Housekeeping and ASCCC Resources

ASCCC GP Canvas - https://tinyurl.com/CCC-GP2018

ASCCC Guided Pathways RESOURCES
https://www.asccc.org/guided-pathways

Welcome! We'll be with you shortly
The chat will be used for questions and input
All attendees will be muted

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Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Partnering with High Schools: Secrets and Good Practices

Presenters:

Jessica Ayo Alabi, Ph.D. Chair & Professor of Sociology, Orange Coast College

Randy Beach, ASCCC Guided Pathways Lead, Southwestern College

Kimberly Bligh, Bakersfield College Summer Bridge Director

Ty Simpson, San Bernardino Valley College, Guided Pathways Task Force

Carrie Roberson, ASCCC North Representative, Guided Pathways Task Force- Chair

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Two Webinars Next Week

Developing Practices and Materials for Counseling

Guided Pathways BEGINS with the correct connection between the student's goals and reasons for attending college and the types of programs, scheduling and exploration available for students. How do we meet students where they are at and help them understand pathways and support available to help create rigorous goals and realistic plans? Join us as we begin to look at Guided Pathways counseling tools.

Noon – 1:00 PM (May 22, 2019)

The Reality of Metamajor and Program Mapping Work

Many colleges feel that the development of metamajors and program maps is the totality, or at least a major portion, of the Guided Pathways work, but is that true? Can you just create metamajors and program maps and be done with Guided Pathways? Colleges are spending significant time and effort engaged in sorting activities, which may assist in beginning the conversation, but is that the best data to use in this transformative process? What have colleges learned in the metamajor and program map development process and how may you benefit from their insights?

3:00–4:30 PM (May 22, 2019)

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Partnering with High Schools: Secrets and Good Practices

We only have students for two years; reaching out to our high school partners is important to scaffold the concepts and decision making that provide students with the agency and autonomy they need to be successful in the time we have them. This webinar covers a variety of linkages from Summer Bridge to dual enrollment to early counseling interventions. Join us as we reveal secrets colleges have uncovered to increase success.

Noon – 1:00 PM (May 15, 2019)

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What's the Why?

- Coordination between community colleges and high schools can increase student success
- Many of the innovations of guided pathways are enhanced by better coordination between schools
- Faculty relationships across systems (high school > CCC > CSU/UC) can benefit students
- Engagement with high schools supports all pillars

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Data to begin your partnership

- Look to your Strategic Plan or ISER
- Number and name of feeder high schools
- Launchboard information on Student Success
  https://www.calpassplus.org/Home
- High School Yield
- High School Career Pathways Status
- Regular meetings with HS counselors
- Transparency - honesty and NO BLAME

Knowing your Feeder Schools

- Knowing you feeder schools is imperative to building strong bridges for students support
- You will know what to offer the students from your feeder schools special grants and programs
- On site registration

Knowing your Feeder Schools

- Embedded counselors from CCC, CSU, UC, High schools
- Changing minds and attitudes
    - High school with ashtrays?
    - Option of last resort?
- Time to debunk the myth of ccc as being less desirable than entering a four-year university directly after high school

IT'S ALL ABOUT RELATIONSHIPS

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Research: Guided Pathways and High Schools*

- Collaboration with HS curriculum
- Colleges arbiter the standards of college readiness
- Collaboration with HS counselors
- Increasing the numbers of HS guidance counselors devoted to the college transition and SB 70
- Aligning Pathways though Dual enrollment and pre-college interventions

*Building Student Momentum from High School into College (2016)
https://www.jff.org/resources/building-student-momentum-high-school-college/

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Research: Guided Pathways and High Schools*

- *Sharing mindset in HS Beyond Academic Readiness: Building a Broader Range of Skills for Success in College* (2017) https://jfforg-prod-prime.s3.amazonaws.com/media/documents/Beyond-Academic-Readiness_020217.pdf
- *Sharing Data: How High Schools and Colleges Can Team Up to Use Data and Increase Student Success* (2016) https://jfforg-prod-prime.s3.amazonaws.com/media/documents/Using_Data_to_Support_Success_-112816.pdf
- Communication about metamajors/majors/career

