

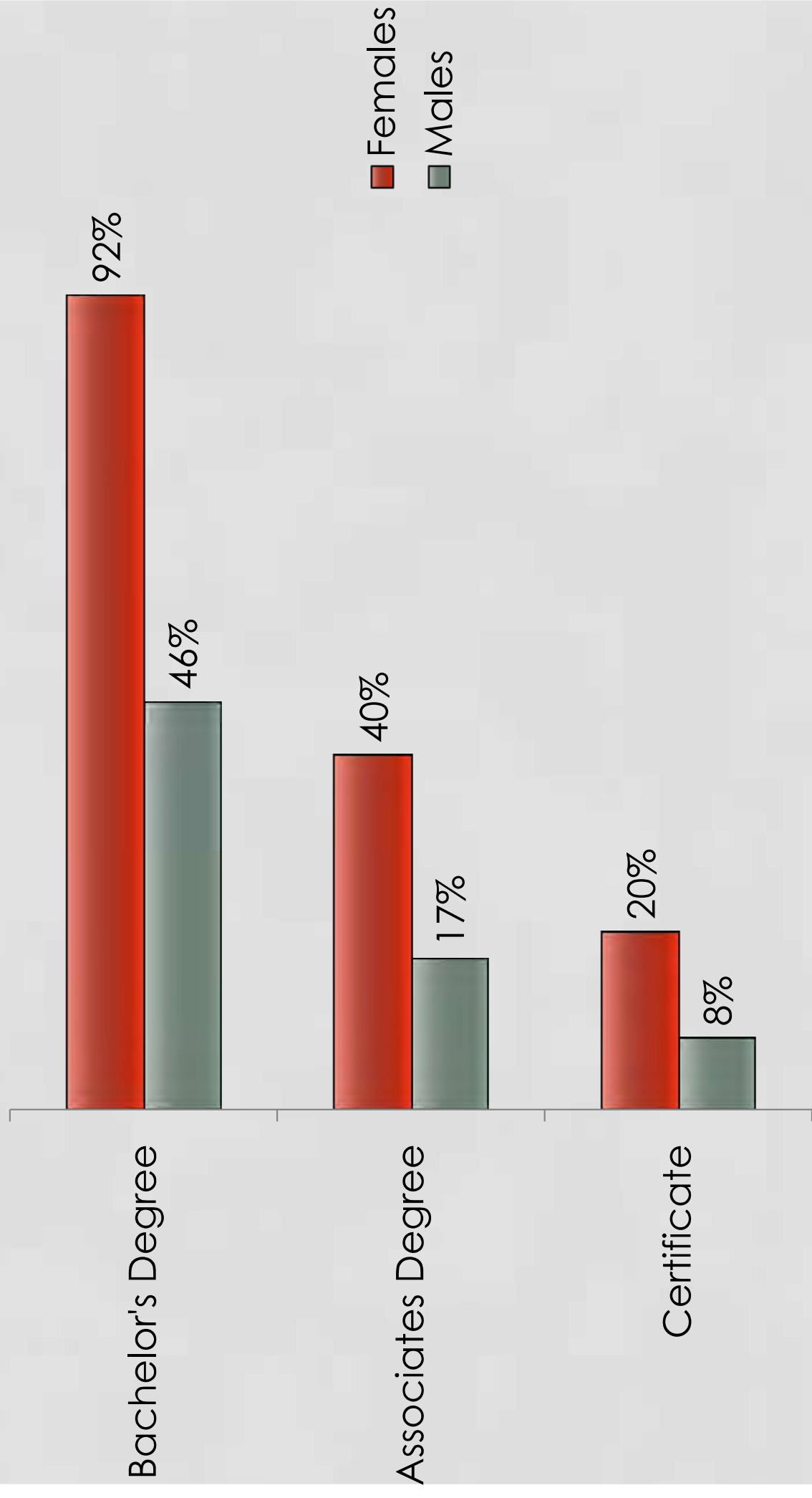
GUIDED PATHWAYS: COMPLETION, EQUITY, AND ECONOMIC MOBILITY

Kathleen Sell, Melissa Bader,
Carlos Lopez, Monica Green, Susan Mills

May 1, 2018 RCCD Board of Trustees Teaching and
Learning Committee



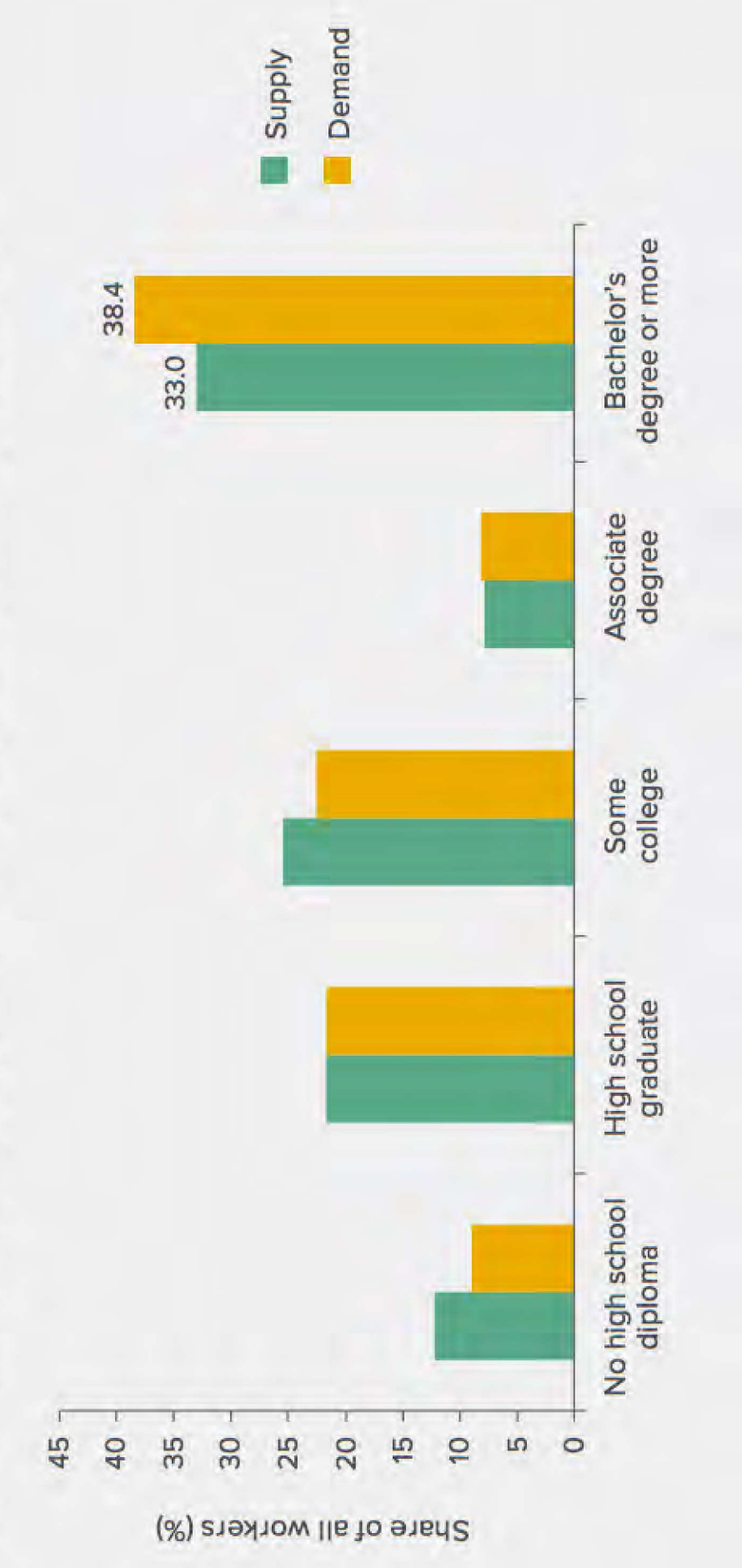
Lifetime Earnings Gains by Degree Type (compared to HS only)



Source: NELS Data, Marcotte, Bailey, Borkoski, & Kienzl, 2005, p. 164-165, 170-171.

