

1st General Session: Presentation on AB 705

Ginni May (Area A), Carrie Roberson (North Rep), and Craig Rutan (Area D)

- AB 705: ASCCC officially opposed, impact on prerequisites, loss of content review, and definition of a year and how it could negatively impact students. It is not permissible to use guided self-placement if HS transcript data is available. A “year” became defined as 2 semesters rather than 365 days. The clock on this year starts when the student enrolls in a Math or English course that’s part of a sequence leading to transfer level math. This includes non-credit as part of same program sequence. If a student starts in Summer term, then the clock starts in summer and the 2 semesters are over at end of fall. Students are not compelled to enroll in Summer term if they begin in Spring semester.
- ESL: best case scenario 25-30% will have complete HS transcript data. ESL timeline will have an additional year (Fall 2020) to come into compliance. Goal is for these students to enroll and complete freshman composition within a 3-year timeframe. Not having writing/speaking/ tracked separately will help these departments come into compliance.
- The presenters cited the RAND study on co-requisite supports. I believe that [this is the report](#) to which they referred.
- A great deal more work needs to be done to address ESL students. This thought is the subject of a recent EdSource article “[Focusing on the language skills of English Learners key to boosting math scores.](#)” One question was about how ESL students are addressed in the context of Math and Statistics classes. The ASCCC ESL committee is currently looking at guidelines for placing EL students in classes.

Breakout Session 1: Funding the California Community College: Funding Formula

Kathy Blackwood (VC of Administrative Services, SMCCD), Ron Galatolo (Chancellor, SMCCD) and Regina Stanback-Stroud (President, Skyline College)

- January 2018 governor’s budget released with new funding proposal. 50% based upon how it’s done now. 50% base grant FTES. 25% supplemental based on College Promise and Pell grants. 25% supplemental based on # degrees and certificates completed in 3 years, and Associate Degree for Transfer (ADTs) awarded. Outcomes based. Initial recommendations noted 49 districts would have lost money, per Dept. of Finance. Floor for funding would then go down every year. Would have required \$175M to hold them harmless for 3 yrs.
- Roy Galatolo: Recognized 20 yrs. ago that an outcomes-based funding model was wildly unpopular. Discussed wide-ranging declines in enrollment in Bay Area. Chancellor recognizes current funding model not working. Need to focus on equity and opportunity gaps. Has seen 4 funding models (AB 1725, 361...). Some differences between this one from the others: Earlier proposals always achieved through collaboration, the current one being forced top down. Galatolo estimates Foothill/DeAnza would have approx. \$39M structural deficit under new model.
 - For some, goal is to achieve CSU funding levels. They’re still at 3x ours 3 years after started working on it. We are also 30% behind K-12 funding now.

- Problem is a base funding model, not an FTES model. Would allow for more funding for GPs, other programs. Galatolo feels this would help us ignore the noise and focus on what will help students. See the CEO website <https://www.ccleague.org/funding-formula-workgroup> .Deadline for their work is end of April, prep for May revise. New version of formula coming out tomorrow 4-13-2018. Galatolo feels higher base funding is the key to making things work better. Pell grants don't necessarily reflect disadvantaged students. Cautions that a recession will come and when it does all bets off. John Stankas noted that they requested a faculty voice in the room of the Fiscal work group, but were denied.
- Regina Stanback-Stroud (President Skyline College): This is fundamentally a social justice issue. Performance based funding (PBF) has been demonstrated to not work, proven disproportionate impact on students in poverty. Saw slight increase in BA degrees and decrease in AS/AA degrees. Slight increase in certificates short term gains. Notes faculty want real money for their classes, their students. She feels PBF perpetuates marginalization of students of color. Focuses college programs on ones where student success is more assured already, moving us away from our fundamental mission.
- Q&A: The proposed funding formula and GPs seem to be in opposition to each other. The panel agreed completely, and feels those in the room (i.e. Chancellor, legislators) discussing the funding issue don't understand the fundamental problem here. Galatolo feels it is BS to give colleges credit when student transfers, that we can't do this (pushing them off a financial cliff potentially). Consultation council was not supportive of moving anything forward with Outcomes-Based Funding (OBF).
- All presenters stressed the value of talking to local government representatives about the Online College and Funding Formula issues. Talking points on Funding Model and Online College requested by audience. John Stankas (VP of ASCCC) suggests looking at [this ASCCC letter sent out in January](#) about this. Supportive work in local districts is what's needed.

