Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

GUIDED PATHWAYS LIAISON WEBINAR

Randy Beach, ASCCC Guided Pathways Task Force, Southwestern College
Janet Fulks, ASCCC Guided Pathways Faculty Lead, Capacity Building
Michelle Pilati, ASCCC Guided Pathways Faculty Lead, Tool Development

12:30 PM – 1:30 PM

9/13/2018

Overview

- Introductions
- What is a Guided Pathways Liaison?
- GP Basics
- Self-Assessment, Workplans, and Budget Allocations
- Six Principles
- Accomplishments, Challenges, and Needs

"GUIDED PATHWAYS LIAISON"
What – and Why?

Guided Pathways Liaison Expectations

* Consult with the senate leaders to create a mechanism for the most effective communication with faculty at the local campus about issues of common concern and/or support for Guided Pathways;

* Monitor local and regional Guided Pathway discussions and act as a resource for local inquiries;

* Identify local issues of particular concern around a Guided Pathway approach and convey those to the ASCCC Guided Pathways Task Force;

* Communicate opportunities for faculty to participate through the ASCCC in statewide workgroups, committees and taskforces in relation to Guided Pathways;

* Serve as a conduit between the local faculty and the ASCCC Guided Pathways Taskforce representatives;

* As local funding permits, attend statewide events related to Guided Pathways.

The Top 10 (+ 1) for Guided Pathways Liaisons

- 3. What is your local definition of guided pathways?
- 4. What problem or problems does your college expect guided pathways to solve?
- 5. What is your local engagement plan – what steps will be taken to ensure the engagement of the entire college in guided pathways? How will students be involved? How will the roles of all campus constituencies be defined – or redefined?
- 6. Most colleges have engaged in many efforts to improve student success over the last ten (or more) years. What local efforts that are consistent with guided pathways were initiated at your college prior to the introduction of California Community College Guided Pathways Grant Program?