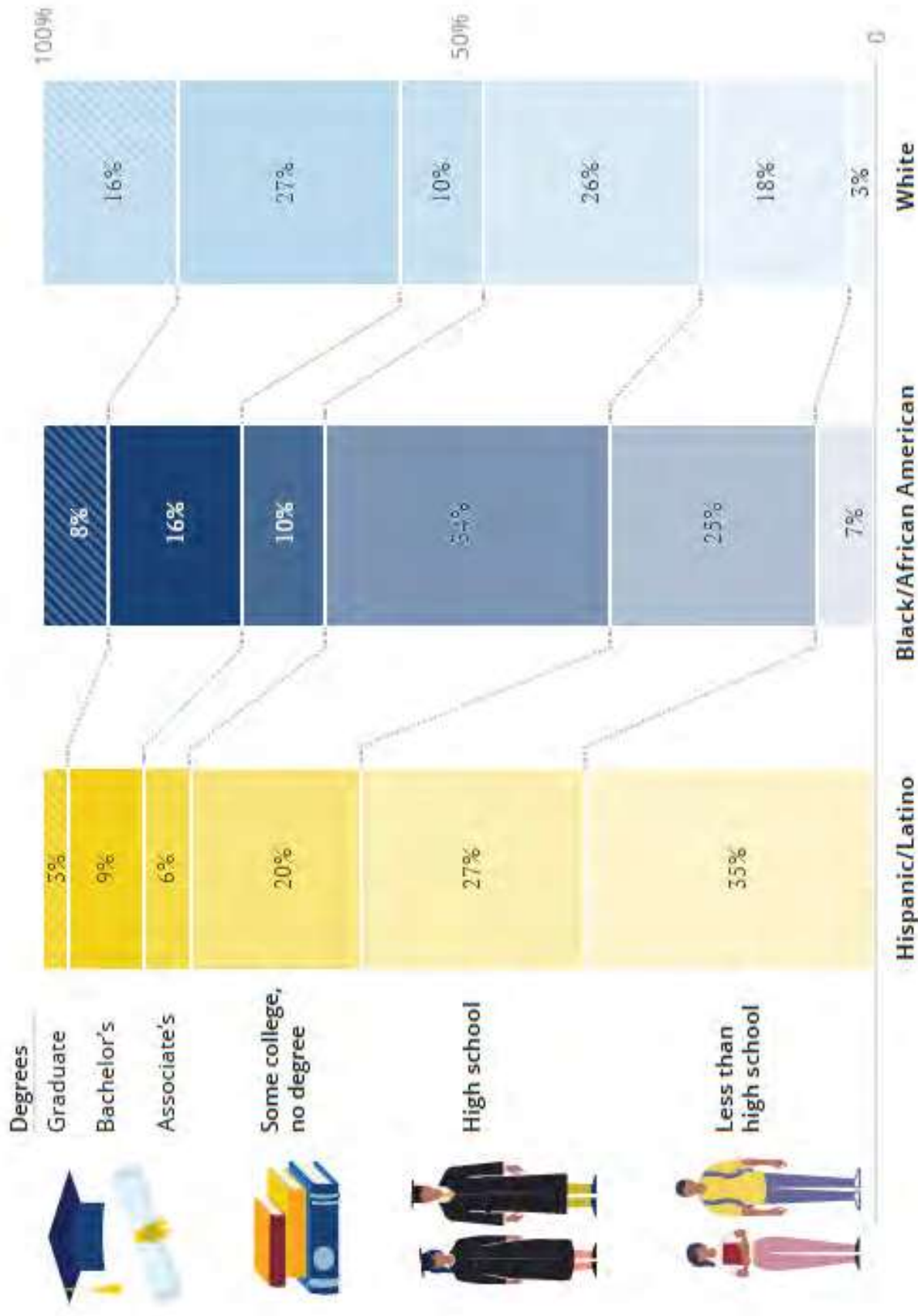
PROJECTED SHORTAGE OF COLLEGES WORKERS IN CA

BY 2030, CALIFORNIA MAY HAVE A SHORTAGE OF HIGHLY EDUCATED WORKERS



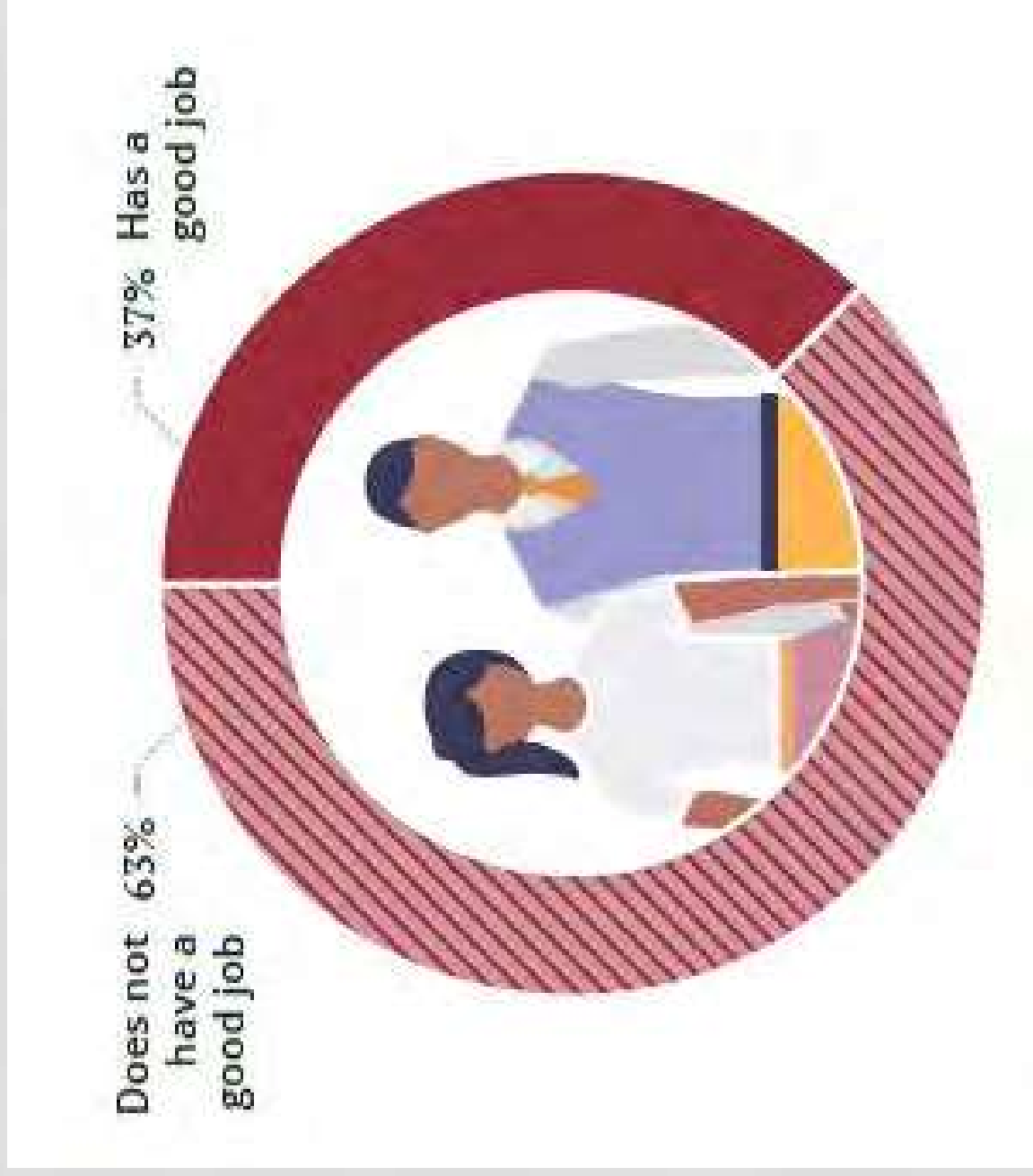
SOURCE: PPIC projections.