Breakout Session #2: Guided Pathways Hot Topics (A Q&A Session)

Rebecca Eikey (Area C - her college is one of the CA20 Guided Pathways), Janet Fulks, Ginni May, and Carrie Roberson

- Governance and the GPs:
Areas 1,2,4,5,6,10 are the [10+1](#) relevant to the Guided Pathways. More than being heard, collegial consultation and *our ideas being incorporated* are the point. Changes will not stick unless we've gone through appropriate processes. Resolutions began in fall 2015 regarding GPs. The self- assessment was a commitment to exploring GPs, and that cross-functional teams would be developed to do so. Work Plans due now, signing indicates we as an Academic Senate have committed to having the dialogue.
- Meta Majors/Areas of Focus: Starting with meta-majors is not necessarily anyone's starting point. Program maps may be first. Meta majors may never be an option for a college.

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- Program Maps: Ginni May pointed out that at her institution, Communication Studies is part of 3 different pathways. Their school is on their 3rd iteration of Pathways concept. CCCApply will give them the option of the MetaMajors (MMs) as part of their offering. MM's won't help until you know your program maps, she feels. When they tried to fit GE's into program maps, found problems making it work within 2 yrs. **F 15 19.12** states no external force should intrude upon our process for developing program maps. CSU recently made a change to the golden four that made them need to revisit a program map. **F17 17.01**, faculty purview regarding scheduling of classes. Butte College has developed a tool available in fall that will be available to help process.
- The ASCCC Guided Pathways Task Force (GPTF) is planning road shows May 11th and 12th.
- For some, the GP development showed they needed additional sections of some courses rather than fewer (her example Sociology, Native American Studies courses).
- AB 705: Part of the GP Framework in that we're trying to get more students into the transfer level to close achievement gaps, but want to do so carefully. Will affect all disciplines. Data will need to be measured annually. Janet Fulks indicated her college (Bakersfield) has used Multiple Measures for 5 years already.

Breakout Session #3: Re-examining Curriculum with Guided Pathways: Cheryl Aschenbach (North rep), Michelle Pilati (ASCCC Faculty Lead, GP Tool Development), and Thais Winsome (ASCCC Curriculum Committee.)

- **The 4 Pillars:**
 - **Clarify the path:** how to get on (or off) the path, where the path goes, why it goes there. Include detailed info on target career and transfer outcomes, course sequences, critical courses, embedded credentials and milestones, math and other coursework aligned to each program of study. Reference to AACC pathways concepts used here. It is about informing choices, not taking them away. Use multiple measures to assess. First Year experience can be part of exploration and major selection. Contextualized academic support to help students pass gateway courses.
 - **Enter/Get on the Path and Stay on the Path:** ongoing intrusive advising (find better way to express). Systems for students to track own progress, systems for identifying when students are floundering. Embed academic and nonacademic support services along way.
 - **Ensure Students are learning:** program-specific learning outcomes, project-based collaborative learning, applied learning, inescapable student engagement, and faculty-led improvement of teaching practices. One college is getting 2nd and 3rd semester students to mentor the 1st semester students (their form of inescapable student engagement). The mentors are guided by faculty. Assess, evaluate, and improve teaching and learning.
- Examine whether classes listed in catalog are *offered*.

