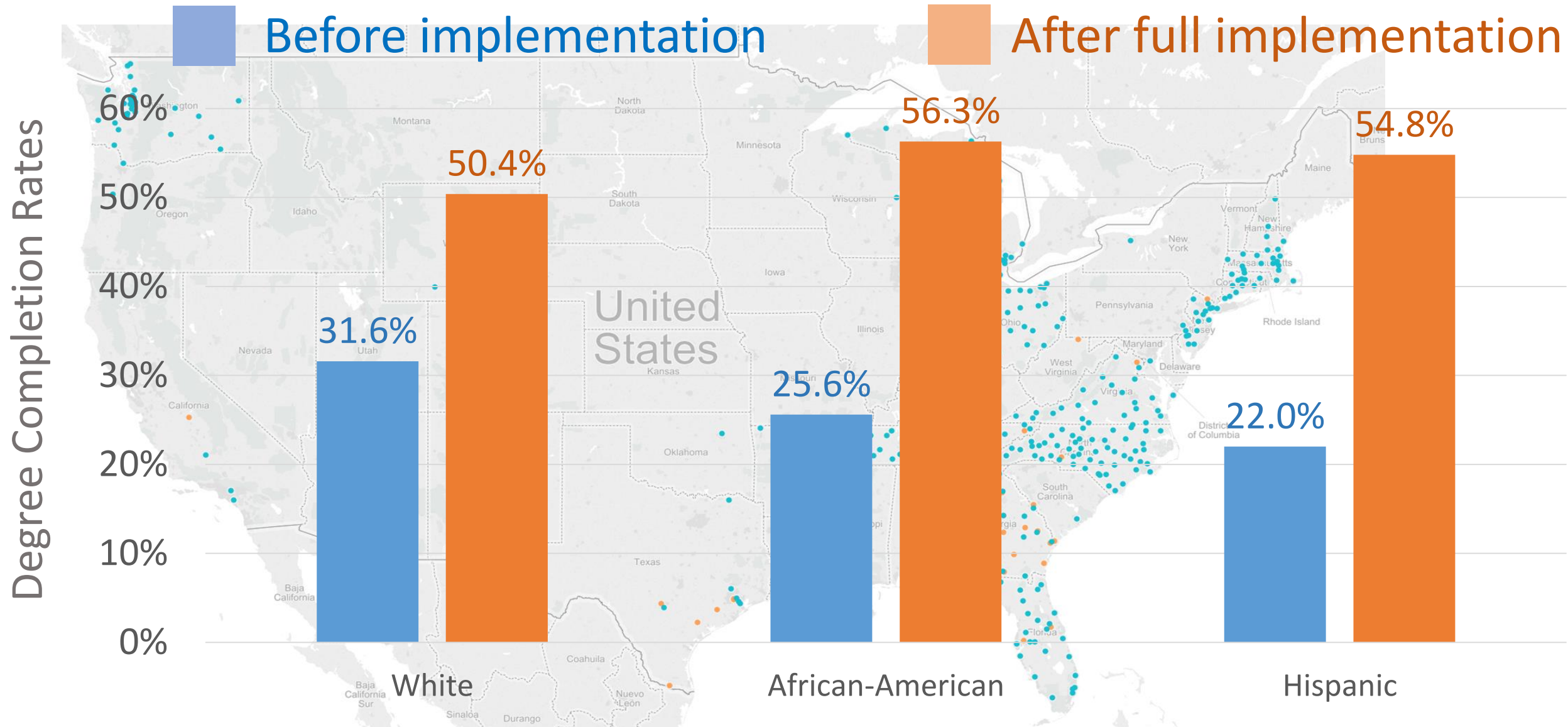


## Some flagship colleges

- Queensborough (CUNY)
- Santa Fe College (FL)
- Guttman College (CUNY)
- City College of Chicago
- TN community colleges
- Miami Dade College
- Indiana River College
- Sinclair College (OH)



