Guided Pathways: An Overview
Six-Year Outcomes, Fall 2010 Community College Entrants

- **Completed Any College Credential**
  - South Dakota: 39%
  - North Dakota: 39%
  - Minnesota: 39%
  - Iowa: 39%
  - Florida: 39%
  - Wisconsin: 39%
  - Minnesota: 39%
  - Montana: 39%
  - Washington: 39%
  - New Mexico: 39%
  - Ohio: 39%
  - Michigan: 39%
  - Alabama: 39%
  - Idaho: 39%
  - California: 39%

- **Completed a CC Award**
  - South Dakota: 27%
  - North Dakota: 27%
  - Minnesota: 27%
  - Iowa: 27%
  - Florida: 27%
  - Wisconsin: 27%
  - Mississippi: 27%
  - Maine: 27%
  - Delaware: 27%
  - Missouri: 27%
  - Arkansas: 27%
  - Kentucky: 27%
  - New Hampshire: 27%
  - New Jersey: 27%
  - Tennessee: 27%
  - Nebraska: 27%
  - North Carolina: 27%
  - Connecticut: 27%
  - Pennsylvania: 27%
  - New Mexico: 27%
  - Ohio: 27%
  - Georgia: 27%
  - Michigan: 27%
  - Oregon: 27%
  - South Carolina: 27%
  - Texas: 27%
  - Idaho: 27%
  - California: 27%

- **Completed a Bachelor’s Degree**
  - Kansas: 16%
  - North Dakota: 16%
  - Virginia: 16%
  - Iowa: 16%
  - Illinois: 16%
  - Maryland: 16%
  - New York: 16%
  - Texas: 16%
  - Florida: 16%
  - Washington: 16%
  - New Jersey: 16%
  - South Carolina: 16%
  - California: 16%
  - Montana: 16%
  - Maine: 16%
  - Mississippi: 16%
  - Tennessee: 16%
  - New Hampshire: 16%
  - Nebraska: 16%
  - North Carolina: 16%
  - Connecticut: 16%
  - Massachusetts: 16%
  - New Mexico: 16%
  - Ohio: 16%
  - Idaho: 16%
  - California: 16%

Source: NSC Signature Report 12, State Supplement
Riverside City College
Guided Pathways Key Performance Indicators (KPI’S)

First-Time Freshmen starting in 2015-2016 and tracked for first year of enrollment

- Completed transfer-level Math within 1 year: 7%
- Completed transfer-level English within 1 year: 15%
- Completed both Math and English: 4%
- Average number of credits attempted: 18

Data from Cal-Pass Plus Launchboard Guided Pathways
Riverside City College
Guided Pathways Key Performance Indicators (KPI’S)

<table>
<thead>
<tr>
<th>First Term Momentum Points</th>
<th>First Year Momentum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned 6+ college credits in 1\textsuperscript{st} term: 35%</td>
<td>Earned 15+ college credits in 1\textsuperscript{st} year: 27%</td>
</tr>
<tr>
<td>Earned 12+ college credits in 1\textsuperscript{st} term: 10%</td>
<td>Earned 24+ college credits in 1\textsuperscript{st} year: 11%</td>
</tr>
<tr>
<td>Earned 15+ college credits in 1\textsuperscript{st} term: 2%</td>
<td>Earned 30+ college credits in 1\textsuperscript{st} year: 5%</td>
</tr>
<tr>
<td>Attempted 15+ credits in 1\textsuperscript{st} term: 7%</td>
<td>Attempted 30+ credits in 1\textsuperscript{st} year: 15%</td>
</tr>
</tbody>
</table>

Data from Cal-Pass Plus Launchboard Guided Pathways
What are the aims of re-structuring to Guided Pathways?