Educational Attainment by Race/Ethnicity in California



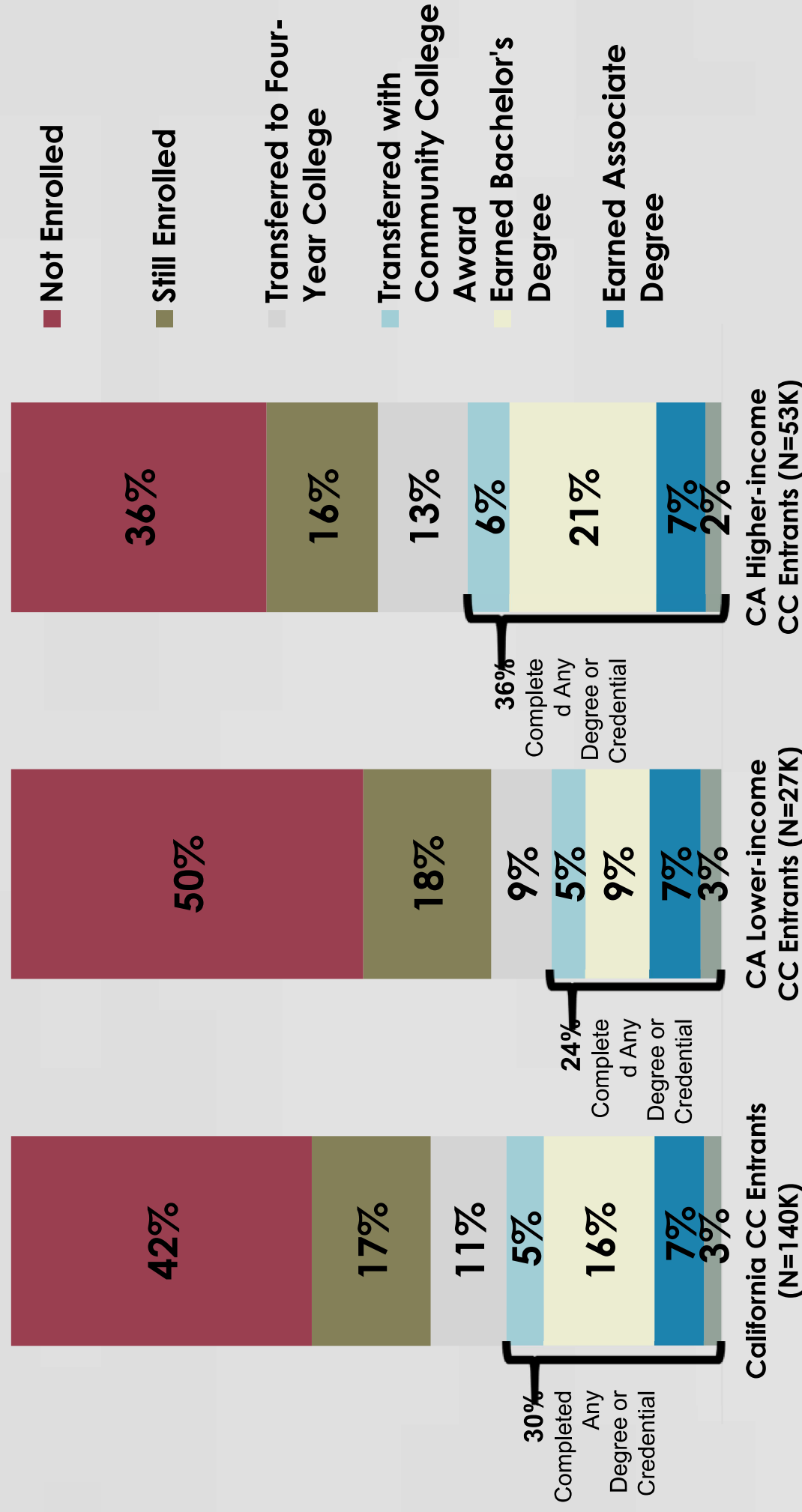
Source: Georgetown University Center on Education and the Workforce analysis of pooled ACS data (2011-15).

Share of Latino Workers without a Bachelor's Degree with a good job



Source: Georgetown University Center on Education and the Workforce analysis of pooled ACS data (2011-15).