Connecting Local Efforts to Regional/Statewide Efforts

- The importance and role of local implementation

- The need for support providing resources, feedback and potential solutions

- The cohort model

- The important role of GP liaisons – compared with CTE and other liaison roles

- Responsibilities

Guided Pathways Basics

Four Pillars of Guided Pathways

Create clear curricular pathways to employment and further education.
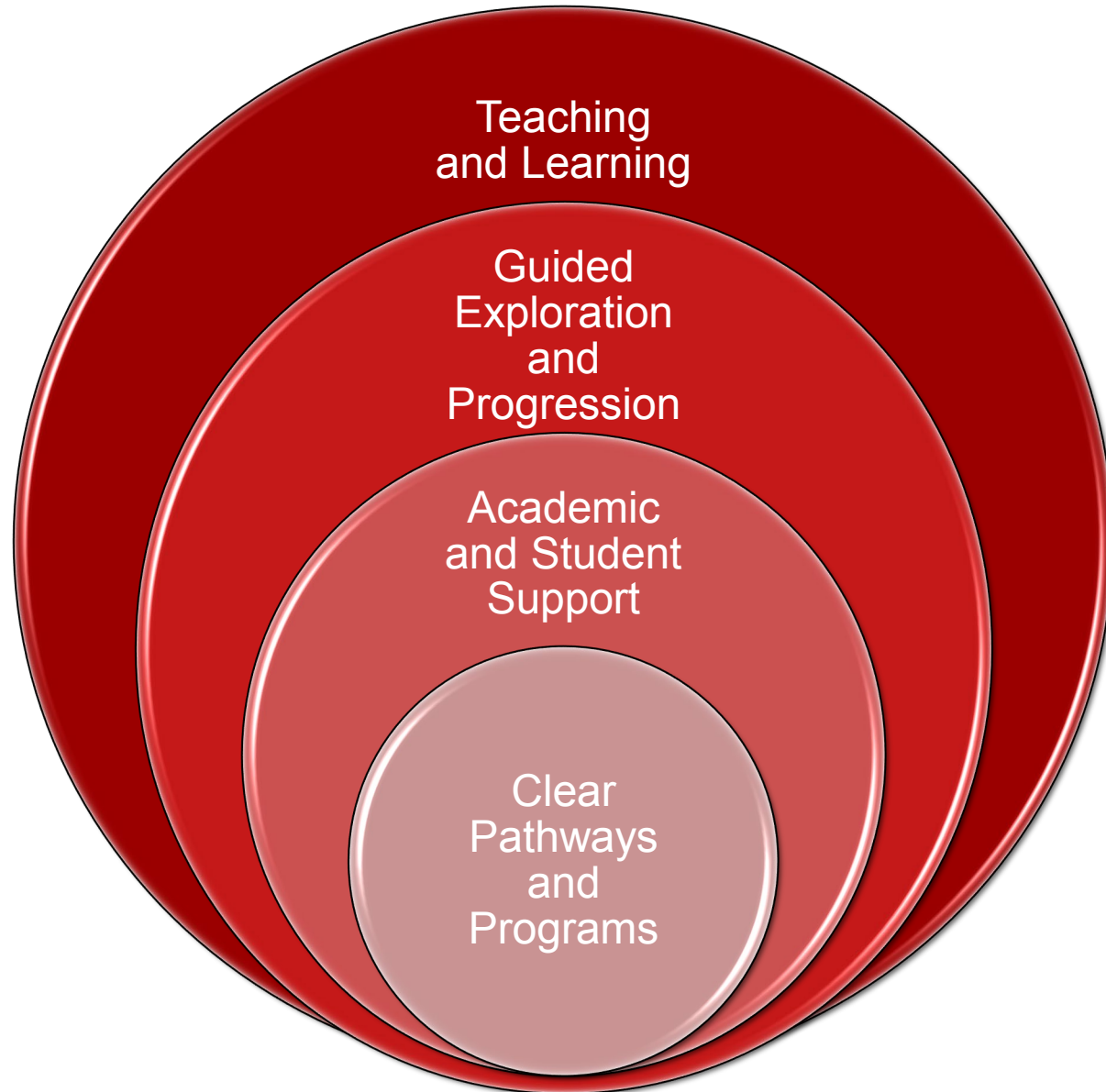
Help students choose and enter their pathway.