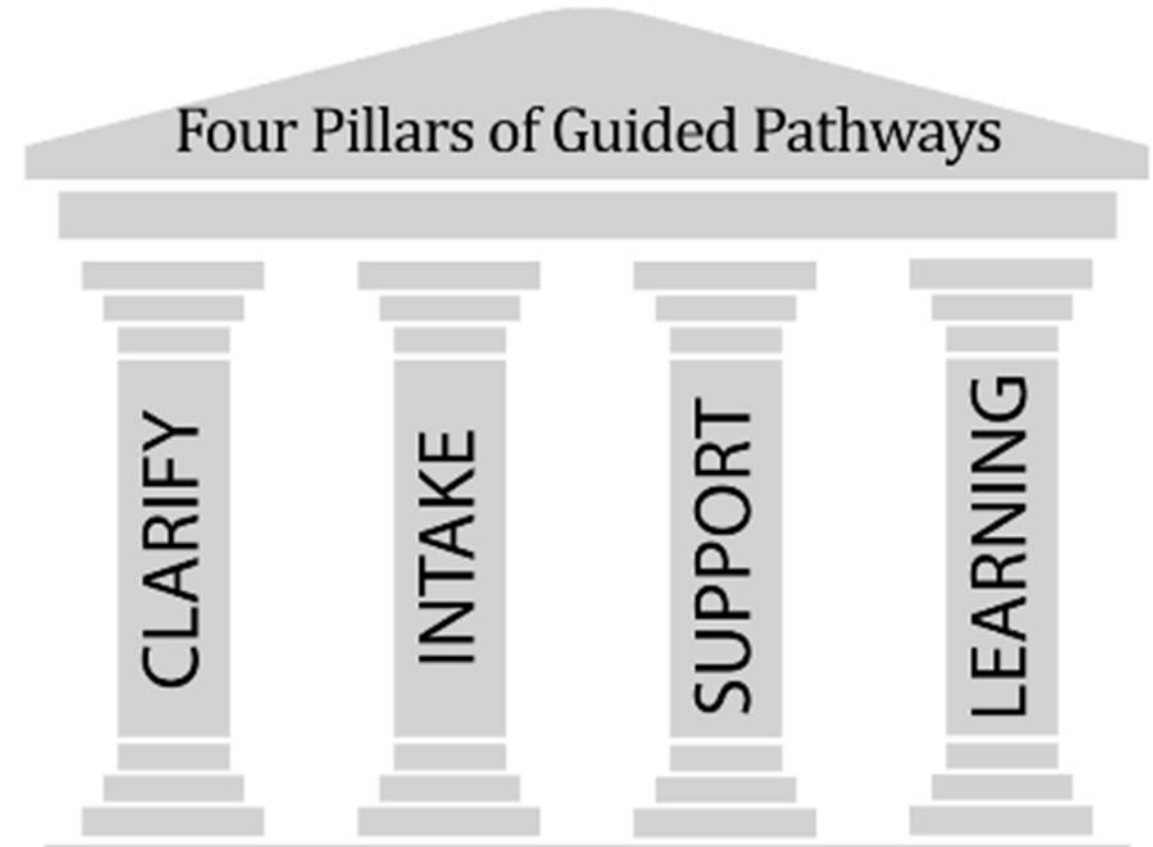
And the data on some of the early adopters is eye-opening





# The four pillars

- 1. Clarify paths to student end goals*
- 2. Help students choose and enter a pathway*
- 3. Help students stay on path*
- 4. Ensure that students are learning*