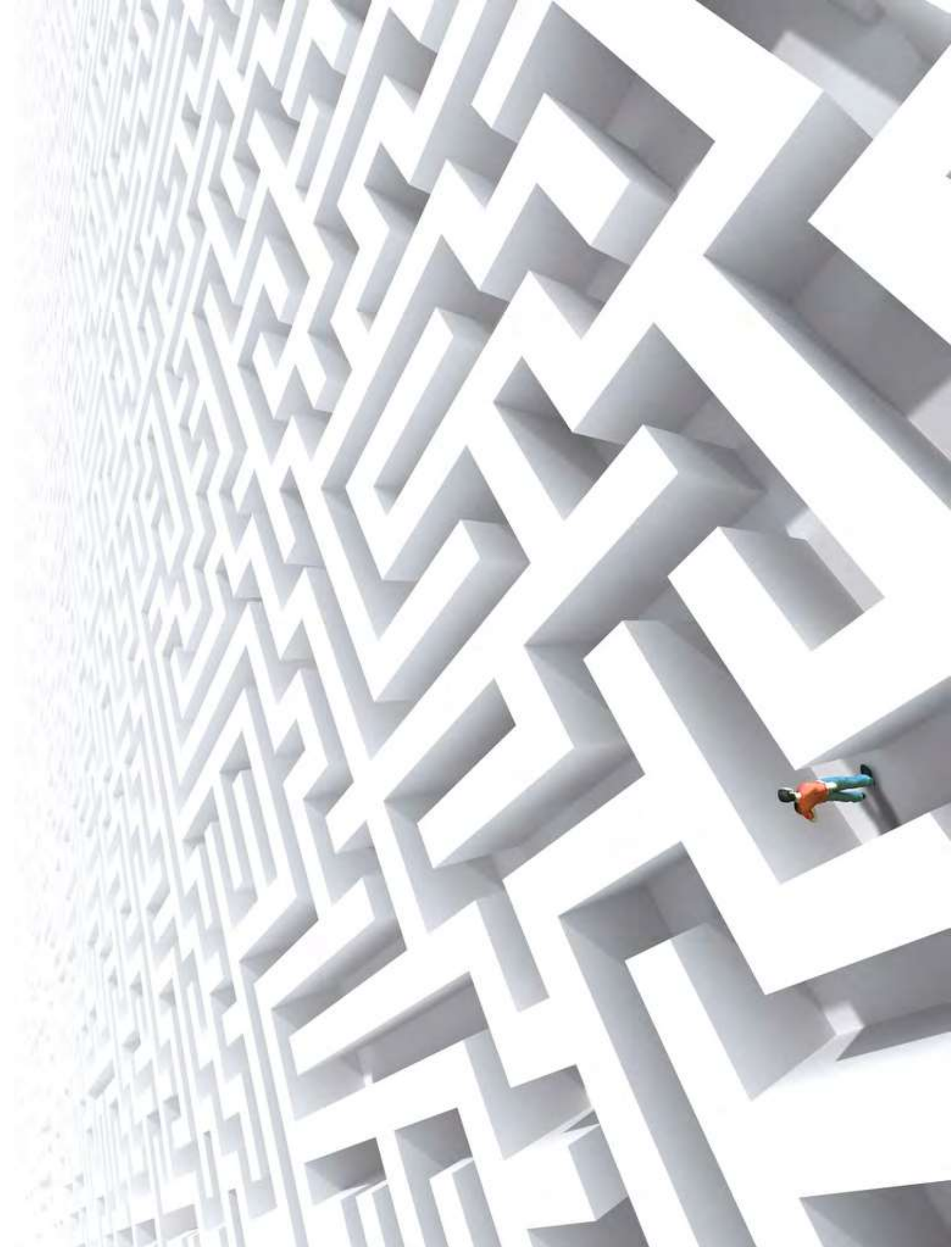
CALIFORNIA: HIGHEST OUTCOMES IN SIX YEARS BY INCOME AMONG FTEIC DEGREE-SEEKING COMMUNITY COLLEGE STUDENTS (EXCLUDING DUAL ENROLLMENT STUDENTS)



Source: CCRC analysis of NSC data on the fall 2010 FTEIC, degree-seeking community college cohort.

PROBLEM WITH THE **STRUCTURE** OF COMMUNITY COLLEGES

- Reforms too small or narrowly focused
 - Reforms not scaled
 - Reforms limited to one segment of student experience
- Colleges built to promote enrollment—Self Service or Cafeteria Model



CAFETERIA COLLEGE

Paths to career goals unclear

+

Intake sorts, diverts students

+

Students' progress not monitored

+

Learning outcomes not defined
and assessed across programs

=

↑ *Churning*

↑ *Early transfer*

↓ *Completion*

↑ *Excess credits*

↑ *Time to degree*

↓ *Skill building*

GUIDED PATHWAYS AND THE VISION FOR SUCCESS

The Guided Pathways model

- Embodies equity
- Is not just another initiative
- Is a comprehensive approach to combating poverty
- Is a means to realize social and economic justice
- Starts with careers and works backwards
- Increases transfer
- Increases living wages

But how, why is Guided Pathways different?

WHY DOES THE GUIDED PATHWAYS FRAMEWORK WORK?

- Provides all students with clear course taking patterns
- Promotes better enrollment decisions
- Prepares students for future success
- Integrates comprehensive student support services
- Ensures students are learning

PATHWAYS IS ABOUT EQUITY

By intentionally changing students' trajectory, we contribute to

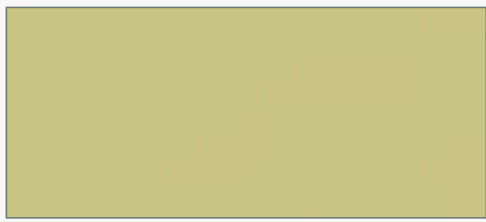
- Providing value – taking the students in your classroom and giving them economic and social mobility

So, RCCD needs to refocus on

- *Making the colleges ready for students versus the students ready for college*
- *Rethinking how to help students succeed in Gateway Courses*
- *Intentionally designing an experience that will help our students succeed*
- *Partnering with 4-year institutions to ensure this design works for students beyond RCCD*

**SO WHAT ARE THE
BARRIERS WE HAVE TO
ADDRESS TO MAKE THIS
WORK?**

TRANSFER PATHS UNCLEAR

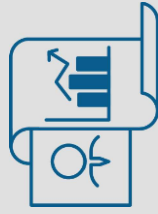


WEBSITE EXERCISE

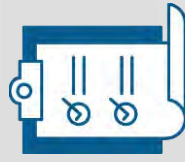
Imagine you are a student about to register for classes at your community college.

You want to study biosciences and transfer to a local four-year university. Go to **YOUR COLLEGE'S** website, and find the information that you need to select your courses and transfer successfully. Try to figure out what courses you will need to in order to transfer and enter a biosciences program at the four-year institution.

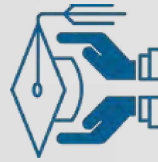
Think about the following questions AS THE STUDENT:



Getting Off on the Right Start: What biosciences programs are available at nearby universities? What career options are available to you after you transfer and complete the degree? What do salaries look like for these career options? Is this information available to you on either website?



Planning for Program Requirements: What are the requirements for admission to the university's biosciences programs? What classes will the student need to take at **YOUR COLLEGE** if you want to transfer into a bioscience program at the university? How easy or difficult was it to find this information? How many clicks did it take?



