Redesigning the Route: Guided Pathways, Developmental Education

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What are the intended outcomes?

1. Recognize that AB 705 changes the landscape for instruction across our colleges, not just in Math and English classes.

2. Make the conversation productive: **What now? How will we serve our students?**

3. Provide tools to implement key Guided Pathway Elements that support students success and clear pathways.
Guided Pathways...is not another initiative.

...is a framework and mindset driving to optimize system and college coherence in order to advance the Vision for Success and visibly transform the student experience.
Guided Pathways strives for....

**relentless clarity.**
Assessment and Placement

The law prohibits colleges from placing students into pre-transfer courses in English or mathematics/quantitative reasoning UNLESS:

1. Students are highly unlikely to succeed in the transfer-level course and
2. Enrollment in the pre-transfer course will improve students’ likelihood of success in completing the transfer-level course

NOTE: Moving forward with AB 705, no placement test has been approved by the Board of Governors.
Assessment and Placement

- Colleges may use the “default placement rules” based on the MMAP research and analysis of statewide data (no separate validation process required)

- Colleges may develop their own placement schema (as long as it complies with AB 705) but need to then examine their own data for validation

- Colleges have a 2-year window to gather evidence about their local design and placement efforts and will be required to report rationale and data
The blame game – initial sentiments from some in the field

• We can blame the high schools for not preparing students.
• We can blame bad curriculum choices.
• We can blame students for being lazy or uninterested or too distracted
• We can blame the state legislature and the chancellor’s office and our administrators and each other
• We can blame fate, the stars, Ouija board malfunctions, black holes, and chaos theory.

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• But our basic skills success rates are not good!
It is time to look forward

• How do we honor our commitment to equity and to our communities?

• How do we help students succeed across the curriculum?

• How do we maintain and ensure rigor and high quality education?
Looking at Success with a CAPITOL “S”

Our goal is student success, which is a complicated goal:

- Success means getting started on the right foot.
- Success means a student’s confidence to do the work.
- Success means failures are learning opportunities, not dead ends.
- Success means we provide, and students can find, support.
- Success also means achievement across the general education and major pathways.

Success is more than completion of gateway courses
Success is more than achievement of a passing grade in Math and English transfer-level classes.
Basic Skills aren’t “their” problem

What are basic skills?

• Math and computational reasoning
• Reading (textbooks, research studies, decoding prompts, etc.)
• Writing, research, organizational principles, critical thinking, etc.)
• English Language Proficiency
• College-going skills (academic vocabulary, notebook and calendar keeping, learning how to learn, metacognition).
So, what can we do?

Guided Pathways framework:

- Clarify the path – career counseling, program maps and Guided Self Placement (GSP)
- Enter the path – Aligning HS info, placement, and curriculum
- Stay on the path – Just-in-time support, contextualized content, counseling, messaging, tutorial support
- Ensure learning – Active learning modalities, access, completing programs not just courses
- The following slides offer some proactive examples
Clarify the path by clarifying the goal: the role of meta-majors and math

Meta-majors or areas of interest are tools that help students find their way into the appropriate pathways for their major and career.
Pathways and CCC Students

Where do they come from?

* First-Time Student: 17%
* First-Time Transfer Student: 8%
* Returning Student: 12%
* Continuing Student: 56%
* Special Admit Student: 4%
* Uncollected/Unreported...

Fall 2017 Student Enrollment Status Statewide
Pathways and CCC Students

- What are their Educational Goals?

2016-17 degrees awarded by percent of award

- Associate in Science for Transfer (A.S.-T) Degree
- Associate in Arts for Transfer (A.A.-T) Degree
- Associate of Science (A.S.) degree
- Associate of Arts (A.A.) degree
- Certificate requiring 60+ semester units
- Certificate requiring 30 to < 60 semester units
- Certificate requiring 18 to < 30 semester units
- Certificate requiring 12 to < 18 units
Key Elements of Guided Pathways – the CCC System

Principle 2: Redesigning and integrating basic skills/developmental education classes to accelerate students to college-level classes.