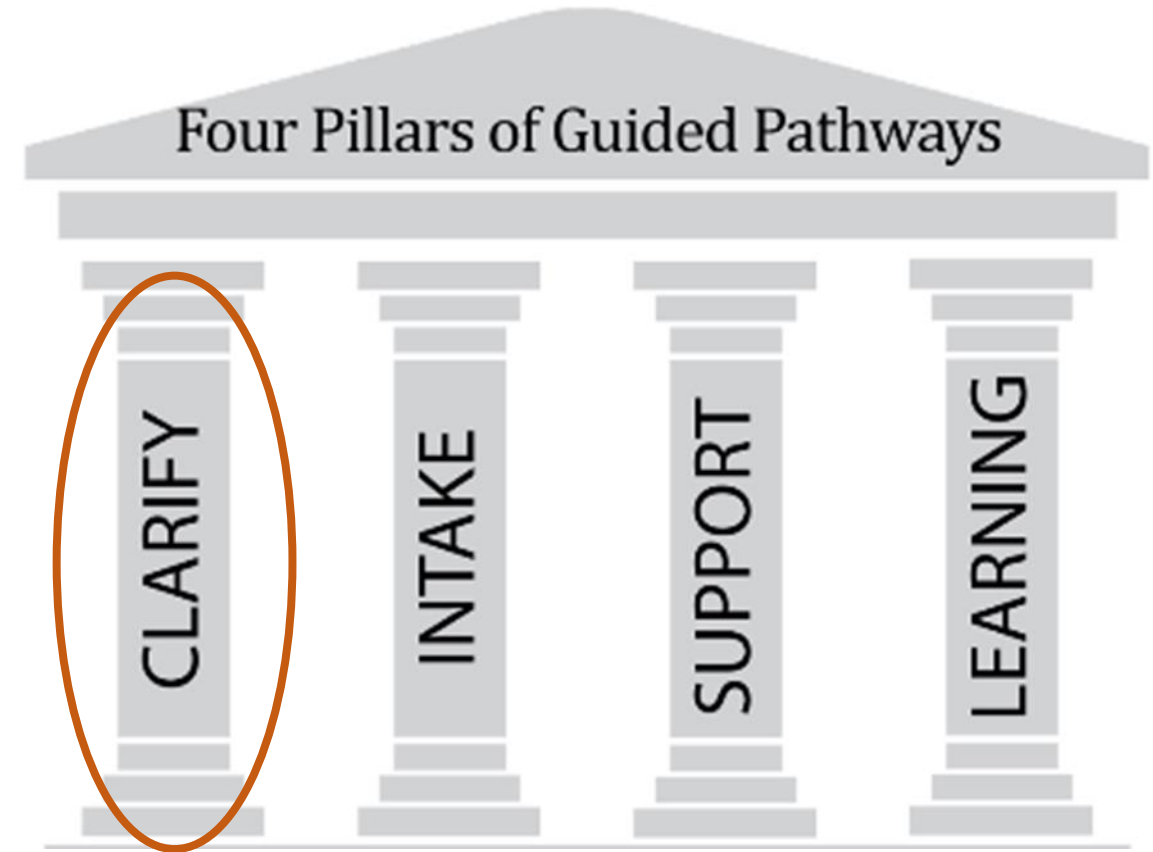




# The pillars

## Clarify the Path

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







# This is not a pathway

## GENERAL EDUCATION REQUIREMENTS

(Select 12 courses from this list of more than 300)

### **Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]**

**English Communication:** 6 credits; 3 credits must be in a writing course

Writing (ECw): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.

General (EC): COM 100(D), 110(D); LIB 120; PHL 101.

**Fine Arts and Literature (A):** 6 credits; 3 credits in Fine Arts and 3 credits in Literature

Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.

Literature: AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

**Language/Culture (FC):** 6 credits

- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language)
- Two-course sequence (or one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; ITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 103, 104, 111, 113, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester
- Major in a foreign language
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean's discretion)
- Two courses in Cross-Cultural Competence: CPL 300(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151L(D), 151Q(D), 151R; NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education

**Letters(L):** 6 credits

AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145(D), 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 356(D), 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAR 202(D); LET 151L(D), 151Q(D), 151R(D); NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D)

**Mathematics(MQ):** 3 credits satisfied by MTH 141

BUS 111, CSC 101, 201; HPR 108, 201M, 202M; MTH 106, 107, 108, 109, 111, 131, 141; PSC 109; STA 220.

**Natural Sciences(N):** 6 credits; satisfied by PHY

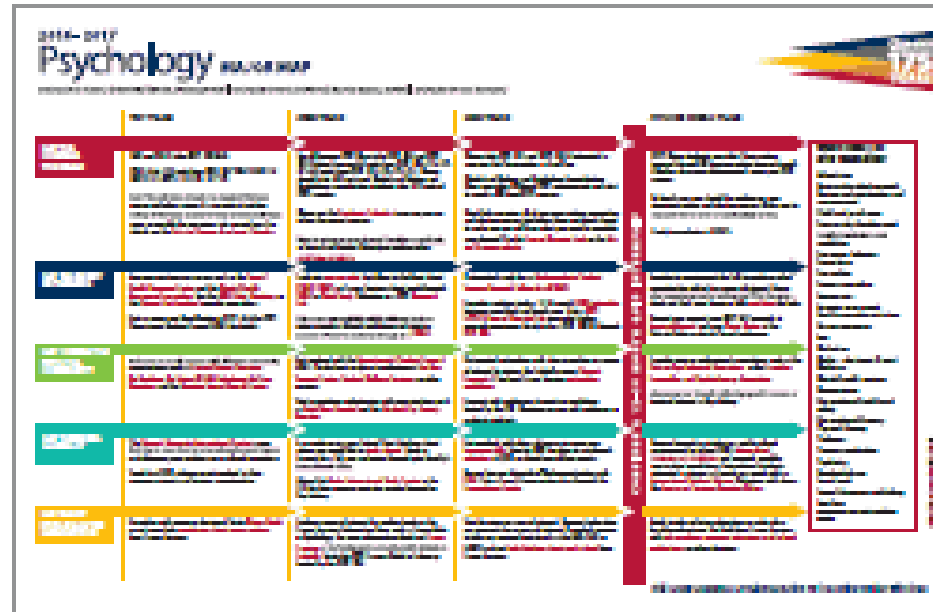
AFS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NFS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190; TMD 113

**Social Sciences(S):** 6 credits

APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HDF 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D)

# Clarify the path

Students prefer visual maps of their programs



## RESULTS

95%

Of surveyed students agreed that the maps help them understand the skills and careers associated with programs<sup>5</sup>