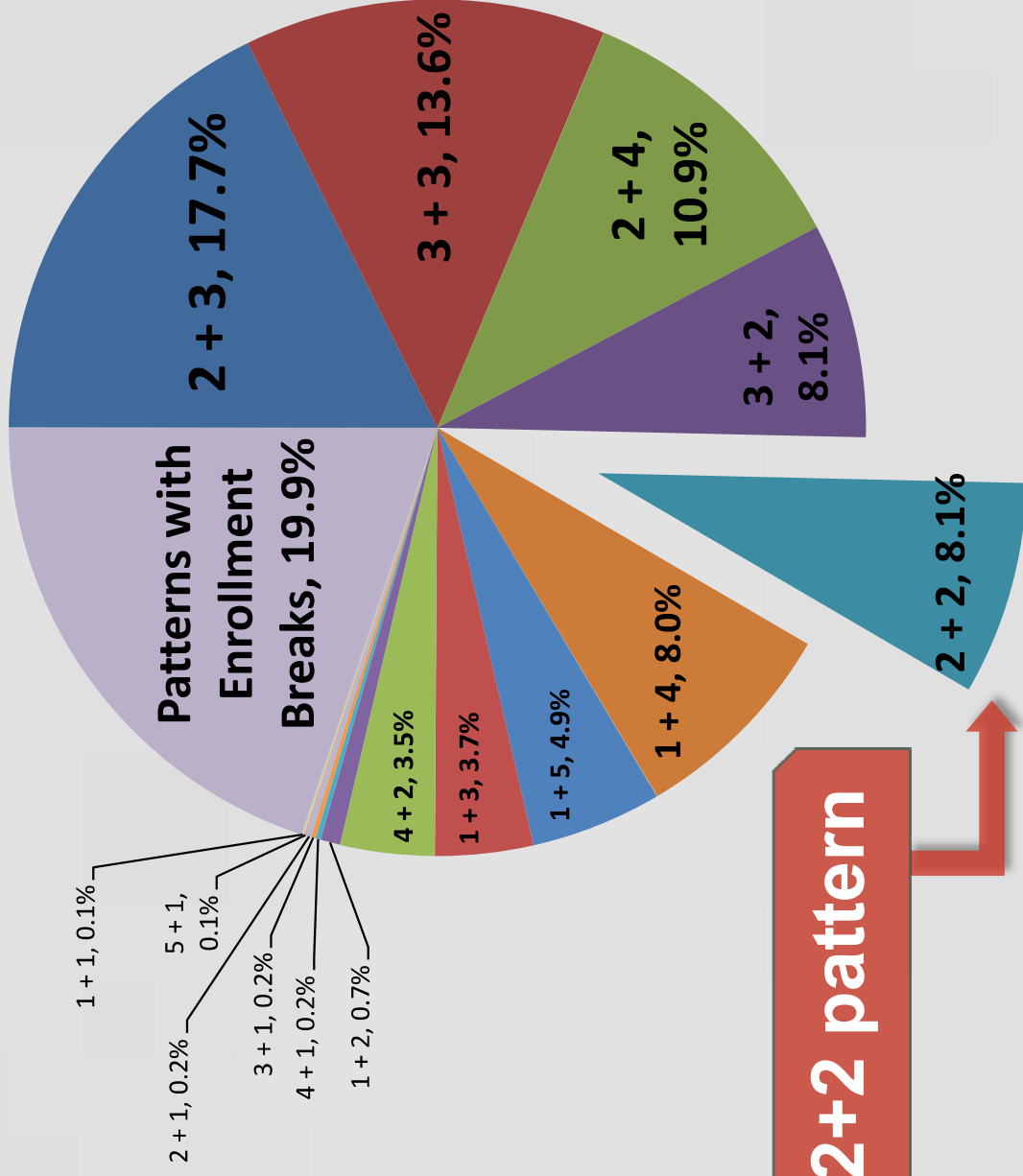
Locating In-Person Help: Who would you need to go at **YOUR COLLEGE** to get information on transfer in bioscience? Where would you go to on your campus to find that person? How easy or difficult was it to find this information on your website?

AND THESE PATHS NEED TO BE
CLEAR FOR PART-TIME AS WELL

AS FULL-TIME STUDENTS

ENROLLMENT PATTERNS AMONG ~100K BACHELOR'S DEGREE COMPLETERS FROM THE FALL 2007 ENTERING CC COHORT

years at CC
+
years at 4yr



Few graduates follow 2+2 pattern

WHAT ABOUT PART-TIME STUDENTS?

So we know many of our students are part-time--let's start asking why:

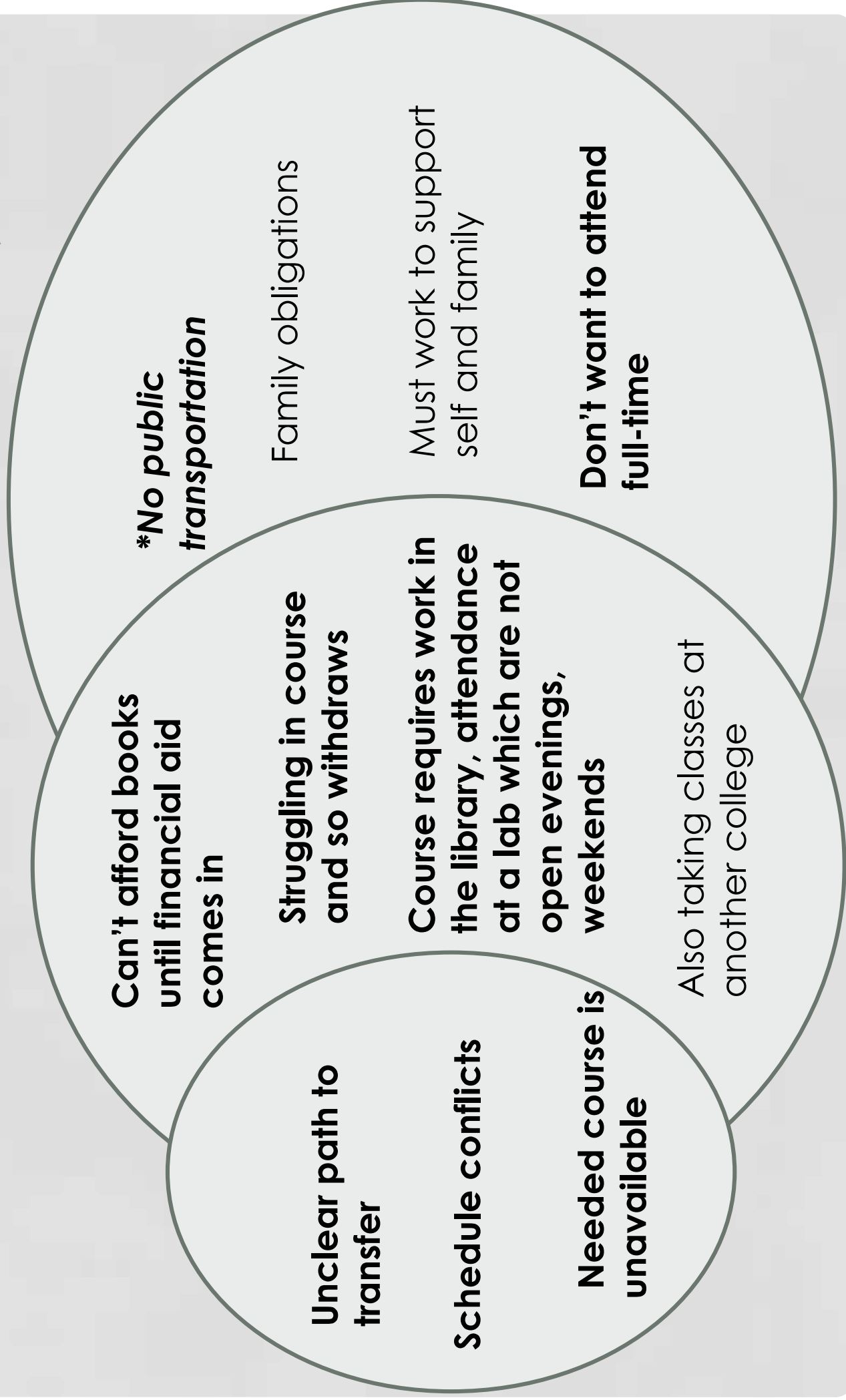
***One answer we often give is that they are working too much to support their families**

But is this the whole story?