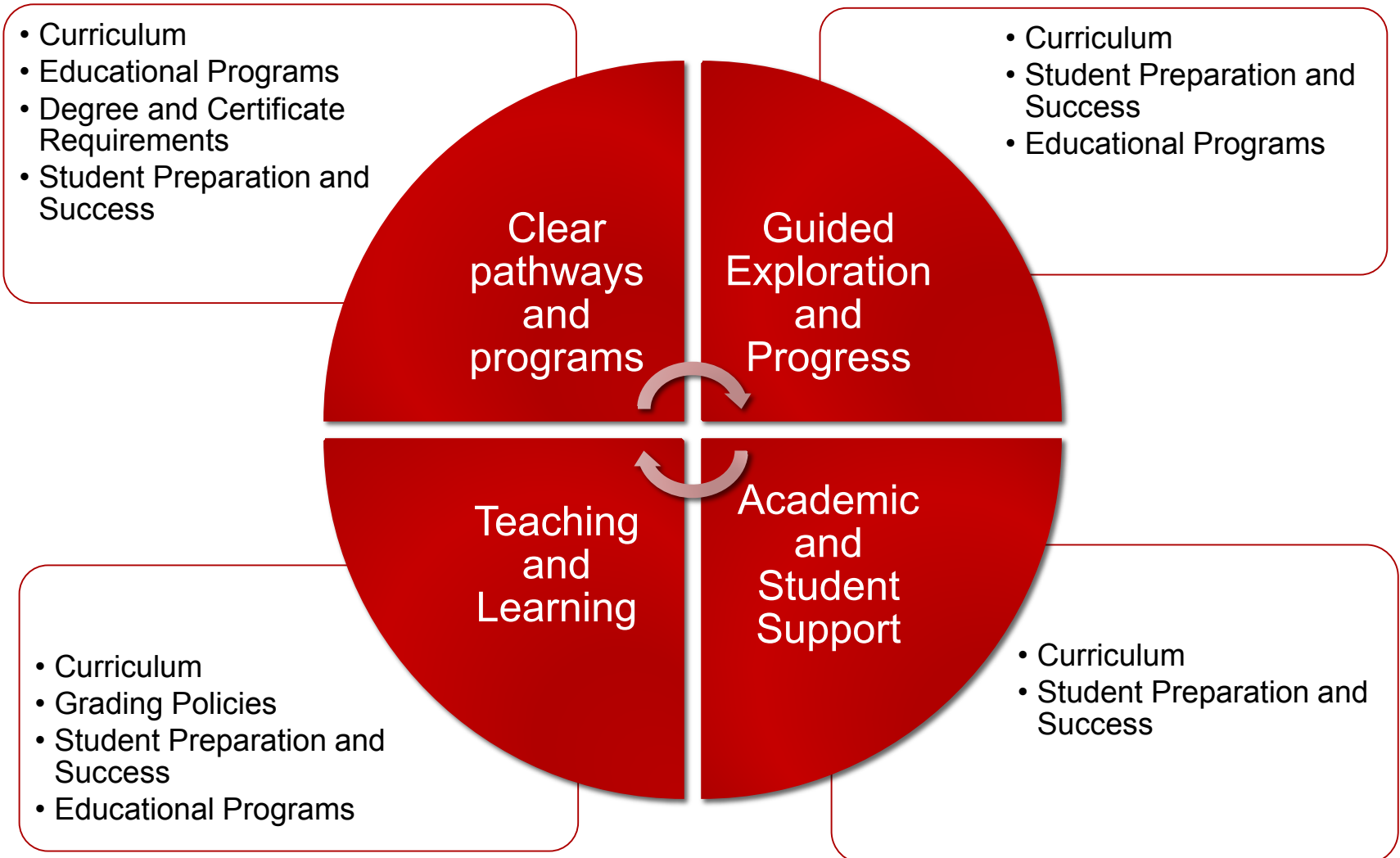Help students stay on their path.

Ensure that learning is happening with intentional outcomes.

09.08.17

Guided Pathways Principles

Teaching and Learning

Guided Exploration and Progression

Academic and Student Support

Clear Pathways and Programs

The 10+1 and Guided Pathways

- Curriculum
- Educational Programs
- Degree and Certificate Requirements
- Student Preparation and Success

- Curriculum
- Student Preparation and Success
- Educational Programs

Clear pathways and programs

Guided Exploration and Progress

Teaching and Learning

Academic and Student Support

- Curriculum
- Grading Policies
- Student Preparation and Success
- Educational Programs

- Curriculum
- Student Preparation and Success

Upcoming Resources and Trainings

- Glossary

- Metamajor Principles

- KPIs

- Host of pre-drafted scenarios to facilitate local discussions (GE, metamajors, individual students, individual faculty)

Self-Assessment, Workplans, and Allocations

- What was your local process from completing the self-assessment and developing your workplan?

- Do you have access to your college's self assessment and workplan?

Self-Assessment, Workplans, and Allocations

- What is your budget allocation?
- What will your college be addressing in 2018-2019?
- What is your local process for modifying your workplan?

Your Workplan – A "Living" Document

- A **living document**, also known as an **evergreen document** or **dynamic document**, is a document that is continually edited and updated.

- A living document may or may not have a framework for updates, changes, or adjustments.

- Living documents are changed through revisions that may or may not reference previous iterative changes. The rate of document drift depends on the structure of the original document, or original intent of such document, or guidelines for modifying such document.