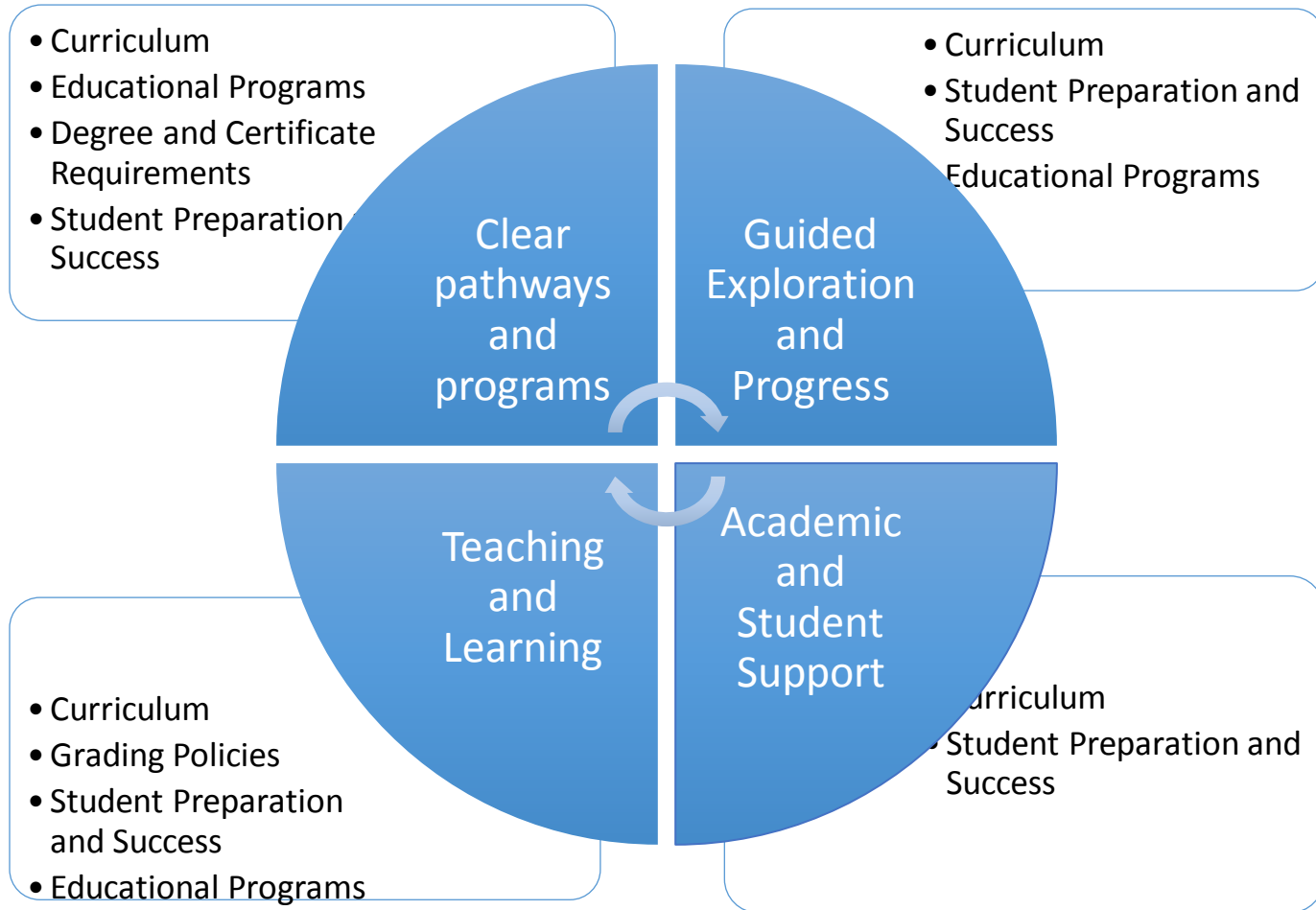
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- Asked whether programs are designed to guide and prep students to transfer or employment. Lots of conversation regarding adding classes to the GE pattern. Sometimes concerns about financial aid getting exhausted. They asked who decides the courses to be included in any program. Audience member also talked about how Chicano Studies major isn't going to get you a good job, but is going to influence the kind of person you become. Value of soft skills found in various courses. Students worry about being happy in a job – part of the question we should be asking here should include how programs are going to introduce students to ways to think about their lives in a more meaningful way, so that they can achieve happiness and fulfillment.
- There is a value in teaching in an interdisciplinary context that can be achieved via Guided Pathway curriculum.
- Ask how clearly our programs are mapped out. Do we include the GE courses within the maps or not?
- There are pre-determined ideas about what should be included (e.g.) in Algebra and the 2 courses which follow. The GP process has put them more into the student perspective and when certain topics within these courses are needed along the sequence.
- One college had a mapping day *with all disciplines present*. They could ask counselors what the optimal sequence would be, which Math for example. This college has Math courses in various departments (think BAD 15, PSYCH 9 issue) that facilitate student progress that is contextualized. They talked about scheduling sequence and when (during day) courses were offered.
- Thorough mapping may help discovery. One college created a series of smaller maps to divide out (e.g.) the Math pathways instead of having them all expressed on one chart.
- Most of us have mostly part-time students, and maps need to work for these individuals. Maps can't all have 15-unit programs per semester.
- Much discussion about throwing baby (liberal arts education) out with bathwater ("outlier courses"). Attitude of the presenters is that first and foremost in education is how to become a better person, grow oneself, find meaning, develop a love of learning.
- Need to remind ourselves we're not teaching upper division college or graduate school. Focus on what our students need and where they're at, use that to inform decisions on which classes to offer and how to sequence them. Some of what we may be offering may not belong.
- A pathway should be empowering people of color, focus on their development (among others).

