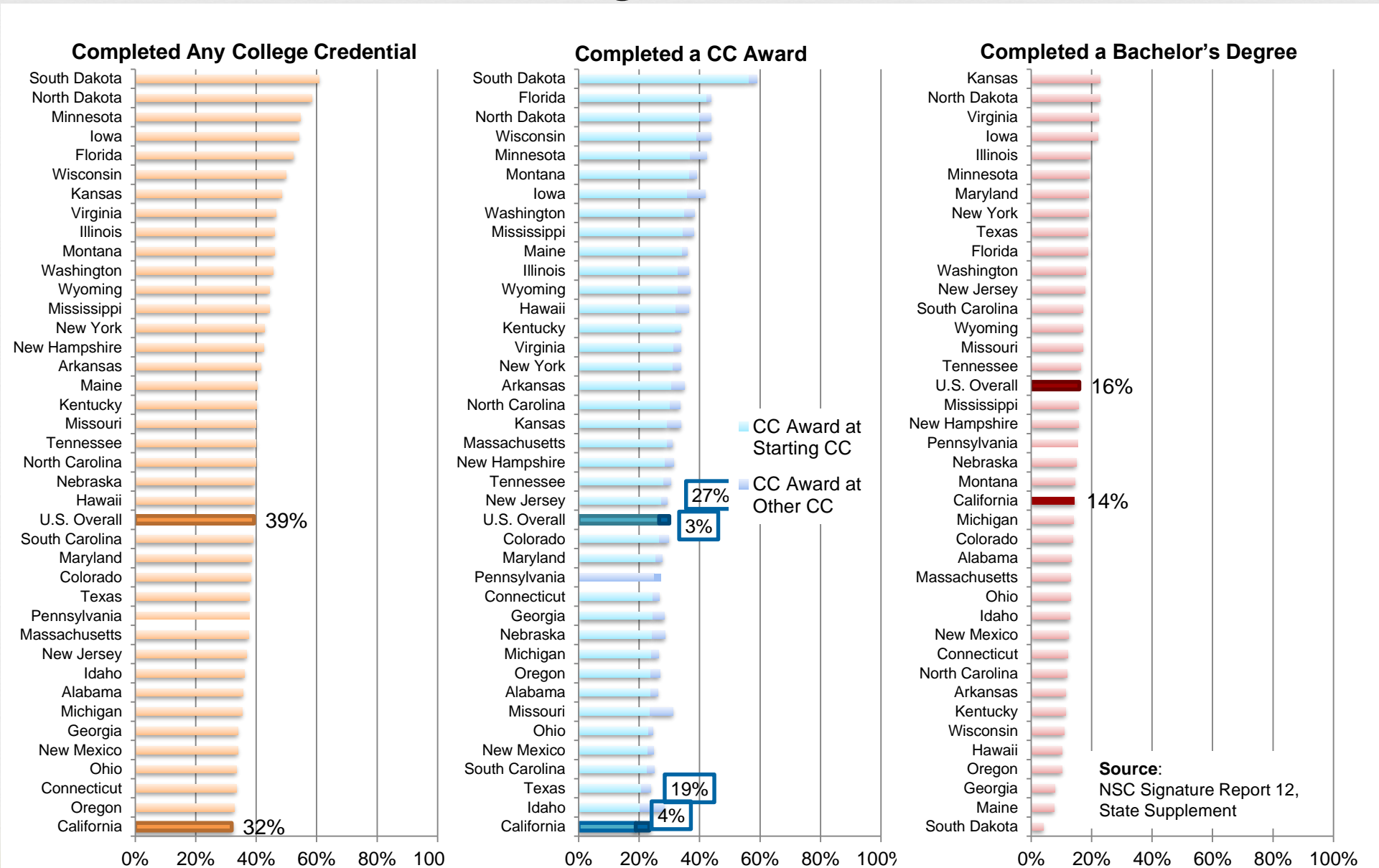


# Guided Pathways: An Overview



# Six-Year Outcomes, Fall 2010 Community College Entrants



# 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

# Riverside City College

## Guided Pathways Key Performance Indicators (KPI'S)



### ☞ First Term Momentum Points

- ☞ Earned 6+ college credits in 1<sup>st</sup> term: 35%
- ☞ Earned 12+ college credits in 1<sup>st</sup> term: 10%
- ☞ Earned 15+ college credits in 1<sup>st</sup> term: 2%
- ☞ Attempted 15+ credits in 1<sup>st</sup> term: 7%

### ☞ First Year Momentum Points

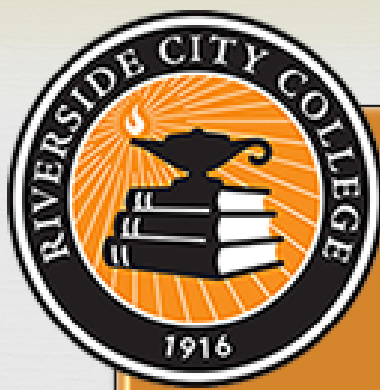
- ☞ Earned 15+ college credits in 1<sup>st</sup> year: 27%
- ☞ Earned 24+ college credits in 1<sup>st</sup> year: 11%
- ☞ Earned 30+ college credits in 1<sup>st</sup> year: 5%
- ☞ Attempted 30+ credits in 1<sup>st</sup> year: 15%



