CSSO Presentation

Moderator:
Mandy Davies
Vice President of Student Services, Sierra College

Panelists:
Sonya Christian - President, Bakersfield College
Erik Skinner - Deputy Chancellor, California Community Colleges Chancellor’s Office
Craig Hayward - Senior Consulting Researcher, RP Group
Mandy Davies
Vice President of Student Services,
Sierra College
Sonya Christian  
President,  
Bakersfield College

Erik Skinner  
Deputy Chancellor,  
California Community Colleges Chancellor’s Office

Craig Hayward  
Senior Consulting Researcher, RP Group
Sonya Christian
*President,*
*Bakersfield College*
Four Pillars of Guided Pathways
Four Pillars of Guided Pathways

Pillar I: Clarify the Path

- Curriculum
- Systems
- Guidance
Pillar I: Clarify the Path

<table>
<thead>
<tr>
<th>Past</th>
<th>Guided Pathways College</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CTE Pathways</td>
<td>• Metamajors</td>
</tr>
<tr>
<td>• Transfer Pathways</td>
<td>(counselors, discipline</td>
</tr>
<tr>
<td>• Guidance: Counselors</td>
<td>faculty, gen ed faculty, outreach)</td>
</tr>
<tr>
<td>and Ed Advisors</td>
<td>• Completion coaches</td>
</tr>
<tr>
<td></td>
<td>within a community</td>
</tr>
</tbody>
</table>
Four Pillars of Guided Pathways

Pillar II: Enter the Path

- Outreach & Community Relations
- Bridge
- Educational Planning
Pillar II:
Enter the Path

<table>
<thead>
<tr>
<th>Past</th>
<th>Guided Pathways College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment placement: a test and a one-time occurrence</td>
<td>On ramping: Placing students taking into account (i) prior</td>
</tr>
<tr>
<td></td>
<td>learning (ii) placement with wrap around support</td>
</tr>
<tr>
<td></td>
<td>(academic support, completion coaches)</td>
</tr>
</tbody>
</table>
Four Pillars of Guided Pathways

Pillar III:
Stay On the Path

- Academic Support
- Completion Coaching Communities
- Co-curricular Activities
Pillar III: Stay On the Path

<table>
<thead>
<tr>
<th>Past</th>
<th>Guided Pathways College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring, SI, early alert, .....</td>
<td>Gateway English and math default option is spending 3 hours per week scheduled in weekly planner in an academic support environment with peer tutors and faculty. “Time on task” facilitates student learning.</td>
</tr>
</tbody>
</table>
Four Pillars of Guided Pathways

Pillar IV: Ensure Learning

- Nesting Student Learning Outcomes
- Mapped Program Learning Outcomes
- Engaging pedagogy. Applied Learning
Pillar IV: Ensure Learning

Past

• Internships in CTE
• Student Clubs
• Field trips, speakers

Guided Pathways College

• Cohesive curriculum
• Focus on applied learning
• Intentional co-curricular activities
CA Guided Pathways Advisory Committee
Erik Skinner
Deputy Chancellor,
California Community Colleges
Chancellor’s Office
Guided Pathways

• $150 million proposed in Governor’s Budget for 2017-18
• One-time funding, spent over multiple years
• Support the redesign of academic pathways to help more students succeed
• Focus on the student experience
• Robust integrated planning
Four Pillars of Guided Pathways

- Clarify the Path
- Enter the Path
- Stay on the Path
- Ensure Learning
Proliferation of Programs

• Student Success and Support Program
• Student Equity
• Basic Skills Initiative
• College Promise
• OEI, EPI, CAI
• ADTs
• CCC Baccalaureate Degrees
• EOPS, CalWorks, DSPS, MESA, Puente....
Same Goals, Separate Silos

• Student Success and Support Program, Student Equity Program, and Basic Skills Initiative:
  • share a common goal of helping students achieve their educational objectives in greater numbers and rates
  • focus on closing the achievement gap across student groups
• Despite common goals, the three programs were designed and often operate in silos
Key Objectives of CCCCO Integrated Program Redesign