What have we done?
- BSI
- CB21
- BSOT
- Acceleration and Compression
- CAPP
- Carnegie Statways
- AB705
- Pre-Transfer C-ID Math
- Quantitative Reasoning Taskforce

What else should we consider?
- Math pathways by majors/ meta-majors
- Direct placement into transfer
- Evaluating effectiveness beyond the first course
- Corequisite courses
- Providing modular classes
- Just in time remediation
- Contextualized math
- Technical math
There are over 1600 different quantitative reasoning courses that satisfy this requirement. Most colleges average 14 different college level choices. Current data does not include all of these options.
Multiple Paths FORWARD: Diversifying Mathematics as a Strategy for College Success

Here are examples of how colleges might align majors and programs with entry-level math courses:

- **Statistics**
  - Psychology
  - Social Sciences
  - Public & Protective Services
  - Library and Information Services
  - Media & Communication

- **Quantitative Reasoning**
  - Arts, Humanities & English
  - Applied Arts and Sciences
  - Hospitality & Culinary Arts
  - Agriculture & Natural Resources
  - Health Technologies

- **Algebra-to-Calculus**
  - Biology
  - Engineering & Architecture
  - Math
  - Physical Sciences
  - Journalism
  - Social Work
The Dana Center Mathematics Pathways seeks to ensure that ALL students in higher education will be:

- **Prepared** to use mathematical and quantitative reasoning skills in their careers and personal lives;
- **Enabled** to make timely progress towards completion of a certificate or degree; and
- **Empowered** as mathematical learners.
Believe in our students

• A stated mindset shift for the implementation of AB 705 is that we trust each student’s capacity for learning and for seeking assistance so they can be successful.

• In fact, the initial steps in the guided pathways framework have to do with students making choices, with help, about their degrees and career choices.
Guided Self-Placement

- Locally developed tool or process that allows students to determine suitable coursework
- Provides students with basic information about majors, multiple measures and course descriptions
- Goal is appropriate level of placement aligned with the student’s educational goal and to integrate self-analysis
- Goal is not to challenge transfer-level placement but rather optimize student investment, experience and resolve.
Guided Self Placement

Step 1: Career Counseling
Step 2: Selecting a Meta-major and Major
Step 3: Clarify overall Educational Goal
Step 4: Clarify English or English as a Second Language (ESL) and Mathematics coursework
Step 5: Review previous coursework in high school, at other colleges or through testing
Step 6: Identify Potential GE pathway to clarify requirements meeting graduation and transfer
Step 7: Review the default or locally determined placement rules.
Career Counseling
Select a Metamajor and/or major
Clarify educational goal
Select English/ESL, Mathematics/Quantitative Reasoning Pathways
Identify appropriate General Education (GE)
Review other Data, Default or Local Placement Rules

- Interests
- Wages
- Benefits
- Skills
- Long term plans
- Life values
- Personality
- Occupational research
- Location
- Responsibilities
- Employment trends
- What you love

STEM (Science, Technology, Engineering, or Math)
Business and Accounting
Education
Social Sciences & Public Safety, Communication, Allied Health, Human Resources, Journalism
Humanities, Hospitality, Technical Majors
Public Safety
Other

Complete guaranteed transfer degree to CSU
Complete AA and transfer
Complete short-term certificate or local AA
Complete a course or two for work advancement
Complete courses for individual interest

English

English as a Second Language (ESL)

Mathematics/Quantitative Reasoning
- STEM calculus
- Business
- Education
- Statistics
- Career Technical

Transfer to UC - IGETC
No transfer local degree or certificate – local GE
No GE requirements

Transfer to CSU or private college – CSU breadth

High School GPA
High School Courses & other curriculum
test scores e.g. AP, SAT
CLEP test results
Employment experience
Military Experience
Time available for classwork & support
Financial needs
See default placement using high school GPA
Enter the Path: the role of high school alignment

• Course alignment: High school alignment of courses is a way to improve readiness for college in subject matter

• ERWC: Expository Reading and Writing Course developed by CSU for high school 4th year English curriculum

• College expectations: Help high schools change their behavioral norms so they more clearly mirror college expectations
Enter the Path: The role of Dual Enrollment

• Dual enrollment allows students to take transfer-level classes in a familiar atmosphere and with the support of teachers and counselors they already know.