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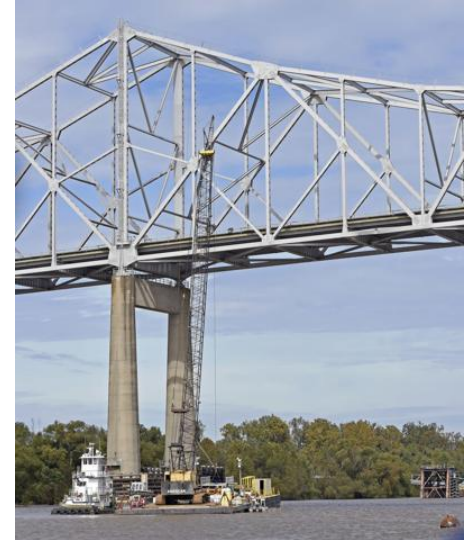# What are your colleges doing to reach out to high schools specifically with Guided Pathways?

?????

Please place your responses in the chat

Bakersfield College Bridge to BC

- It's an Action-Packed, Hands-On, Freshmen Experience EVENT AND every single session includes:
  - Introduction to College Culture/Grit/Mindset/Time Mngmt.
  - Cross-Disciplinary Peer and Faculty Mentoring
  - Cross-Training Professional Development
  - Real-time Interaction with Campus Resources
  - Introduction to Guided Pathways
  - Intrusive Academic & Financial Advising
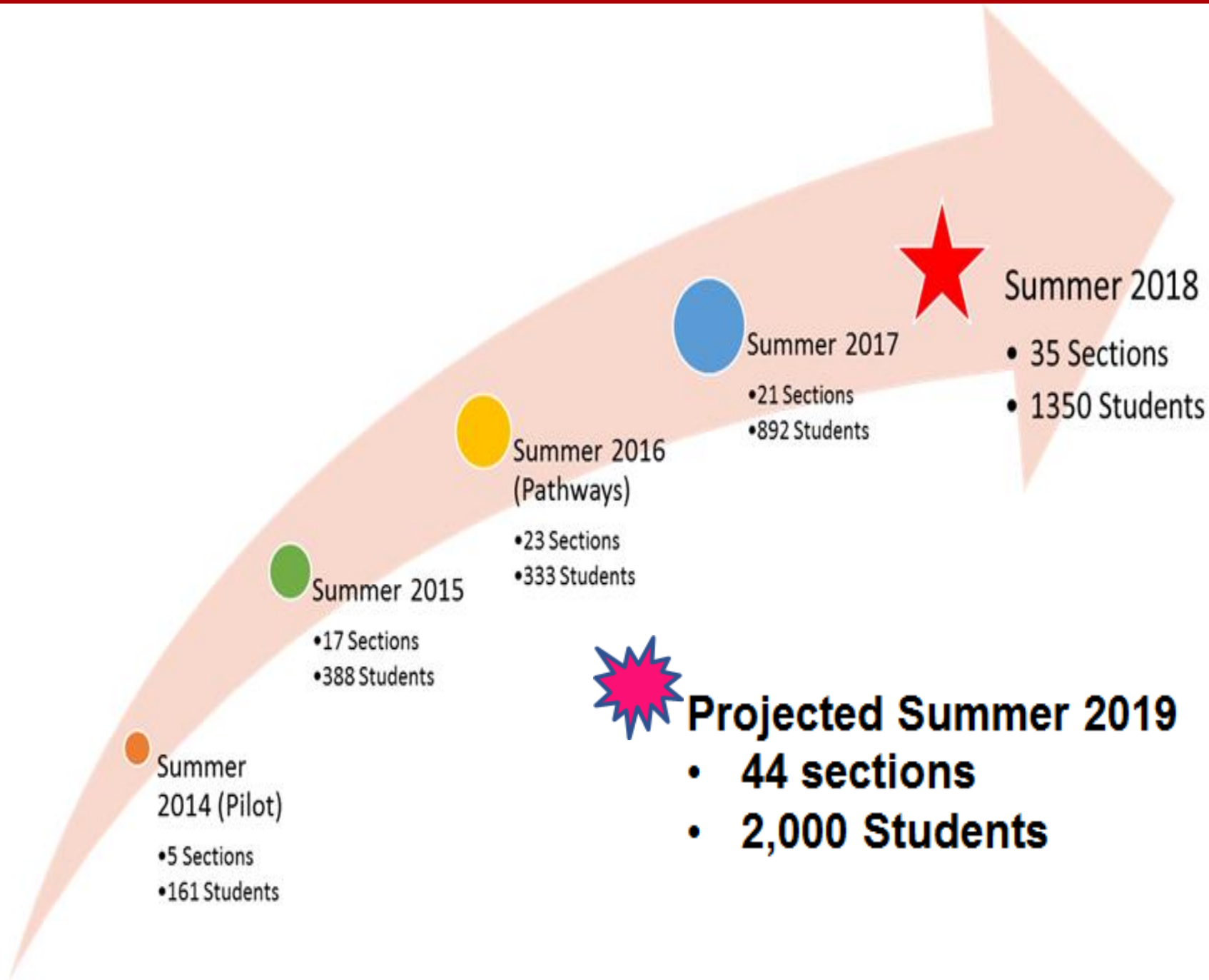 - High-Touch, Online Technology Training