89%

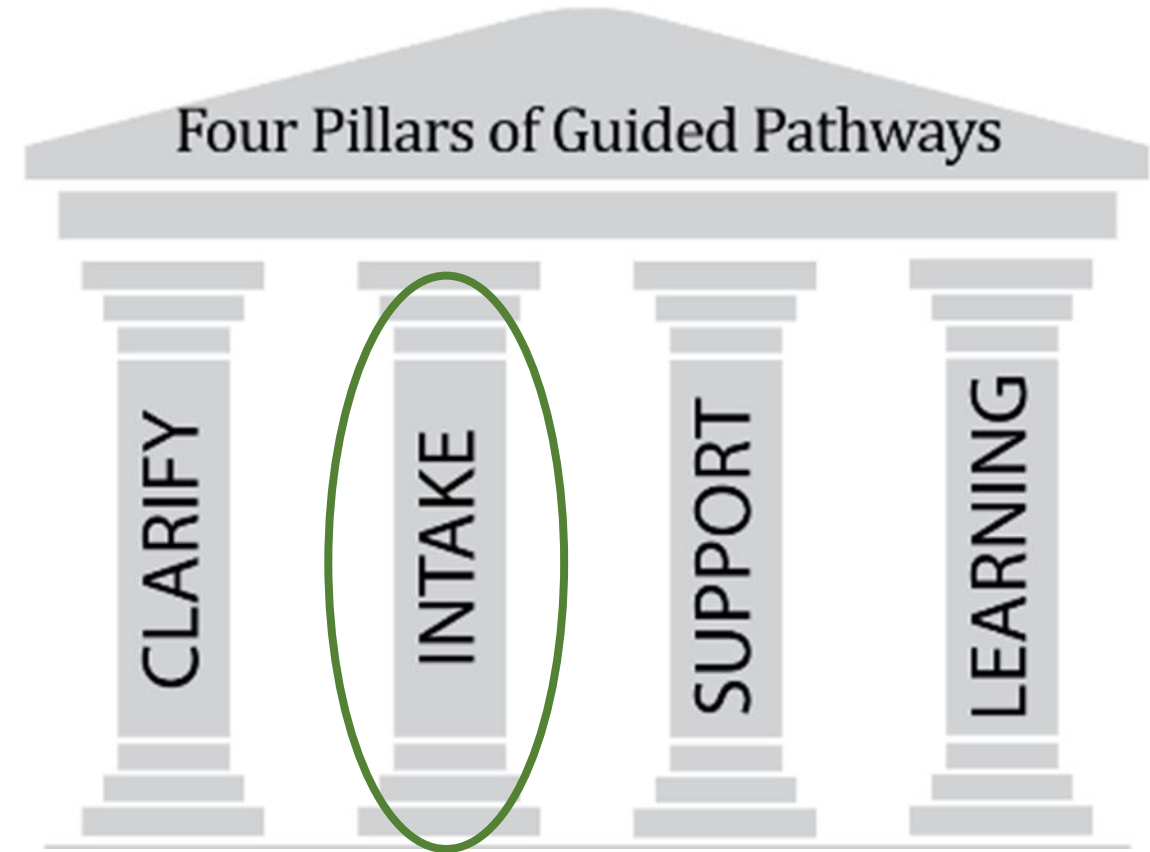
Of surveyed students agreed that the major maps help them be more aware of experiential learning opportunities<sup>6</sup>