CCSSE Spring 2015 Responses

About how many hours per week do you spend working for pay?	#	%
None	335	33.2%
1-5 hours	59	5.8%
6-10 hours	65	6.4%
11-20 hours	174	17.2%
21-30 hours	175	17.3%
More than 30 hours	164	16.3%
No response	37	3.7%
Total	1009	100.0%

Which of these barriers could RCCD potentially help address?

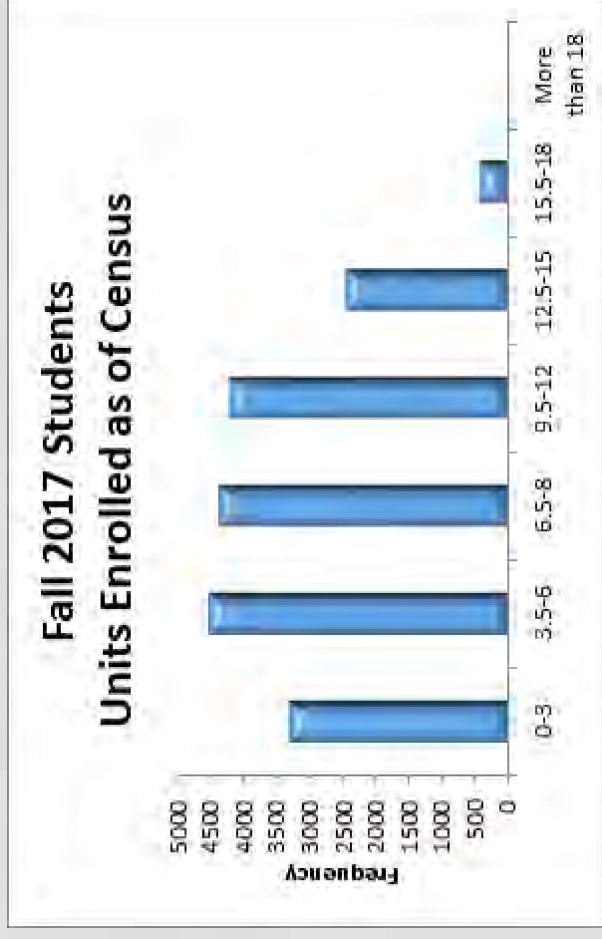


WHAT ABOUT PART-TIME STUDENTS?

There are many reasons so many of our students are part-time and some of them are because we have created institutional barriers and/ or haven't fully articulated the benefits of being full-time to those who are able to be.

We need to beware of the single story.

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story



What could we do to help more of these students become full-time students? What are the barriers?

AT THE GATE, NEAR THE GATE

WHY DON'T THEY TRANSFER?



THROUGH THE GATE STUDY

- Sample of 875,630 students well-advanced along the transfer continuum
- 583,000 students were transfer achievers who made it through the gate by transferring to any university with or without a degree
- **136,000** students were “at the gate,” who achieved an AD-T or completed all transfer requirements yet have not transferred
- **157,000** students were “near the gate,” who earned at least 60 transferrable units with a 2.0 GPA but were missing transferable English and/or math and have not yet transferred

THROUGH THE GATE QUICK FACTS

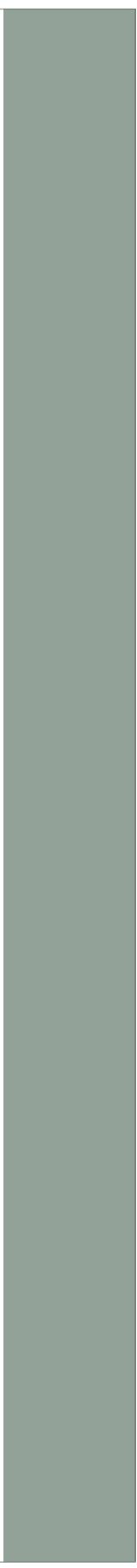
- 92% of students near the gate still need to complete transfer-level math
- More than half of students who are stuck at the gate and exit the CCC system leave without a college credential
- Transfer achievers overwhelmingly transfer without a degree or certificate

The number of students completing an AD-T is on the rise but region, CSU proximity, and major can all impact transfer success for AD-T learners

ROLES OF GENDER, RACE/ETHNICITY, AND REGION

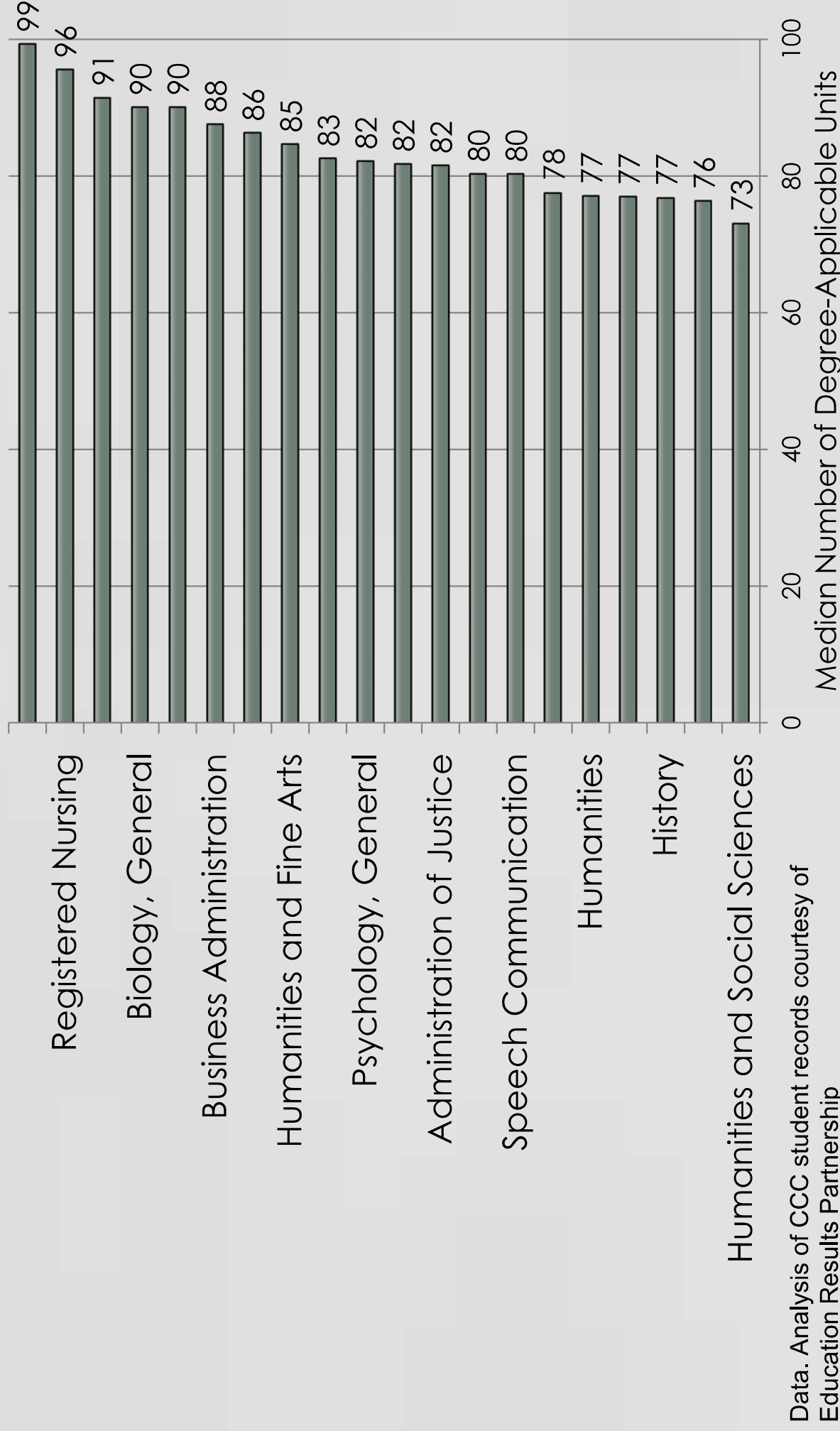
- 75% of African Americans who completed transfer requirements made it through the gate, but most African-American students never made it this far on the transfer continuum
- Students in the Inland Empire were least likely to make it through the gate compared to other regions
- Latino males and Native American females were least likely to transfer compared to other groups