Breakout Session #5: Engaging ALL Faculty in Guided Pathways

Janet Fulks, Carrie Roberson, Lorraine Slattery-Farrell

- The presenters used this graphic in several different GP sessions to illustrate the faculty role:



- ADTs are supposed to be able to be completed in 2 yrs., have we sat down and confirmed we're offering all the classes needed such that this can happen?
- Sitting down w/student to register and saying "Let's see what classes are open" does not work.
- Janet Fulks: college had faculty volunteer to sit down with HS students as they enrolled in their first semester of classes. 15 volunteered. The next time, they used the Library for one full day and had faculty from all disciplines in discipline groups sit down with students to observe as they enrolled - it was eye-opening experience to all that classes students needed were often closed.
- Fears about classes going away: they learned where classes in different programs had unknown connections, and incorporated these into pathways. In one case, a geography class that was scheduled for elimination turned out to be what was desired for Early Child Development program, per the local CSU. At another, specialized English classes needed to be offered more often to meet needs of different thematic pathways.
- Another example: got Chemistry instructor together with Nursing faculty to discuss what type of Chemistry needed.
- "Stay on the path" – learned most of their students couldn't afford to stay on the path, so they started paying them to stay on campus instead of leaving to go to work. Also

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used them for the supplemental instructors – held study sessions for students and did so for one additional instructor. Used software to assess whether the supplemental learning was having an effect. Used card sliders at many places like Library, Tutorial, etc. when students came into the library and when they left, then used aggregate data to relate to GPAs, etc. I pointed out they could also be measuring against underserved populations categories, and compare against the general population.

- “Stay on the path” – see upper right quadrant of graphic above, which is labeled “guided exploration and progress” is the principle of the thing. If we don’t give them the pathways we’re not giving them the choice of having a path to stay on. We don’t want to force them to stay on a path.
- The ASCCC will gather data on effective approaches until have enough data to provide effective practices – will take longer to gather.
- Bakersfield used the SSSP and SE and BSI \$\$\$\$ to buy the ID cards for students used to swipe. Did not use tons of money from their big leap in enrollment, much of this was taken by the administration (\$37M) for their Reserve fund.
- Guided Pathways redesign created embedded counselors for the various disciplines. Could expand and formalize to other student learning support areas – we already have library liaisons.
- May 11 Pasadena City College, May 12th Evergreen Valley College (North) Road Shows