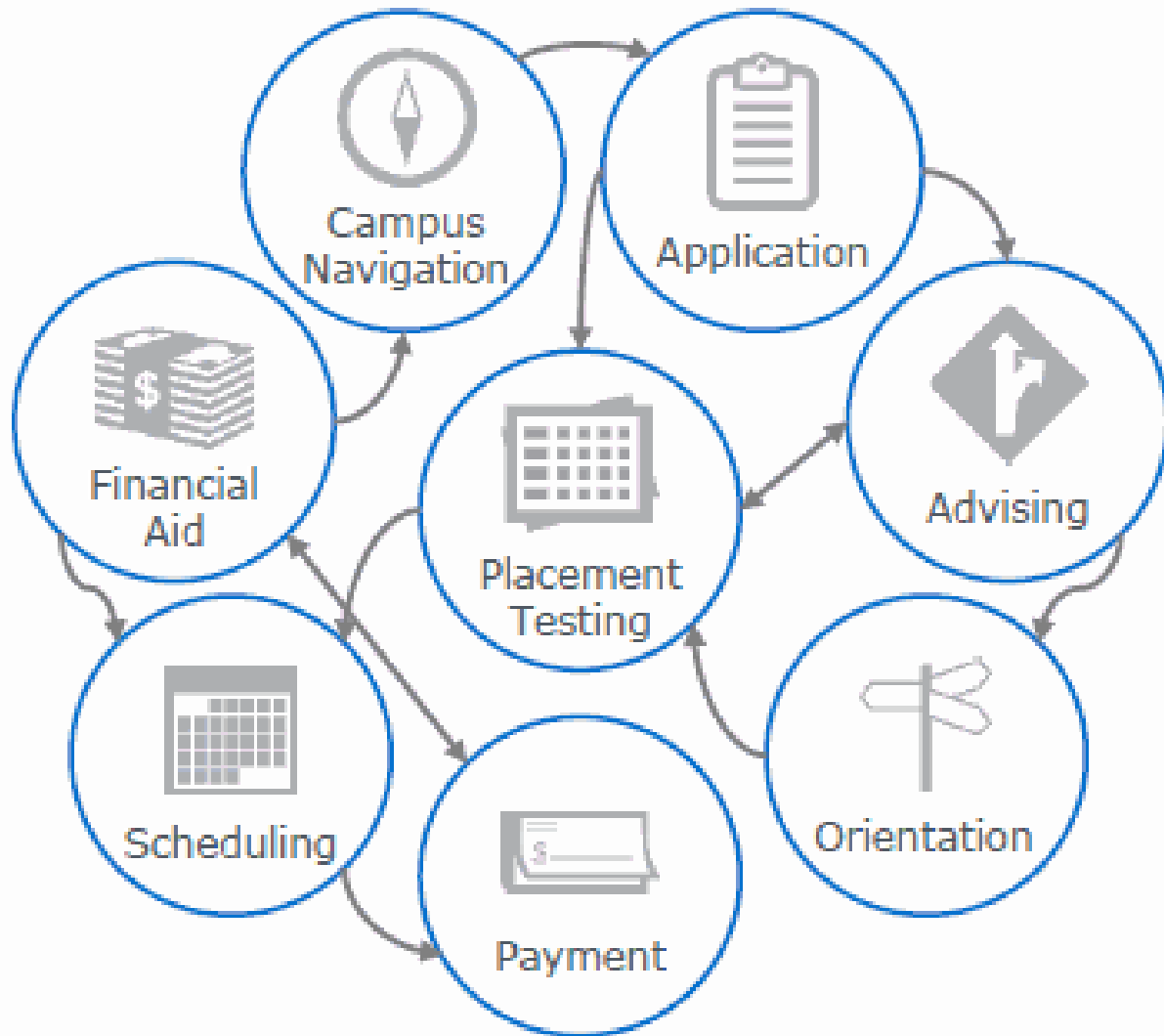
# The pillars

## Help students get on the path

- First-year experiences to help students explore the field and choose a major
- Full program plans based on required career/college exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K-12 partnerships focused on career/college program exploration



# We're often losing students before classes start



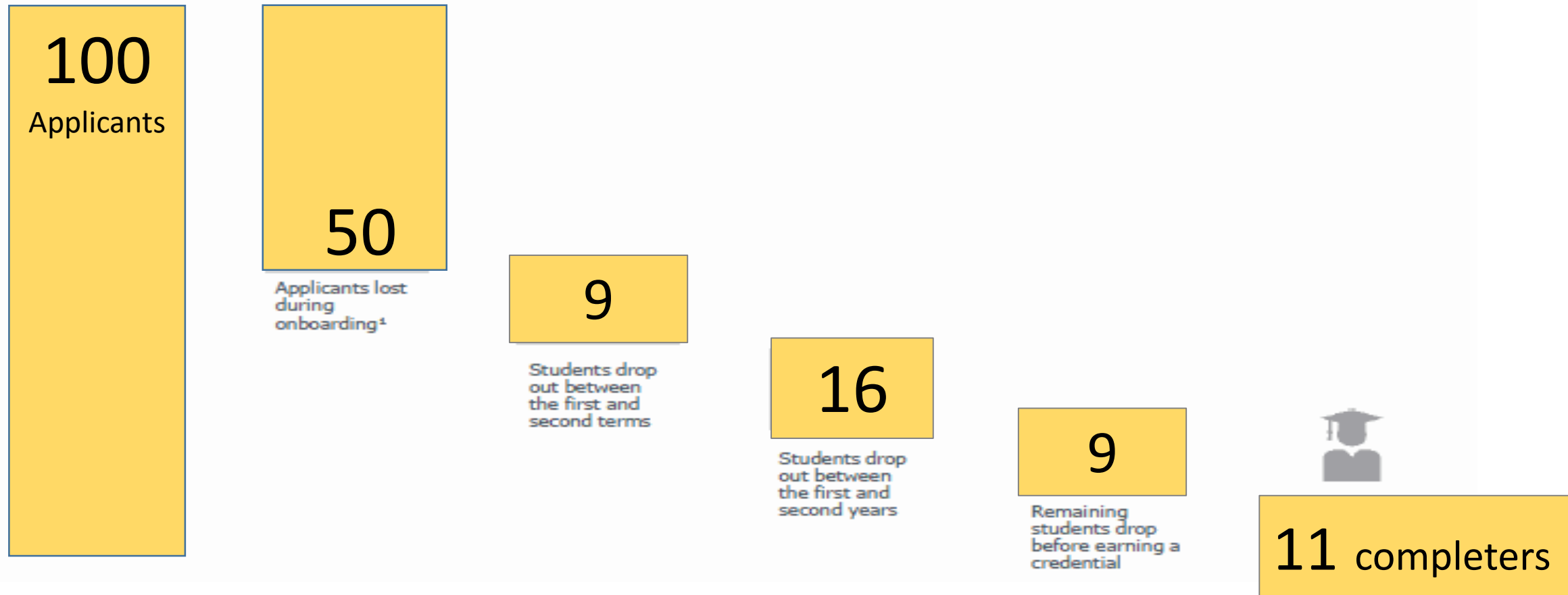
Lower capture rates are common in community colleges

The common wisdom is that students are applying to multiple schools

But research is indicating that complex admission processes are deterring applicants from enrolling