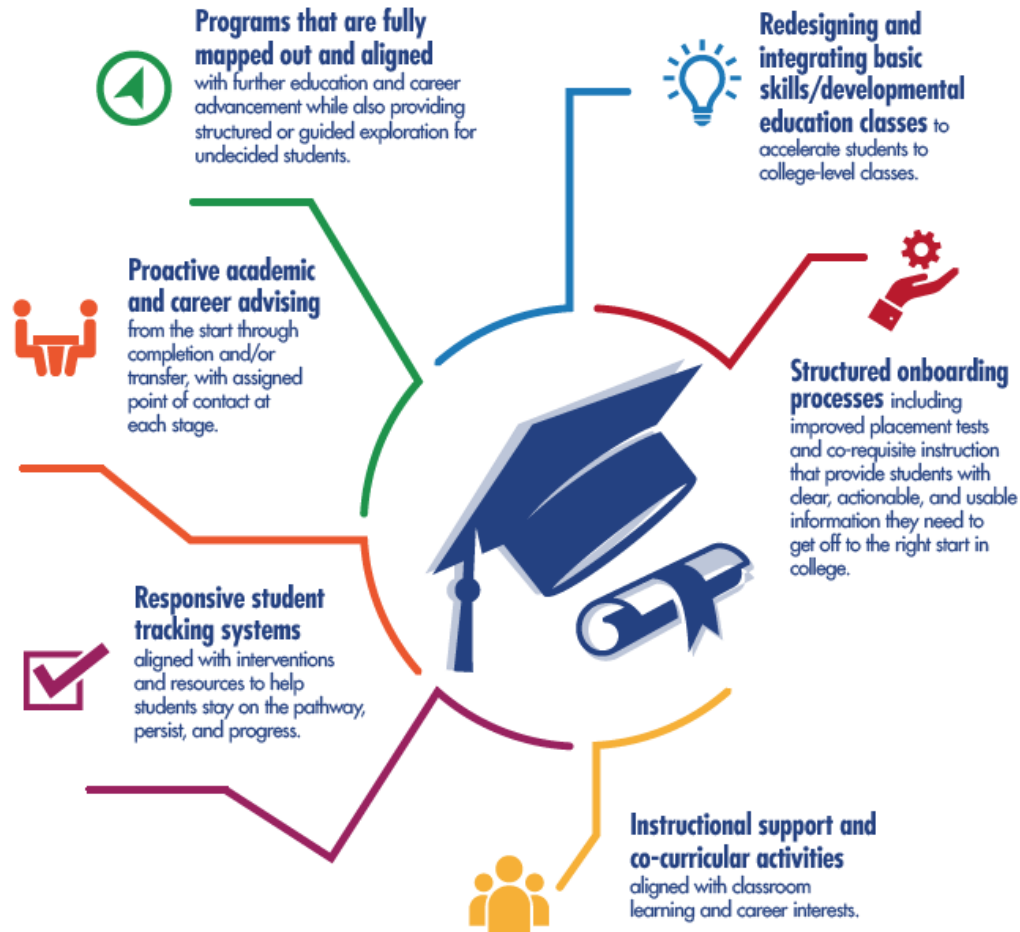- In this context, what type of structure would be appropriate?

Budgeting

Key Elements of Guided Pathways – the CCC System

Principle 1: Structured onboarding processes including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get off to the right start in college.

What have we done?	What else should we consider?

What have we done?

- CAI
- Multiple Measures
- EPI
- AB705
- BSI
- BSOT
- SSSP - orientation

What else should we consider?

- ✓ Who are our students, how do their origins inform onboarding?
- ✓ Guided Self Placement
- ✓ Outreach to high schools
- ✓ Communicating with clarity from beginning to the destination

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?	What else should we consider?

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

What else should we consider?
- ✓ Math pathways
- ✓ Evaluating effectiveness beyond the first course
- ✓ Provide modular classes

*Note- these must be customized to your college

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?	What else should we consider?