EXCESS UNITS AND CREDIT LOSS

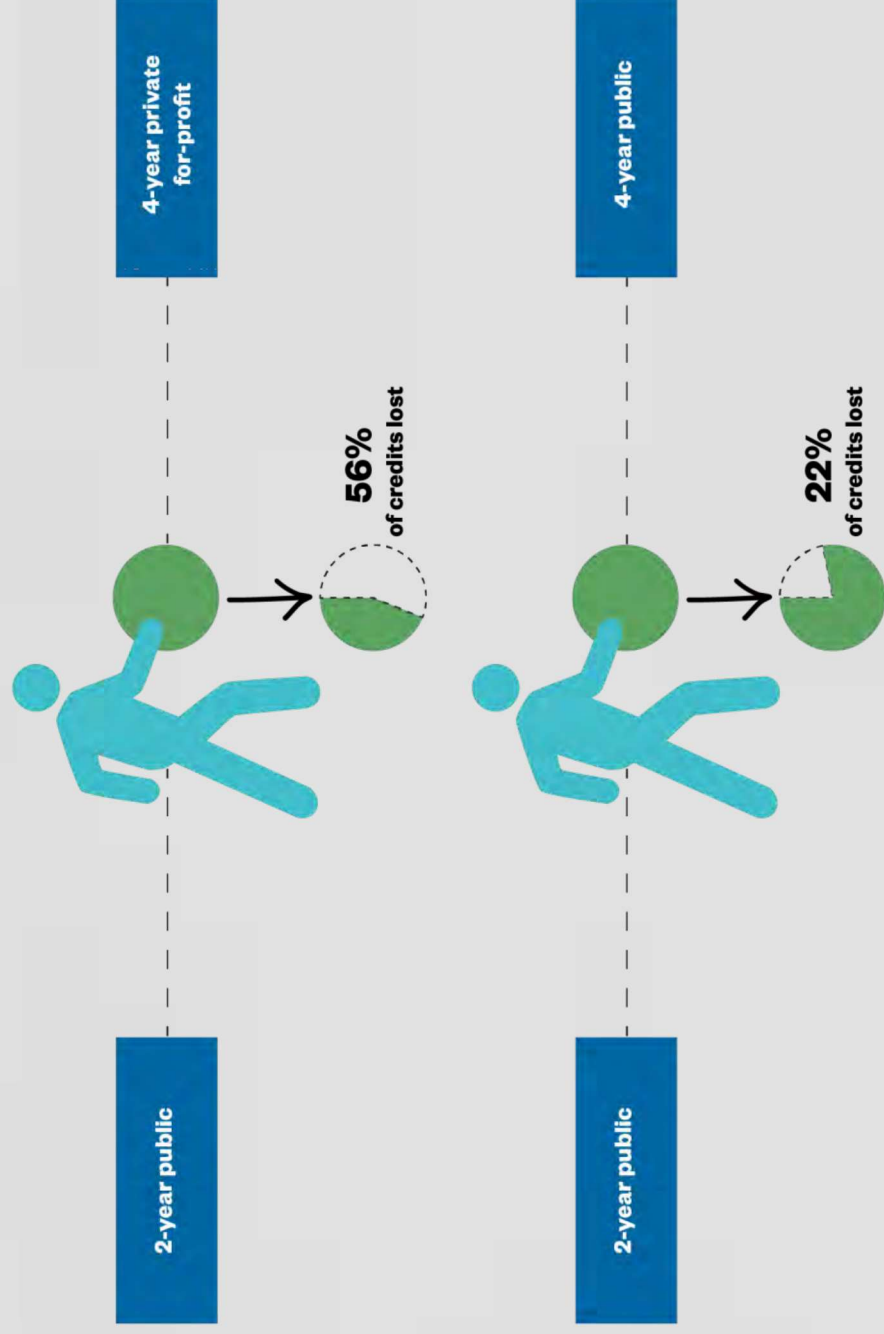


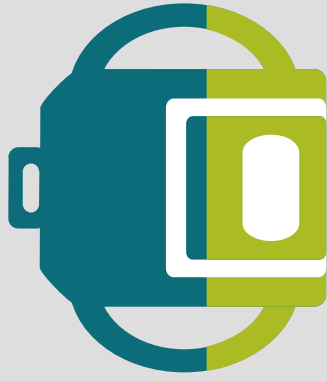
MEDIAN CREDITS EARNED BY ASSOCIATE DEGREE COMPLETERS

20 CCC PROGRAMS WITH THE MOST COMPLETERS IN 2015-16

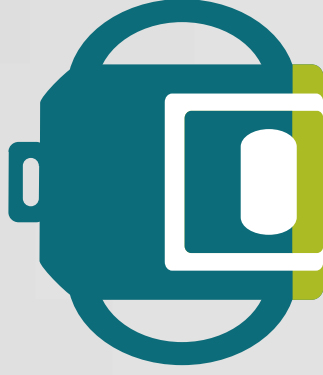


ESTIMATED PERCENTAGE OF CREDITS LOST IN TRANSFER, ON AVERAGE, BY TRANSFER PATH, ACADEMIC YEARS 2003-04 TO 2008-09





Just **58%** of students successfully transferred 90% of their credits.



And **15%** can't transfer any credits at all.



Students who can transfer 90% of their credits were **2.5x** more likely to get their bachelor's degree, compared to those who transfer half or less.

THE AIM OF OUR PLANNING:

INTENTIONALLY DESIGN AN
EXPERIENCE THAT WILL HELP OUR
STUDENTS SUCCEED.

GUIDED PATHWAYS IS THE FRAMEWORK TO
HELP RCCD RETHINK OUR APPROACH TO
HELPING STUDENTS SUCCEED.

