



Academic Senate
for California Community Colleges

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Guided Pathways from a Faculty Perspective

Ginni May, ASCCC Area A Representative, Sacramento City College

Carrie Roberson, ASCCC North Representative, Butte College

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Overview

- Guided Pathways, from a faculty perspective
- Examples
- Discussion



Remember...



...this all about the students!

What are Guided Pathways?



- Keynote Speaker
- AACCC Pathway Project
- CA Guided Pathways Project
- CCC Guided Pathways Grant/Award Program
- College Designed Programs

ASCCC and Guided Pathways

- Resolution 9.12 F15 *Support Local Development of Curricular Pathways*
- Resolution 9.03 F16 *Investigate Effective Practices for Pathways Programs*
- ASCCC Guided Pathways Taskforce
- IEPI Guided Pathways ASK (ASCCC, Career Ladders, RP Group)

CCC Guided Pathways Award Program

...ensure integration of existing student-success programs and services and to build capacity at community colleges to develop clearly structured, coherent guided pathways programs.



CCC Guided Pathways Award Program

(f) To the extent feasible, the chancellor's office shall utilize the structure and processes in place for the California Guided Pathways Project, including, but not limited to, the project's application, participation agreement, professional development, outcome measures, and technical assistance models.



CCC Guided Pathways Award Program

(g) Participating community colleges may use grant funds to implement guided pathways programs for various purposes, including, but not limited to any, or any combination, including all, of the following:

- (1) **Faculty and staff release time** to review and redesign guided pathways programs, instruction, and support services.
- (2) **Professional development** in areas related to guided pathways.
- (3) **Administrative time** to coordinate, communicate, and engage college stakeholders in the process of developing and implementing guided pathways programs.
- (4) **Upgrades to computer and student information systems** to improve tracking of student progress.

Four Elements

1. Clarifying paths to student end goals by doing both of the following:

- Simplifying students' choices with default program maps developed by faculty and advisors that show students a clear pathway to completion, further education, and employment in fields of importance to the region
- Establishing transfer pathways through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.

Four Elements

2. Helping students choose and enter a pathway by doing both of the following:

- **Bridging K-12 to higher education by ensuring early remediation in the final year of high school.**
- **Redesigning traditional remediation** as an “on-ramp” to a program of study, which helps students explore academic and career options from the beginning of their college experience, aligns math and other foundation skills coursework with a student’s program of study, and integrates and contextualizes instruction to build academic and nonacademic foundation skills throughout the college-level curriculum, particularly in program “gateway” courses.

Four Elements

3. Helping students stay on an academic path by doing both of the following:

- **Supporting students** through a strong advising process, embedded and ongoing in the pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college path, ensure that they develop an academic plan with predictable schedules, monitor their progress, and intervene if they go off track.
- **Embedding academic and nonacademic supports** throughout student programs to promote student learning and persistence.

Four Elements

4. Ensuring students are learning by all of the following:

- Establishing program-level learning outcomes that are aligned with the requirements for success in employment and further education in a given field and applying the results of learning outcomes assessments to improve the effectiveness of instruction across programs.
- Ensuring incorporation of effective teaching practice throughout the pathways.

Examples

- Butte College



- Sacramento City College



Discussion/Questions



Resources

- ASCCC Resolution 9.12 Fall 2015: <http://asccc.org/resolutions/support-local-development-curricular-pathways>
- ASCCC Resolution 9.03 Fall 2016: <http://asccc.org/resolutions/investigate-effective-practices-pathways-programs>
- IEPI Guided Pathways: <http://iepi.cccco.edu/guided-pathways>
- AACC Pathways Project: <http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Pages/default.aspx>
- California Guided Pathways Project: <https://www.caguidedpathways.org>
- CCC Guided Pathways Grant Program Trailer Bill Language: http://www.dof.ca.gov/budget/Trailer_Bill_Language/documents/307CCCGuidedPathways_001.pdf
- R4S at Sierra College: <https://www.sierracollege.edu/planning-governance/r4s/index.php>
- Meta Majors and Guided Pathways at Skyline College: <https://skylineshines.skylinecollege.edu/uncategorized/meta-majors-and-guided-pathways-a-semester-in-review/>

Contact Information

Ginni May: mayv@scc.losrios.edu

Carrie Roberson: robersonca@butte.edu