• Leverage program resources to increase student success
• Promote integrated planning
• Increase flexibility
• Increase efficiency by reducing administrative burdens
• Focus on program results
• Expand technical assistance to districts/colleges related to effective practices
Integrated Program Model

- One plan for SSSP, SE, and BSI
- Two-year planning cycle
- Integrated goals
- Revised expenditure rules
- Simplified reporting requirements
Craig Hayward
Senior Consulting Researcher, The RP Group
Four Pillars of Guided Pathways

- Clarify the Path
- Enter the Path
- Stay on the Path
- Ensure Learning
<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Award Type</th>
<th>Median Annual Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Power Equipment Technology</td>
<td>Certificate</td>
<td>$27,325 $32,407 $39,110</td>
</tr>
<tr>
<td>Agriculture Business, Sales and Service</td>
<td>Degree</td>
<td>$21,201 $34,117 $42,598</td>
</tr>
<tr>
<td>Animal Science</td>
<td>Degree</td>
<td>$14,750 $28,637 $34,514</td>
</tr>
<tr>
<td>Animal Science</td>
<td>Certificate</td>
<td>$14,264 $26,703 $33,921</td>
</tr>
<tr>
<td>Floriculture / Floristry</td>
<td>Certificate</td>
<td>$26,319 $19,037 $29,651</td>
</tr>
<tr>
<td>Forestry</td>
<td>Degree</td>
<td>$21,480 $39,060 $42,814</td>
</tr>
<tr>
<td>Horticulture</td>
<td>Degree</td>
<td>$21,282 $29,548 $32,103</td>
</tr>
<tr>
<td>Horticulture</td>
<td>Certificate</td>
<td>$19,515 $26,840 $27,218</td>
</tr>
<tr>
<td>Landscape Design and Maintenance</td>
<td>Degree</td>
<td>$31,075 $31,791 $33,040</td>
</tr>
<tr>
<td>Landscape Design and Maintenance</td>
<td>Certificate</td>
<td>$27,344 $33,890 $40,763</td>
</tr>
<tr>
<td>Nursery Technology</td>
<td>Certificate</td>
<td>$15,242 $26,147 $26,295</td>
</tr>
<tr>
<td>Turfgrass Technology</td>
<td>Certificate</td>
<td>$30,188 $45,041 $58,522</td>
</tr>
<tr>
<td>Veterinary Technician (Licensed)</td>
<td>Degree</td>
<td>$15,110 $32,959 $36,391</td>
</tr>
<tr>
<td>Viticulture, Enology, and Wine Business</td>
<td>Degree</td>
<td>$34,739 $33,623 $28,438</td>
</tr>
</tbody>
</table>

Salary Surfer

• 100 short videos describing the certificate and degree programs in Salary Surfer (20 already done)

• Videos will be available to colleges to co-brand for local marketing efforts, social media, and also embedded into Here to Career mobile app.
Congratulations!

Your traits can help you find careers you might like to explore. Click on any Trait below to learn more - and when you’re ready, click below to see possible careers

- Realistic
- Investigative
- Artistic
- Social
- Enterprising
- Conventional

Share Results
See My Career Options
Pillar II:

Enter the Path
Assessment and Placement as an On-Ramp to College

Transfer-level Placement

<table>
<thead>
<tr>
<th>Subject</th>
<th>Historic</th>
<th>MMAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>37%</td>
<td>59%</td>
</tr>
<tr>
<td>Math</td>
<td>26%</td>
<td>37%</td>
</tr>
</tbody>
</table>
Spring/Fall 2016 Placement into Transfer English

<table>
<thead>
<tr>
<th></th>
<th>Pre-Reform</th>
<th>Post-Reform</th>
<th>Overall 62%</th>
<th>Asian 65%</th>
<th>African American 49%</th>
<th>Hispanic 52%</th>
<th>PI 59%</th>
<th>White 72%</th>
<th>Overall 77%</th>
<th>Asian 79%</th>
<th>African American 63%</th>
<th>Hispanic 69%</th>
<th>PI 67%</th>
<th>White 83%</th>
</tr>
</thead>
</table>

