

Guided Pathways Workshop  
Oakland  
Lauren Servais

**March 1, 2018**

I. Panel (Based on questions from the previous Guided Pathways meeting)

A. Maria Wright of Bakersfield College

1. 4 Pillars of Guided pathways: Clarify, Intake, Supporting, learning
2. Matriculation completed in HS
3. MMAP to more accurately place students
4. Increase in dual enrollment
5. Increase support services for students: Student Success Lab, Supplemental Instruction, Tutoring, Writing Center
6. 10 Career Pathways: Meta-majors
7. 34% increase in enrollment over past 5 years: increases in Prison education, Dual enrollment and moving beyond HS outreach
8. Hiring 55 new faculty this year

B. Jesse Raskin of Skyline College

1. Tinto: Yet to attend to the deeper educational issues that affect student success in higher education
2. Questions we ask influence who we become as an institution. ie. If all we ask if how can we increase enrollment, then that's all that we'll be as a college
3. How can GP (Guided Pathways) be impetus for addressing inequitable practices, policies and procedures at your college, rather than just put a new coat of paint on the institution? How can this be a means to think more deeply about our work?
4. This work must be led by faculty.
5. Faculty need to guide the creation of meta-majors. Does this new way of organizing courses help students graphically and programmatically?
6. GP definition: Intentional sequences of courses and milestones for students to help them complete the degrees they select. What should the sequences of courses be for students to complete degree? Consult with Counselors to ensure that it's possible.

C. Virginia Guleff, Butte College

1. Book in Common: *Redesigning America's Community College*
2. Guest Speaker: Rob Johnstone
3. Meta major project—initially identified 13
4. Faculty Reassigned Time—one faculty member provided reassigned time to lead
5. Institute Day Declaration
6. Shift from course and section thinking to program thinking

7. Buy-in: This is the wrong approach. Can't use the language of commerce. Needed to hit pause and consider where we are and what it is we want to do. Wanted to cherish this moment and not just barrel through
8. CAGP 20 Colleges: 20 colleges Project—Core team of 8 people to engage in this work and revisit meta majors. Rethought faculty leadership and invited more faculty to lead
9. From 13 to just 5 meta majors: Arts and Culture; Understanding our World; Building, Fixing, Growing; Business and Design; Safety, Health, Happiness
10. GP is an opportunity to discuss and engage multiple sides of the debate. Don't just do this for money or because it's a mandate. Do it because it's helpful for college; use it to engage in the journey to help students along their path.

## II. Laura Hope

### Momentum Points:

1. 114 Colleges completed Self-Assessments
2. Multi-Year Plan available and submitted on NOVA by March 30, 2018
3. Funding Available in April 2018
4. Report to Legislature
5. Sweat equity: We must co-create GPs together
6. 77% of colleges are "Early Adopters" just beginning the conversations. The next 18 months really ought to be about exploration: visit other campuses to see what they're doing; have conversations across campus
7. GP is not an initiative, rather a framework since there is no recipe. Colleges need to determine what they want to do. Get inspiration and ideas from other campuses.
8. Prototype Thinking: Don't think of Pilots; prototype at scale. What's the best of what we do and how do we extend that to all programs? Not about creating special programs; all students on campus need that level of support and engagement. Learn by doing and embracing mistakes as opportunities to learn.
9. Data: Students more likely to disappear. Rather than chase new students; let's keep the students we have.
10. Equity remains fundamental to all the work of the Chancellor's office

## III. Team Time

Norms: empathy, assume good intent, we are all in one meeting

### IV. Break # 1: What are Guided Pathways?

A. Student Centered approach to increase completion, while closing gaps

B. Provides all students with a set of clear course-taking patterns to promote better enrollment and prepares students for future success

C. Butte: Moved from Course to Program Thinking

1. GP is not an initiative; it's a mechanism for change. Also, Equity is at the core of the GP movement
2. If it feels like another initiative, then people will experience initiative-fatigue
3. Moving away from evaluation towards identification of student skills
4. There is no recipe for GP. Colleges need robust debate to determine how to move forward to best help students
5. GP Definition: Intentional sequence of courses and milestones designed for student completion; an integration of student services and instruction to create a cohesive student experience
6. Completely up to colleges to define GP and decide how to move forward

D. Skyline: Nominated a number of faculty to co-lead analysis of majors and classes

1. Meta-major is a way to group related degrees and certificates to simply for students the process of selecting a major. (take all the programs at the college; group them to help students make a choice)
2. For all degrees and certificates, what are the commonalities? What are the courses, so students can make lateral moves, rather than restart if/when they change majors

## March 2, 2018

I. Morning Panel: Pathways in Career and Technical Education

A. Panelists

1. Rock Pfothenauer, Bay area Community College Consortium (BACCC)
2. Kit O'Doherty, BACCC
3. Andrea Vieznor, Skyline College

B. BACCC Supports CTE Programs and facilitates alignment with the needs of regional economies—28 colleges in the region. 3 Goals of BACCC:

1. Meet needs of employers for well-qualified candidates for middle-skill positions that pay livable wages.
2. Provide pathways that enable all Bay area residents to find employment and advance to livable wages.
3. Ensure equity in participation, completion, and employment.