• By taking these classes, students are able to move into major classes more quickly, save money, and complete their degrees in a timely fashion.

• A community of practice that includes high school instructors (who fully meet minimum quals) and college instructors is essential to maintain rigor and to "norm" essays.
Data on Dual Enrollment Success

Nearly half of dual enrollment students who first matriculated at a community college earned a postsecondary credential 5 years after high school.

Key Elements of Guided Pathways – the CCC System

Principle 3: Instructional support and co-curricular activities aligned with classroom learning and career interests.

What have we done?
- Supplemental Instruction
- Tutoring
- Student Success Labs
- Directed Self Learning modules (DLA)
- Writing centers
- Co-requisite support
- Extend the class (ETC)

What else should we consider?
- Requiring support
- Evaluating effectiveness
- Offerings for all students (evening, online, weekends)
- How do students actually access these supports? Are they available 24/7, online, with peers, with instructors?
Stay on the Path: The role of co-requisites

- Many colleges have chosen a co-requisite model to support students with lower high school GPAs in transfer level classes.
- AB 705 implementation allows colleges to determine whether co-requisites are recommended or required.
- Some colleges are finding that students do not select the co-requisite if optional.

Some models:
- A transfer-level class linked to a basic skills-level class for just-in-time remediation. For example, a 4-unit English 1A linked to a two unit basic skills-level class taught by the same instructor.
- A stand-alone basic-skills class that is recommended or required along with the transfer-level enrollment.
Be cognizant of the unit load

✓ Many college co-requisites have increased the math load to 6-8 units.

✓ Consider part-time students who only take 3-4 units each semester and what options will work for them?

✓ Consider Financial Aid – students must pass 66% of their courses or they are put on warning and second semester denied Financial Aid at that college forever

  *8 units is 66.7% of a typical 12 unit load
  Failure is warning and loss of Financial Aid
Non-curricular support

- Integration of student services and instruction to support students
- Designing support efforts at scale
- Guided pathways elements related to AB 705
- Student engagement and community building
Stay on the Path: The role of Safety Nets

- Tutorials
- Just-in-time interventions
- Counseling (academic and psychological)
- Mentoring
- Canvas resource centers with student-specific and instructor-specific tools to help students
- Embedded tutoring
- On-campus workshops Librarian research skills visits
Support success should be evaluated
Ensure Learning: The Role of the Instructor

- Active learning strategies, especially for lecture classes
- Help writing clear prompts and scaffold assignments
- Learn to teach students how to read the specific types of texts required for the class
- Learn how to break writing assignments down
- Focus on referrals to appropriate supports
- Perhaps require office visits
- Bring in professionals in other fields
- Threshold for requiring extra help e.g. C on quiz or assignment
Our profession is changing…

We are the lifelines for our students.
If we don’t help them, who will?
Additional Resources

- Meta-Majors: An Essential First Step on the Path to College Completion (JFF)
- How meta-majors guide students toward on-time graduation (EAB)
- Key Meta-Major Questions to Consider
- Multiple Paths FORWARD: Diversifying Mathematics as a Strategy for College Success
- Quantitative Reasoning the Next “Across the Curriculum” Movement by (AACU) Susan Elrod, 2014
  https://www.aacu.org/peerreview/2014/summer/elrod
- The Dana Center Mathematics Pathways: The Right Math for the Right Student at the Right Time
  https://dcmathpathways.org/dcmp/dcmp-model

Transfer - Mapping the Transfer Landscape for California Community College Students, Through the Gate Transfer Study, Technical Report, November 2017