# Intake is often a leaky pipeline

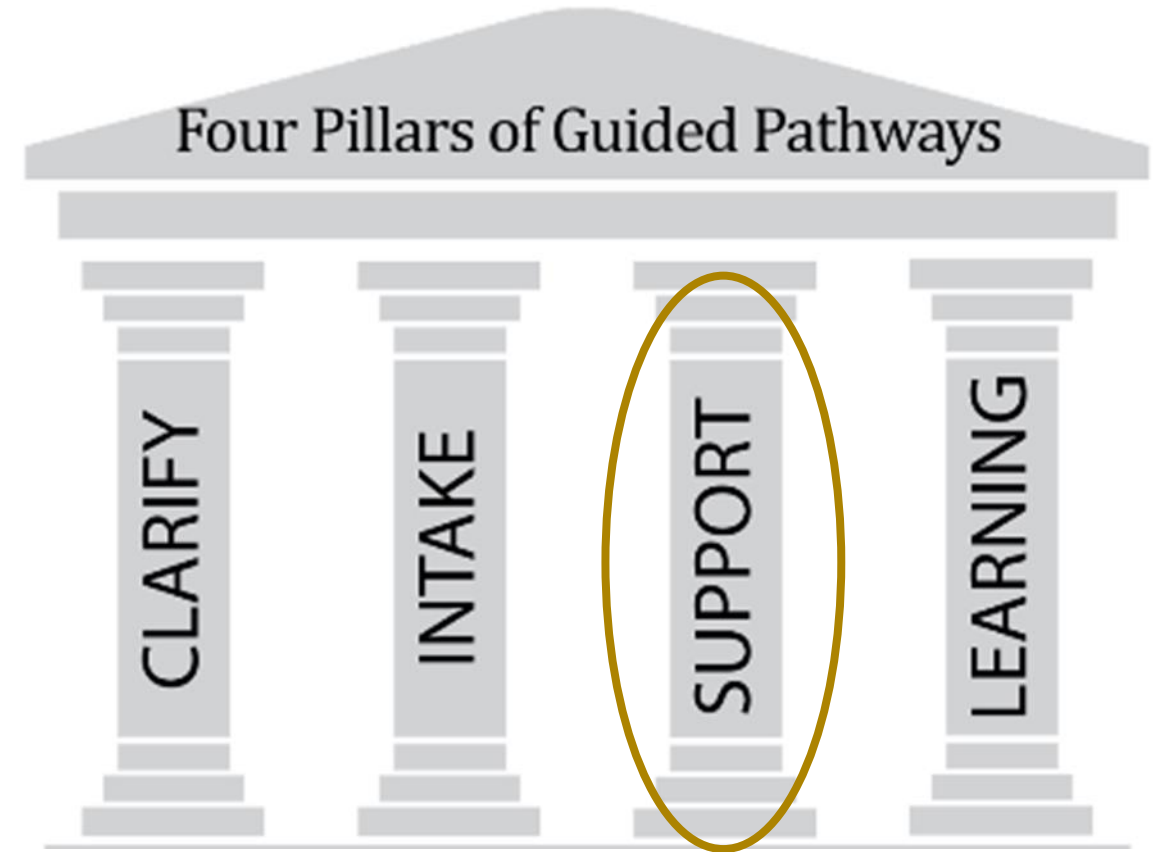




# The pillars

## Help students stay on the path

- Ongoing, intrusive advising
- Systems for students to easily track their progress
- Systems/procedures to identify students at risk and provide needed supports
- A structure to redirect students who are not progressing in a program to a more viable path