AND IT'S SCALABLE!

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Summer 2018
- 35 Sections
- 1350 Students

Summer 2017
•21 Sections
•892 Students

Summer 2016
(Pathways)
•23 Sections
•333 Students

Summer 2015
•17 Sections
•388 Students

Summer
2014 (Pilot)
•5 Sections
•161 Students

Projected Summer 2019
- **44 sections**
- **2,000 Students**

Bakersfield College Bridge to BC

- Fall Outreach to High Schools
- Session Planning
  - Classrooms
  - Food
  - Faculty and Staff sign ups
- Spring Outreach Enrollment Workshops
- Spring Outreach Registration at High Schools

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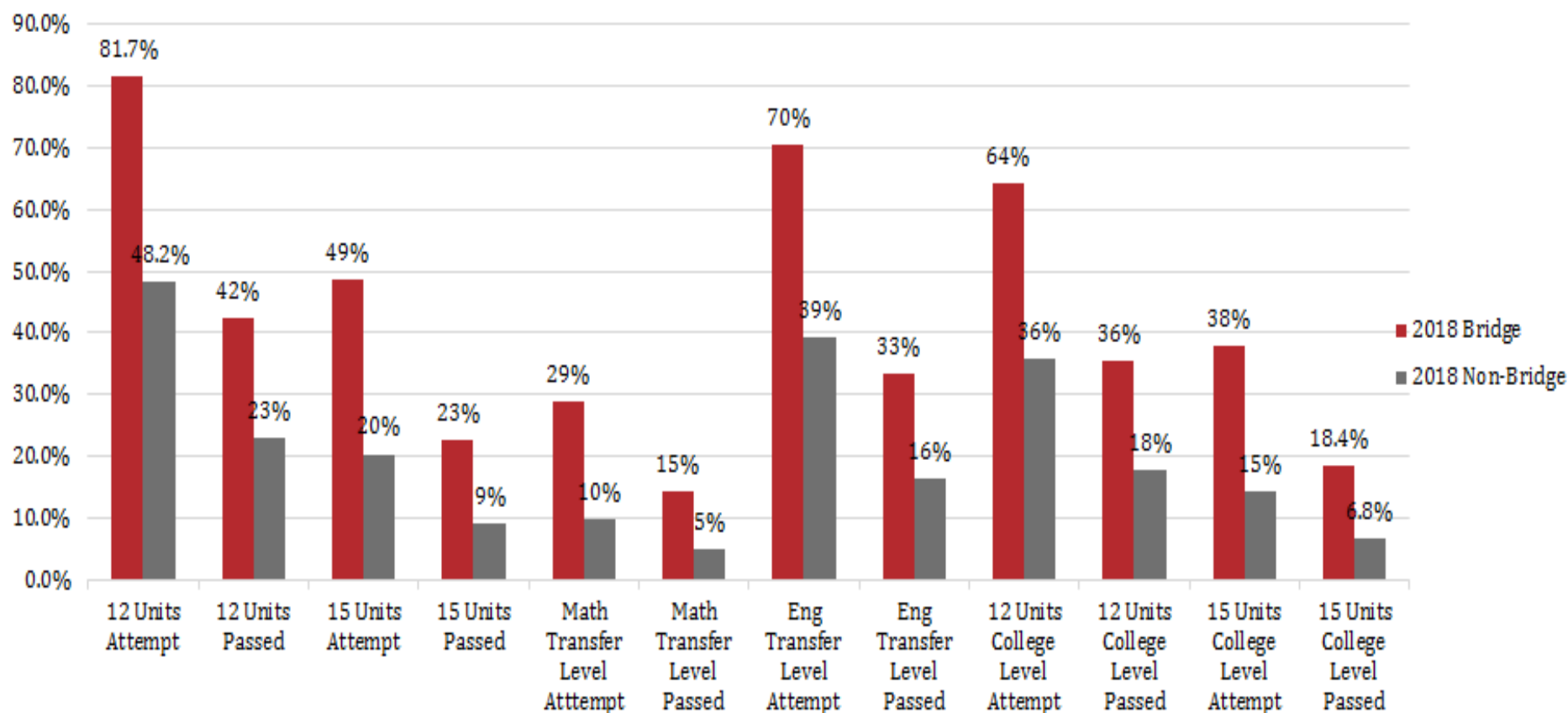
Bakersfield College Bridge to BC

- Session Planning
    - Prescreen schedules
    - Send reminders
    - Prep materials
    - Lead Faculty Training

- Follow up with no shows
- Bridge to BC Family Night/Convocation

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Bakersfield College Bridge to BC

2018 COHORTS COMPARISONS AT END OF FIRST FALL TERM

Legend: 2018 Bridge, 2018 Non-Bridge

Category	2018 Bridge	2018 Non-Bridge
12 Units Attempt	81.7%	48.2%
12 Units Passed	42%	23%
15 Units Attempt	49%	20%
15 Units Passed	23%	9%
Math Transfer Level Attempt	29%	10%
Math Transfer Level Passed	15%	5%
Eng Transfer Level Attempt	70%	39%
Eng Transfer Level Passed	33%	16%
12 Units College Level Attempt	64%	36%
12 Units College Level Passed	36%	18%
15 Units College Level Attempt	38%	15%
15 Units College Level Passed	18.4%	6.8%

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SWC: Skills Gap Analysis

- Curriculum and teaching practices alignment intended to support student transition and completion
- Helps to clarify expectations
- Establishes necessary skill-building to enter the path appropriately

Guided Pathways Four Pillars

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.