What have we done?

- Supplemental Instruction
- Tutoring
- Student Success Labs
- Directed Self Learning Activities (DLA)
- Writing center
- Co-requisite support
- Extend the classroom (ETC)

What else should we consider?

- Requiring support
- Evaluating effectiveness
- Offerings for all students (evening, online, weekends)
- How do we actually access these supports?
- Contextualizing content

Key Elements of Guided Pathways – the CCC System

Principle 4: Responsive student tracking systems aligned with interventions and resources to help students stay on the pathway, persist, and progress.

What have we done?	What else should we consider?

What have we done?

➢ Scorecard
  ➢ Completion of Math and English in Year 1 & 2
➢ Launchboard
  ➢ KPI's
  ➢ Time for a degree
➢ Starfish

What else should we consider?

✓ Update and correct the metrics to include appropriate top codes
✓ Update and use PCNs not TOP codes
✓ Create methods to track interventions

*Note - these must be customized to your college

Key Elements of Guided Pathways – the CCC System

Principle 5:Proactive academic and career advising from the start through completion and/or transfer, with assigned point of contact at each stage.

What have we done?	What else should we consider?

What have we done?

➢ SSSP to increase counseling and advising

➢ EPI – Education Planning Initiative

➢ CCC APPLY

➢ ADTs

➢ C-ID

What else should we consider?

✓ Embedded counselors

✓ Proactive counseling

✓ Meta-major/major-based support

✓ Identifying a role for discipline (non-counseling) faculty

* Note - these must be customized to your college

Key Elements of Guided Pathways – the CCC System

Principle 6:Programs that are fully mapped out and aligned with further education and career advancement while also providing structured or guided exploration for undecided students.

What have we done?	What else should we consider?
➢C-ID ➢ADT ➢CB21 ➢Strong Workforce ➢AEBG	✓K-12 collaborations ✓Transfer beyond the AA 2 year degree and the areas of emphasis

Questions

- What are your current challenges?

- What can we do to help you?

- What would you like to see in upcoming Webinars?

Thursday, September 13 12:30pm - 1:30pm
"Defining the Role of a Guided Pathways Liaison"
What does it mean to be a Guided Pathways Liaison? This webinar is focused on supporting your college's appointed liaison; however any faculty doing guided pathways work is welcome to attend.
To register: https://zoom.us/webinar/register/WN_IAP-L7tdRkeRihVL4q_niw

Wednesday, September 19 12:30pm - 1:30pm
"Using Data to Make the Case I: Understanding Key Performance Indicators"
Faculty engagement with student performance data can have a major impact on your colleagues' views of the guided pathways design principles and potential outcomes. Join the ASCCC Guided Pathways Task Force for a look at the key performance indicators (KPIs) colleges were asked to examine as a part of their guided pathways work. How can KPIs be used to help "make the case" for guided pathways from a faculty point of view?
To register: https://zoom.us/webinar/register/WN_Xz3w4gkhT8ChdEk6WMj7FA

Tuesday, September 25 12:30pm - 1:30pm
"Using Data to Make the Case II: Beyond Key Performance Indicators"
Your faculty have reviewed your key performance indicators and are inspired to make change, but that's not the end of the story. In this webinar, Guided Pathways Task Force members will discuss additional data metrics useful for designing strategies and structures at your college that support guided pathways.
To register: https://zoom.us/webinar/register/WN_7Lek1Y1hQqG5AeMSZtOcWg

Register now to attend these live webinars! We hope you'll join us.

Archived recordings of each webinar will be made available after the event on the website for the Academic Senate for California Community Colleges, https://asccc.org/directory/guided-pathways-task-force

Accomplishments, Challenges, and Needs?

Resources

- ASCCC Website
- Canvas
- People (Michelle, tools; Janet, Capacity Building;
- Carrie, Taskforce; Julie, Communication and Coordination)
- info@asccc.org
- Visits, technical info, and visits