



Guided Pathways Liaison Memo

February 2019

Members of the ASCCC Guided Pathways Taskforce have been traveling around the state, listening to faculty members and offering their expertise and support to local colleges implementing Guided Pathways. In addition to hearing about the challenges associated with transforming our colleges to benefit our students, there are related fears about what guided pathways programs might do to our students and our colleges. Here are four encountered frequently.

1. Standards for achievement may be lowered.
2. Students will be pushed through the system regardless of their achievement.
3. Students won't learn self-advocacy or sufficiency.
4. We'll limit or eliminate student choice and some of our own programs.

The reality is that we, the faculty, through our academic senates, faculty leadership, and faculty participation are essential in helping students succeed, despite fears of the unknown. The faculty also have the responsibility to protect student access and success. And so it is, we must be involved at every step of building the guided pathways framework.

Ed Code 70901(b)(1)(E), Ed Code 70902(b)(7) and Title 5 § 53200 (b) deem the faculty responsibility for the decisions about curriculum and programs that protect students and faculty from those things some of us fear. We must remember at every juncture and for every decision, we are supporting student success, and we have the resources to create that support.

We are professional educators and advocates for our students. We have the responsibility of teaching rigorous classes that prepare students for their futures – and that fully meet the articulation standards so students can continue successfully into

their university careers. Lowering standards or dumbing down curriculum is not only against our professional responsibility, it is counter to the success of our colleges. Since 10+1 gives the academic senate, through its curriculum committee, the responsibility of creating curriculum, standards, and programs, they are in faculty hands. We are the leaders and the catalysts for rigor and program design.

The high school experience has not always provided students the resolve to step into the role of self-advocacy. Their every obstacle has been anticipated and a remedy delivered without needing to seek it out. This is not healthy for students, and it pushes responsibilities onto teaching faculty, counselors, and staff. However, a well-designed guided pathway framework offers a unique opportunity to empower students so they can find their own way. We can incorporate wayfinding, clearly identified support mechanisms that will trigger student responses.

As a part of guided pathways, there is identified need to consider the choice's students have courses offered in a pathway. Behind this thinking is the removal of barriers, but the result of limitations often restricts student choice and opportunity. And a secondary result is that some programs and classes are placed in jeopardy.

The perceived limitation of student choice runs contrary to several goals we have as educators. There is belief that students often need to explore options to discover what they really want to major in; a broad liberal education is deemed valuable by many in the working world; students who have a broad education have many more options and adaptability in a changing world; and we value our smaller programs and stand-alone classes because they offer diversity and breadth to our college community. It is sometimes charged that we are protecting "boutique" programs, but we actually are providing a better, richer, more viable college experience for our students.

The guided pathways frameworks our colleges are developing are largely to be designed by faculty, and when we step up and take the responsibility for being advocates for our students and for the diversity of our colleges, we have little to fear. Guided pathways is all about student success, and their success is also our colleges' success. That is what we work for every single day of our professional careers.

UPCOMING WEBINARS!

Guided Onboarding – [Register Here Now](#)

2/20/2019 | 12 Noon - 1:00 PM

Guided pathways institutions work to empower students to understand and engage with an educational goal early in their academic career, in contrast to our institutions today that focus primarily on students completing applications and registering for courses. The term "guided pathways onboarding" has been coined to describe many strategies that support student career exploration, skills self-assessment, college readiness and many elements associated with the transition from high school to college.

In this webinar, several onboarding strategies will be explored, with focus on specific aspects common to all that should be addressed.

Student Support and Staying on the Path – [Register Here Now](#)

2/27/2019 | 12 Noon - 1:00 PM

Many student support strategies have been developed to support students traditionally defined as "basic skills", especially in response to AB 705. But how do you know which supports are effective, particularly for staying on the path? This webinar examines data related to a wide variety of pathway supports intended to support students in the post-AB 705 world.

Student Learning Outcomes and Assessing Learning – [Register Here Now](#)

3/6/2019 | 12 Noon - 1:00 PM

Guided pathways institutions assess students' successful program completion by focusing more on institutional and program learning outcomes and use that data to make program improvement innovations consistent with pathways. Processes for constructing and assessing these high-level outcomes are different from the discipline specific methods we have used in the past, which focused more on the course-level outcome. So, to become a guided pathways institution, how do we get there? Join us to talk about what colleges are doing to assess pathways success.

Integrated Planning, Guided Pathways, and Sustainability – [Register Here Now](#)

3/13/2019 | 12 Noon - 1:00 PM

SB 85 establishes the expectation that your college's guided pathways framework drives your integrated planning efforts. In fact, to fully institutionalize guided pathways, integrated planning is the key to sustaining changes. Join this webinar to see what components of the planning and decision making processes have changed at some guided pathway institutions to support sustainable integration.

Student Equity and Achievement Plans and Guided Pathways – [Register Here Now](#)

3/20/2019 | 12 Noon - 1:00 PM

A crucial goal of the Guided Pathways movement is the closing of equity gaps for traditionally marginalized students. The new requirements of the Student Equity and Achievement plans are intrinsically linked to guided pathways reform efforts and they should be regarded as partners in equity. Join this webinar to learn how various elements of guided pathways support your SEA plans and your equity goals.

Recoding MATH, ENGL, ESL by Pathway – [Register Here Now](#)

3/27/2019 | 12 Noon - 1:00 PM

Accountability reporting for many recent system changes, including AB 705, the Student Centered Funding formula, and the Adult Education Program are based upon codes that have changed as a result of the system wide implementation of guided pathways principles and strategies. If these codes are not updated at your colleges, funding and

success measures will be affected. Join this webinar to find out how a guided pathways institution can make these data changes and use the process to clarify pathways.

We appreciate your support for students across the system and ongoing efforts in guided pathways! Onward!

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