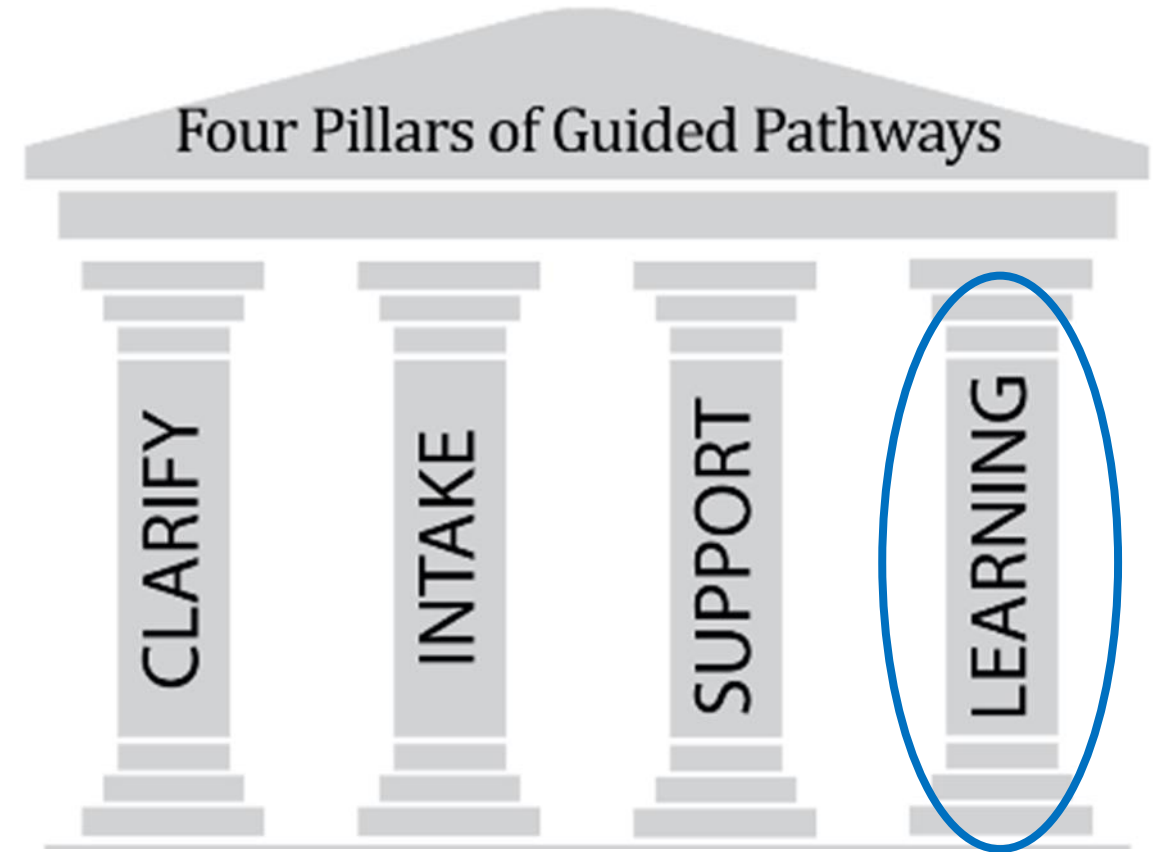




# The pillars

## Ensure students are learning

- Program-specific learning outcomes
- Project-based, collaborative learning
- Faculty-led improvement of teaching practices
- Systems/procedures for the college and students to track mastery of learning outcomes





And we are getting some direction from the state



## A New Vision for Success

- Career Education
  - General Education
- Guided Pathways*





Employers are also asking for more higher order skills

---

In survey after survey employers are saying community colleges do a great job teaching technical skills. But what we *desperately* need from our new recruits is the ability to:

- communicate better (verbally & in written form)
- think critically & work collaboratively
- be creative in solving problems
- be resilient and push through setbacks