# What are the aims of restructuring 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*

College  
Readiness

Career and  
Technical  
Education

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

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

### Innovation

Basic Skills  
Acceleration

Integrated  
Support

Integrated  
Planning and  
Assessment

MMAP

High School  
Partnerships and  
Collaboration

### Equity

Targeted  
Intervention

Teaching  
strategies and  
pedagogy

Changing from  
Deficit-minded to  
Equity-minded

# The Guided Pathways Framework





# Problem with the Structure of Community Colleges

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- 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)

[icanaffordcollege.com](http://icanaffordcollege.com)

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**



 **Associate Degree for Transfer**  
*A Degree with a Guarantee.™*

 **BSI<sup>3</sup>**  
INSIGHTS INFORMATION INNOVATION

  
**canvas**  
BY INSTRUCTURE

  
**STATEWIDE CAREER PATHWAYS**  
*Creating School to College Articulation*



**EDUCATION PLANNING INITIATIVE**

CALIFORNIA COMMUNITY COLLEGES

 CALIFORNIA COMMUNITY COLLEGES  
**Doing What MATTERS™**  
FOR JOBS AND THE ECONOMY

 CALIFORNIA COMMUNITY COLLEGES  
**ONLINE EDUCATION INITIATIVE**

**STUDENT SUCCESS SCORECARD**

**STUDENT SUCCESS AND SUPPORT PROGRAM (SSSP)**

**Basic Skills and Student Outcomes Transformation Program**

## Four Pillars of Pathways

CLARITY

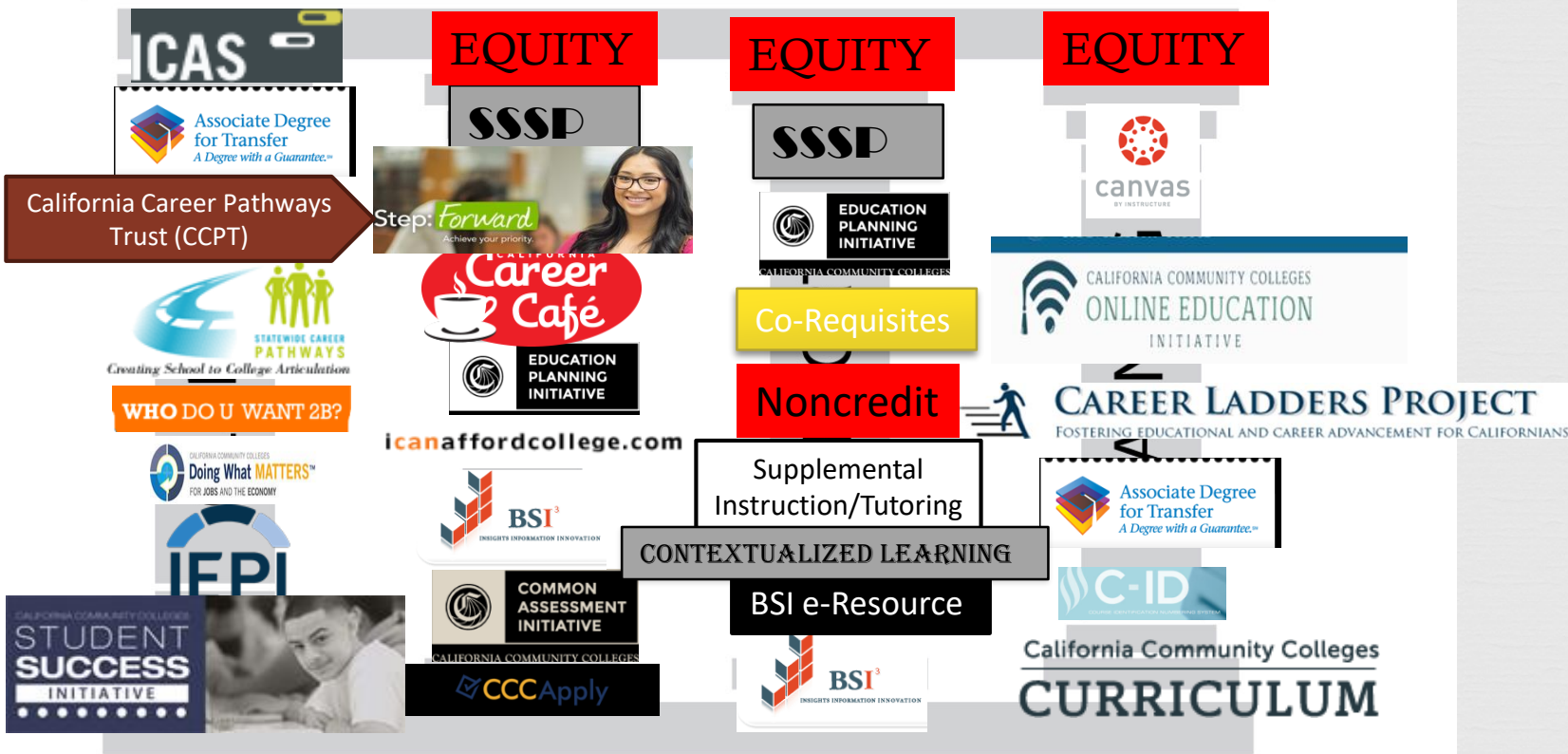
INTAKE

SUPPORT

LEARNING

Equity, Social Mobility, Economic Health for All Students

# Four Pillars of Pathways



Equity, Social Mobility, Economic Health for All Students

# 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.