Four Pillars of Pathways

CLARITY

INTAKE

SUPPORT

LEARNING

Equity, Social Mobility, Economic Health for All Students

CLARIFYING THE PATH

- Identifying meta-majors
- Mapping programs “with the ends in mind”
- Building curriculum coherence
- Aligning course content and student learning outcomes
- Identifying milestones
- Defining default course sequences
- Implementing Student Online Planning Tool

HELPING STUDENTS CHOOSE & ENTER THE PATH

- Strengthening and clarifying student-facing information about jobs/careers/ transfer options
- Augmenting career exploration in high school (especially dual/concurrent enrollment) and earliest college experiences
- Redesigning advising to align with critical student choices and milestones

HELPING STUDENTS STAY ON THE PATH

- Ensuring continuous, intrusive advising within pathways, noting milestone achievement, ensuring timely academic alert and support, and required advising when students go off path
- Integrating discipline-appropriate academic supports into every pathway – and in fact into every syllabus

ENSURING THAT STUDENTS ARE LEARNING

- Intentionally designing applied/experiential learning experiences throughout each pathway
- Promoting discipline-appropriate strategies for active & collaborative learning (e.g., service learning, group projects)
- Aligning discipline-appropriate co-curricular learning
- Strengthening assessment and documentation of student learning outcomes accruing to the program level
- Revising Program Learning Outcomes to better include career competencies

ESSENTIAL CAPACITIES TO SUPPORT GUIDED PATHWAYS IMPLEMENTATION AT SCALE

- Leadership
- Communication
- Systematic, authentic, continuous engagement
- Strategically targeted professional development for faculty, staff, and administration
- Policy to support changes in structures, processes, resource allocation

CONCLUSION

- Guided Pathways is the planning framework for RCCD
- Guided Pathways requires a major shift in culture and mindset
- Full implementation will take time (e.g., Areas of Emphasis)
- Guided Pathways requires evaluating, monitoring, assessing, and continuously improving
- RCCD is establishing a Guided Pathways Task Force & leading region-wide Guided Pathways work

Agenda Item (IV-B-2)

Meeting	5/1/2018 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-2)
Subject	Proposed Curricular Changes
College/District	District
Funding	
Recommended Action	It is recommended that the Board of Trustees approve the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings.

Background Narrative:

Presented for the Board's review and consideration are proposed curricular changes. The District Curriculum Committee and the administration have reviewed the attached proposed curricular changes and recommend their adoption by the Board of Trustees.

Prepared By: Wolde-Ab Isaac, Chancellor

Attachments:

[Proposed Curricular Changes](#)

1. New Courses

<i>Course</i>	<i>Title</i>	<i>College</i>
CUL 46	Fundamentals of Baking and Pastry	R
CUL 47	Advanced Baking and Pastry	R
EDU 10	Introduction to Education Studies	R
FTV 77	Intermediate Lighting techniques for Film, TV and Video	R
MAT 23	Trigonometry & Precalculus	MR

2. Course Inclusions

<i>Course</i>	<i>Title</i>	<i>College</i>
ANT-16	Field Methods in Archaeology	M
ART-41A	Figure Painting - Introduction	N
CIS-8	Fundamentals: Information Systems Security Auditing	M
MUS-19H	Honors Music Appreciation	M
MUS-37	Class Guitar	M
MUS-71	College Chorus	N
MUS-77	Guitar Ensemble	N
MUS-81	Consort Singers	N
PHO-67	Business Practices for Photographers	M

3. Major Course Modifications

<i>Course</i>	<i>Title</i>	<i>College</i>
CIS 61	Introduction to Database Theory (CSC)	MR
CSC 61	Introduction to Database Theory (CIS)	R
CUL 36	Introduction to Culinary Arts	R

CUL	37	Intermediate Culinary Arts	R
FTV	45A	Beginning Television News Production	R
GUI	48	College Success Strategies	MNR
PSY	33	Theories of Personality	MNR

4. Course Exclusions

<i>Course</i>	<i>Title</i>	<i>College</i>
ACC-61	Cost Accounting	N
ACC-66	Non-Profit and Governmental Accounting	N
CAT-65	Introduction to Microsoft PowerPoint	N
CAT-95A	Introduction to the Internet	N
CIS-14A	Web Programming: Java Script	N
CIS-1B	Advanced Concepts in Computer Information Systems	N
CIS-37	Beginning Level Design/Computer Games	N
CIS-38A	Simulation and Gaming/3D Modeling for Real-Time Interactive Simulations	N
CIS-38B	Simulation and Gaming/3D Animation for Real-Time Interactive Simulations	N
CIS-39	Current Techniques in Game Art	N
CIS-54B	Flash Scripting	N
CIS-56A	Designing Web Graphics	N
CIS-59	Typography and Graphic Design	N
CIS-65	Introduction to Microsoft PowerPoint	N
CIS-72A	Introduction to Web Page Creation	N
CIS-72B	Intermediate Web Page Creation Using Cascading Style Sheets (CSS)	N
CIS-76B	Intro to Dreamweaver	N

CIS-95A	Intro to the Internet	N
HET-80	Certified Nurse Assistant Theory and Practices	M
KIN-A77	Jogging for Fitness	N
KIN-A81	Physical Fitness	M
KIN-A90A	Weight Training - Beginning	N
KIN-A90B	Weight Training - Intermediate	N
MAG-54	Employee Labor Relations	N
MAT-90A	Special Topics in Arithmetic: Whole Numbers and Introduction to Fractions	M
MAT-90B	Special Topics in Arithmetic: Fractions and Intro to Decimals	M
MAT-90C	Special Topics in Arithmetic: Decimals	M
MAT-90D	Special Topics: Rational Numbers and Intro to Variables	M
MAT-90E	Special Topics in Pre-Algebra: Real Numbers and an Introduction to Algebra	M
MAT-90F	Special Topics in Pre-Algebra: Algebraic Expressions and Equations	M
MAT-4	Finite Mathematics	N
MUC-1A	Beginning Performance Techniques for Studio Recording	N
MUC-1B	Intermediate Performance Techniques for Studio Recording	N
MUC-1C	Advanced Performance Techniques for Studio Recording	N
MUC-1D	Master Performance Techniques for Studio Recording	N
MUC-3	Intro to Pro Tools: MIDI and Audio Production	N
THE-9	Dramatic Literature – Script Analysis	N

5. Course Deletions

<i>Course</i>	<i>Title</i>	<i>College</i>
FIT-14	Wildland Fire Control	M

HET-82	Phlebotomy Technician	M
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6. Course Certificates/Degrees to Be Proposed for State Approval

<i>Title</i>	<i>College</i>
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Education, Human Development & Special Needs	(program requirements attached)	R
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7. New Programs Proposed for Local Approval

<i>Title</i>	<i>College</i>
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Certificate	General Business	R
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Certificate	Gig Economy	R
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Certificate	Management	R
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Certificate	Marketing	R
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Certificate	Information Security	R
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8. New Disciplines and Discipline Inclusions

<i>Discipline</i>	<i>Title</i>	<i>College</i>
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AHS	Art History	R
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ENT	Engineering Technology	N
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ENP	Entrepreneurship	N
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WEL	Welding	N
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