C. Using the student as the lens for this work might require new skills...student-centered design, etc.

D. Student Focus Groups at Skyline College:

1. What we asked students
1. How do you choose a major?

2. How do you choose courses each semester?
3. Which supports do you find helpful?

2. Results:

1. Most found choosing a major to be daunting
2. Choosing courses and getting into the right classes is challenging

3. Student questions about choosing a major

1. What are my career options?
2. What are the different types of jobs that various majors lead to?
3. Is the major I'm pursuing practical? Are people happy in these jobs?

4. Data: How can we bring better data into this discussion?

5. Funding: Strong Workforce Program to support Career and Technical Education. 20M/yr to Bay region.

6. Creating Guided Pathways is a lot of work; it will require a lot of participation across campus.

## II. Team Time: How do we ensure Equity in our process, and thus in our transformation?

### A. Questions:

1. Why is the BOG fee waiver tied to GPs?
2. How do we use GPs as an opportunity to fund dialogue and inquiry?
3. How do we move forward from the lens of students and learning?

### B. Moving Forward:

1. The GP Plan must be submitted to Chancellor's Office at the end of March. There are 14 questions organized into three sections: Inquiry, Design, and Implementation. We were told to select 4-5 of these questions in SRJC's Plan. We will focus on the Inquiry section. Our college community has agreed to move forward with inquiry, not with design and implementation of GPs.

## III. Breakout session. "Data: Designing with the end in Mind"

### A. Michelle Simotas, Rock Pfothenauer, John Carrese, Jenna Gausman, and Joshua Elizondo

### B. Santa Monica College

1. Retreat of 125 people with the goal of gaining a better understanding of the "Guided Pathways Framework"
2. Shift from "Are you ready for SMC?" to "Is SMC Ready for our students?" Will we take ownership to be ready for students?

3. Just because we've been doing this since 1928, doesn't mean that's what we have to continue doing.
4. Common ground: all of us believe in the value of education and learning; all of us want students to achieve equitable success; all of us are advocates of open access; all of us believe SMC can do better.
5. The "Why?" behind SMC's redesign: integrating student voice and data. 9 in 10 students at SMC are there to complete a transfer degree or certificate. After 3 years, only 18% achieved this goal. None of those students were Black or Latina/o/x.
6. Three year completion rate: 32.9% White; 23.4% Asian; 11.9% Latina/o/x; 10.9% African American.
7. Student Advisory Group. Selected 12 students who are representative of students who are directly impacted by equity issues on campus. (Purposely didn't select just high achievers of Student Government.)
8. Through advisory group and panel discussions, created a series of videos highlighting student responses to questions like, what is causing you to drop?
9. Committee structure borrowed from Skyline College: large Redesign Team, smaller steering committee, and teams: Logistics, communications, student advisory, work teams, inquiry teams.
10. Integrated Career and Educational Planning.

#### C. Career and Technical Education

1. In CTE, we assume students are here for a career.
2. Is a pathway about completing a degree? Is it about selecting a career?
3. Questions from audience: What about the Humanities where we are focus on skills, not careers and how do we get data to support this? Is there really a difference between CTE and Transfer or is this a division we've created? How do students improve their lives qualitatively? What about lifelong learning? Should there be such focus on the end goals? Can we not focus on learning? How are we creating spaces for students to explore?
4. Integration of career and educational information: CCSF example: <http://www.ccsf.edu/en/educational-programs/cte.html>

#### IV. Team Time

##### A. New name for "Guided Pathways Taskforce/workgroup"

1. Selecting a name that signals our intention
2. Calling ourselves the GP Taskforce or workgroup sets GP as the intention and outcome, which it is not. Our intention is to engage in inquiry.
3. Our themes: Students, transformation, inquiry, learning, collaboration, integration, experience.
4. We will continue brainstorming online and then select a name.

##### B. Next steps:

1. For GP Plan: focus on Cross-Functional Inquiry, Shared Metrics, and Integrated Planning (from Inquiry section of plan). We will not focus on the Design and Implementation sections of the plan.

2. We need to determine future meeting times.
3. We need to create spaces for more dialogue and debate across campus that puts teaching, learning, and students at the center.

### **Summary Comments**

1. We need on-going dialogue about teaching and learning, and a critical analysis of our students' experiences.
2. Guided Pathways (GP) are Intentional sequences of courses and milestones for students to help them complete the degrees they select.
3. GPs are prototyped at scale; this is not a small cohort model.
4. Colleges highlighted at this workshop have developed "Meta-Majors," which are defined as a way to group related degrees and certificates in order to simplify for students the process of selecting a major. For instance, Butte College has 5 "Meta-Majors": Arts and Culture; Understanding our World; Building, Fixing, Growing; Business and Design; Safety, Health, Happiness.
5. The process employed to develop "Meta-Majors" is faculty-led and the result of on-going dialogue.
6. Colleges provide reassigned time and/or hourly pay to support full participation in these efforts.
7. Integrated orientation and student support specific to each pathway: early outreach, proactive Counseling, Student Success Labs, Supplemental Instruction, Tutoring, Writing Center, etc.
8. Can't use Equity as a buzz word. Need critical conversations about Equity and disproportionately impacted groups and how GP (and other transformations) can increase equitable success.
9. Use the GP Framework as a tool, not an end goal.