- Intentionally changing students’ trajectory
- Providing value – taking the students in your classroom and giving them economic and social mobility
- *Making the college ready for students versus the students ready for college*
- Rethinking how to help students success in Gateway Courses
- *Intentionally designing an experience that will help our students succeed*
Increasing Student Success

Completion Counts
Through Pathways

Innovation

Equity

College Readiness

Career and Technical Education

Transfer Pathways for Science, Technology, Engineering, & Math (STEM)

Transfer Pathways for Arts, Languages, Humanities, and Social Sciences

Basic Skills Acceleration

Integrated Support

Integrated Planning and Assessment

MMAP

High School Partnerships and Collaboration

Targeted Intervention

Teaching strategies and pedagogy

Changing from Deficit-minded to Equity-minded

Increasing Student Success
The Guided Pathways Framework
Problem with the Structure of Community Colleges

- Reforms
  - Too small or narrowly focused
  - Not scalable
  - Limited to one segment of student experience
- Colleges built to promote enrollment
- Self Service or Cafeteria Model
Look at all we’ve done!

California Career Pathways Trust (CCPT)

California Community Colleges CURRICULUM

Career Ladders Project
Fostering Educational and Career Advancement for Californians

WHO DO U WANT 2B?

CCCApply

C-ID
Course Identification Numbering System

COMMON ASSESSMENT INITIATIVE

California Community Colleges

CALIFORNIA COMMUNITY COLLEGES
STUDENT SUCCESS INITIATIVE

canvas
BY INSTRUCTORS

EDUCATION PLANNING INITIATIVE

California Community Colleges
Doing What MATTERS™
FOR JOBS AND THE ECONOMY

Associate Degree for Transfer
A Degree with a Guarantee.

BSI3
INSIGHTS INFORMATION INNOVATION

STUDENT SUCCESS SCORECARD

STUDENT SUCCESS AND SUPPORT PROGRAM (SSSP)

Basic Skills and Student Outcomes Transformation Program
Four Pillars of Pathways

CLARITY
INTAKE
SUPPORT
LEARNING

Equity, Social Mobility, Economic Health for All Students
Equity, Social Mobility, Economic Health for All Students

Four Pillars of Pathways

- **EQUITY**
  - SSSP
  - Co-Requisites
  - Noncredit
  - Supplemental Instruction/Tutoring
  - Contextualized Learning
  - BSI e-Resource

- **EQUITY**
  - SSSP

- **EQUITY**
  - SSSP

- **EQUITY**

California Career Pathways Trust (CCPT)

California Community Colleges CURRICULUM
Designing & Implementing Pathways at Scale Means RCC Must

1. Clarify the Path
   - Mapping programs “with the ends in mind”
   - Aligning course content and student learning outcomes
   - Identifying milestone courses
   - Defining default course sequences
Designing & Implementing Pathways at Scale Means RCC Must

- Build curriculum coherence
- Identify “the right math”
- Select recommended core curriculum/ general education courses
- Select recommended elective courses
- Review pathway curriculum for coherence
Designing & Implementing Pathways at Scale Means RCC Must

2. Help students choose and enter the path
   ▪ Strengthen and clarify student-facing information about jobs/careers/transfer options.
   ▪ Augment career exploration in high school (especially dual/concurrent enrollment) and earliest college experiences.
   ▪ Redesign advising to align with critical student choices and milestones.
Designing & Implementing Pathways at Scale Means RCC Must

3. Help students stay on the path
   - Ensure continuous, intrusive advising within pathways, noting milestone achievement, ensuring timely academic alert and support, and required advising when students go off path.
   - Integrate discipline-appropriate academic supports into every pathway – and in fact into every syllabus.
Designing & Implementing Pathways at Scale Means RCC Must

4. Ensure that students are learning
   ▪ Intentionally design applied/experiential learning experiences throughout each pathway.
   ▪ Promote discipline-appropriate strategies for active & collaborative learning (e.g., service learning, group projects).
   ▪ Align discipline-appropriate co-curricular learning.
   ▪ Strengthen assessment and documentation of student learning outcomes accruing to the program level.
Essential Capacities to Support Guided Pathways Implementation at Scale

- Leadership
- Systematic, authentic, continuous engagement
- Strategically targeted professional development and technical assistance
- Policy to support changes in structures, processes, resource allocation
THE MAJOR CHALLENGE

CULTURE CHANGE
The aim of our Planning:

Intentionally design an experience that will help our students succeed.

Guided Pathways is the framework to help RCC rethink our approach to helping students succeed.