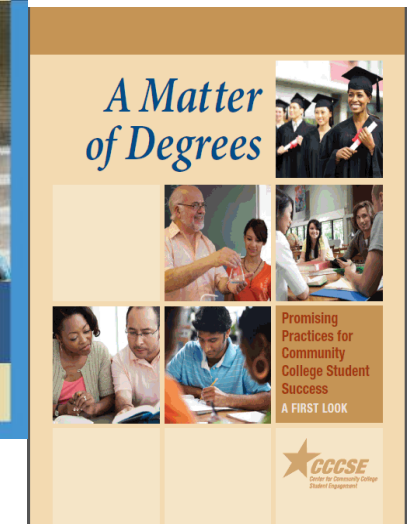
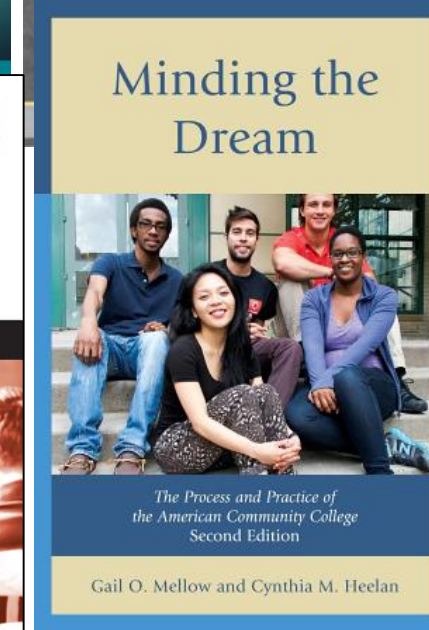
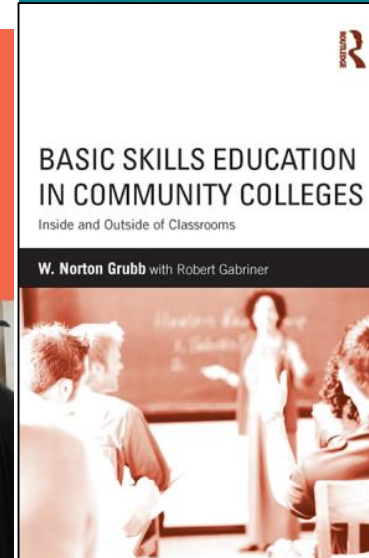
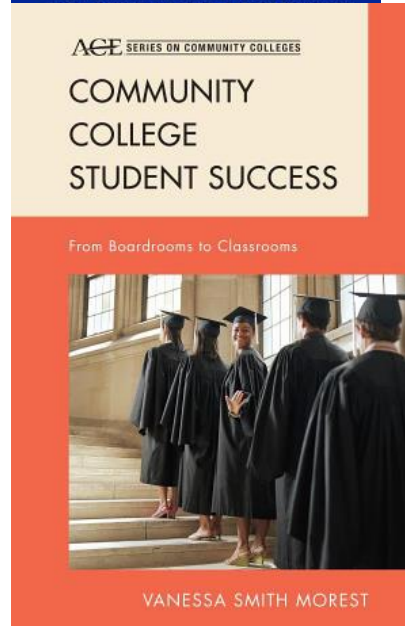
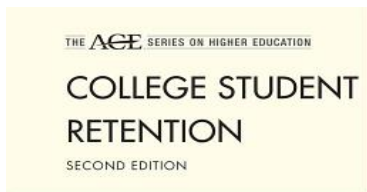
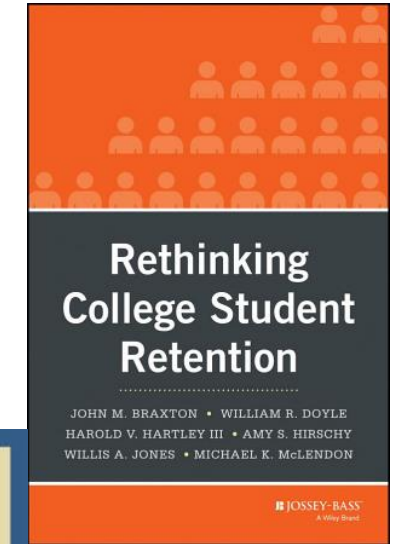
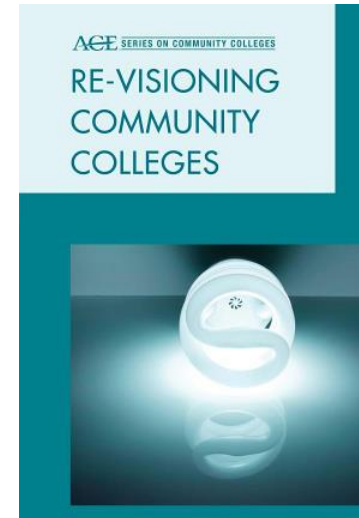
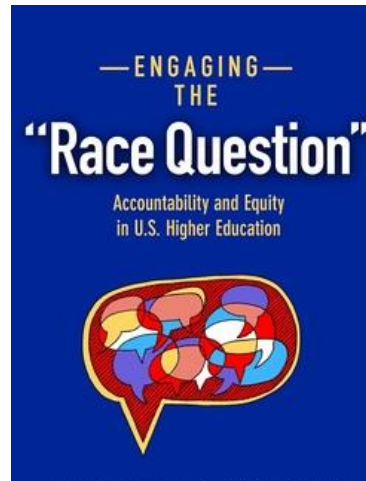
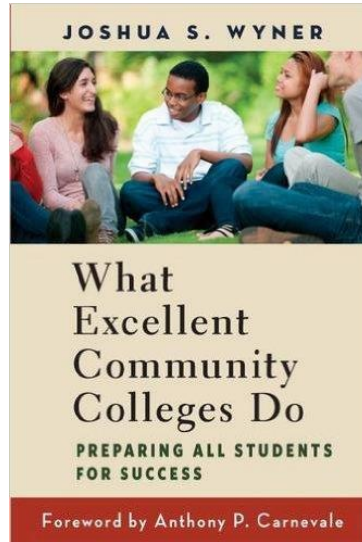
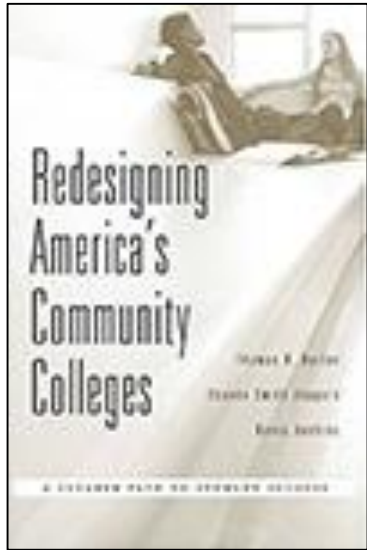


## Bringing CTE and GE closer together?

*“The largest problem of skills for employers isn’t a shortage of technical skills, rather a need for more general cognitive skills that give workers the ability to adapt new circumstances. **Ensuring that students have a strong foundation in the liberal arts has become increasingly important to employers.**”*

*-Wall Street Journal (06/18/17)*

There are a host of resources to draw on...





Closing comments...

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***The adage: Culture eats strategy for breakfast***



Thank you

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***It has been a  
pleasure***

Gregory M Stoup  
Board President, The RP Group  
Assoc Vice Chancellor, Contra Costa Community College District