Multiple Measures @ Mira Costa
CAP Acceleration increased odds of sequence completion

Acceleration Odds Ratio (Effect Size) for English CAP Colleges

- All English CAP pathways: 1.5
- Low-acceleration English pathways: 1.2
- High-acceleration English pathways: 2.3
- All Math CAP pathways: 4.5
Regression Estimated Effects – Not Raw Throughputs

Estimated Percent of Students Successfully Completing Transfer-Level Course in Sequence

- Starting Place 4 or More Levels Below: 6%
- Starting Place 3 Levels Below: 21%
- Starting Place 2 Levels Below: 30%
- Starting Place 1 Level Below: 41%
- Starting Place 1 Level Below: 53%

Math Starting Place

Marginal means for the percentage of students completing transfer-level math for accelerated and comparison sequences by current level. McFadden’s pseudo-$R^2 = 0.14$
Regression Estimated Effects – Not Raw Throughputs

Marginal means for the percentage of students completing transfer-level English for accelerated and comparison sequences by current level. McFadden’s pseudo-$R^2 = 0.15$
Assessment and placement as an on-ramp to College

- Co-requisite remediation has been shown to triple cohort throughput.
- Students enroll directly in college-level courses along with academic support class.

![Percentage of students enrolled in remediation that pass the gateway course](chart_image)

- Math: 22%, 63%, 64%, 61%, 62%
- English: 22%, 71%, 55%, 64%, 68%
Pillar IV:
Ensure Meaningful Learning
Evidence for Pillar IV

• Accelerated students achieve the same SLO levels as students who experience traditional remediation

• Alignment of program learning outcomes with skills required for success in the four-year institution and the workforce

• O*Net online
  • Opportunity to align programs with in-demand workplace skills
  • Begin with the end in mind – map to the skills that are needed
  • https://www.onetonline.org/

• Launchboard (https://www.calpassplus.org/Launchboard/Home.aspx)
Disaggregating SLOs by path into College English

SLO Mastery by Mode of Entry for College English

Six Components of Essay Rubric

- SLO I: 82% (Traditional), 83% (Accelerated)
- SLO II: 77% (Traditional), 78% (Accelerated)
- SLO III: 82% (Traditional), 81% (Accelerated)
- SLO IV: 77% (Traditional), 76% (Accelerated)
- SLO V: 77% (Traditional), 73% (Accelerated)
- SLO VI: 85% (Traditional), 85% (Accelerated)
The Power and Promise of Streamlined Pathways: Early results from ADT

Average unit load by degree type

<table>
<thead>
<tr>
<th>Year</th>
<th>AA/AS</th>
<th>AA-T/AS-T</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>85.9</td>
<td>74.9</td>
</tr>
<tr>
<td>2014-15</td>
<td>89.1</td>
<td>78.4</td>
</tr>
<tr>
<td>2015-16</td>
<td>87.6</td>
<td>79.0</td>
</tr>
</tbody>
</table>

Extra Terms to Completion: AA/AS vs. ADT

- % w 1+ Extra Term
  - AA/AS: 95%
  - AA-T/AS-T: 96%

- % w 2+ Extra Terms
  - AA/AS: 69%
  - AA-T/AS-T: 58%

- % w 3+ Extra Terms
  - AA/AS: 43%
  - AA-T/AS-T: 18%

- % w 4+ Extra Terms
  - AA/AS: 25%
  - AA-T/AS-T: 3%
How does placement/basic skills redesign interact with GPS?

• Fewer students placed into basic skills
• Less underplacement
• See the “true” remedial reveal itself
  • The hard-core basic skills students
  • Acceleration or co-requisite
    • Principles of backwards design, just-in-time remediation
    • Curricular redesign to treat remediation as an on-ramp to college
• We have not yet found a population that does not benefit from acceleration
• Need for proactive enrollment management as proportions shift
Integration through Guided Pathways

• MMAP
• Acceleration
• Co-requisites
• Non-cognitive supports
• Education and career planning
• Intrusive advising
• Etcetera
• How do these things interact?
Questions?

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