- Developing appropriate professional development to support faculty working with underprepared students

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SWC: Skills Gap Analysis

Project Goals:

- Sweetwater Union High School District (SUHSD) and Southwestern College (SWC) engaged in collaborative work for the purposes of:
  - Increasing college-going rates for SUHSD students right after graduation.
  - Increasing SUHSD student preparedness to succeed in college.
  - Improving SUHSD student success rates in transfer level English and Math courses in SWC (specifically ENG 115 and Math 244).
- Hired consulting firm to guide the effort

SWC: Skills Gap Analysis

Gap Analysis

(Year 1)

Exit requirements of Integrated Math III with entrance requirements of Math 244

Identified potential gaps in instruction or curriculum

Closer analysis of potential gaps to identify 6 gaps of either curriculum or instruction

Aligned Course Expectations

(Years 1 & 2)

ACEs Created

Procedural

Conceptual

Application

Field tests of possible assignments in IM3 and Math 244

Refinement of ACEs and assignments based on field tests

Implementation & Communication

(Year 2)

Creation of MPAC Report

Alignment of ACEs within the IM3 curriculum

Canvas

Instructional Guides

End of Course Exams

Continue Professional Development for SUHSD Math Teachers to implement ACEs.

MATH Aligned Course Expectations

1. Students express solutions to inequalities symbolically, in Interval Notation, and graphically, on a number line; including cases when there is no solution and without the use of a calculator.
2. Students simplify expressions, solve equations, and graph functions with e and natural log at the same level of rigor as other bases.

1. Students use Polynomial Long Division to divide a polynomial with or without a missing term by a divisor with a degree less than or equal to 2.
2. Students solve linear Absolute Value Equations algebraically and recognize when there are no solutions, without the use of a calculator.

1. Students simplify and perform operations with Rational Expressions involving factorable polynomials.
2. Students solve Rational Equations by multiplying both sides by the LCD, and solve the resulting in linear or quadratic equation. Students recognize extraneous solutions.

Insights and Findings

- Working together is not just productive, it is necessary, given recent curricular changes.
  - To better advise students
  - Understand each other's instructional techniques
- Gained deeper understanding of institutions on both sides.
  - Assessment and exit/entry requirements
  - Course placement options at SWC
  - Participating faculty can communicate the SWC experience to students
- Developing lasting relationships among faculty at both institutions.
  - Increased communication about needs and resources

English and Writing Gaps

- Student Independence
- On-Demand vs. Process-Writing
- Multiple draft writing process
- Rigor and selection of texts
- AXES format for paragraph development
- MLA

Reading: Aligned Course Expectations

- Students independently explain central ideas/claims/arguments in complex* texts.
- Students independently define unknown words.
- Students independently evaluate rhetorical techniques/strategies.
- Students independently utilize annotation to deconstruct meaning of complex* texts.
- Students independently evaluate the validity of the source.
- Students independently evaluate the credibility of an author.
- Students independently evaluate the credibility of the evidence.
- Students independently connect multiple texts to a larger context/conversation.

Writing: Aligned Course Expectations

- Students formulate defensible/reasonable conclusions based on claims and evidence in a text.
- Students utilize feedback to revise multiple drafts (for example, revise for diction, style, tone, audience, purpose, genre, claim/argument).
- Students craft complete sentence transitions (instead of signal words) to move from one central idea to the next.
- Students compose topic sentence assertions (A). (An assertion is an arguable claim, instead of just a statement of fact.)

Writing: Aligned Course Expectations

- Students accurately provide an example (X) of the strategies that are used by the source text/author.
- Students explain/elaborate on (E) evidence.
- Students accurately articulate the significance (S) of strategies/devices used by the author/source-text to achieve a purpose.
- Students fluidly integrate source(s)/textual evidence using MLA format.

Final Product

- A complete unit of work, including 5 individual assignments
- Reading & Annotation
- Paragraph Practice
- Structured Rhetorical Precis
- Essay Assignment
- Peer Review Workshop
- Teacher instructions, student instructions
- Rubrics
- Samples (text, completed assignments)

Final Product

- Acknowledge Systemic Limitations
- SWC
  - assessment/placement/MM
  - class size
- Sweetwater Union High School District
  - (SBAC) standardized testing
  - pressure to pass/graduate
  - class placement
  - instructional interruptions
  - technology
- Independence
- academic behavior - habits of mind
- workload responsibility
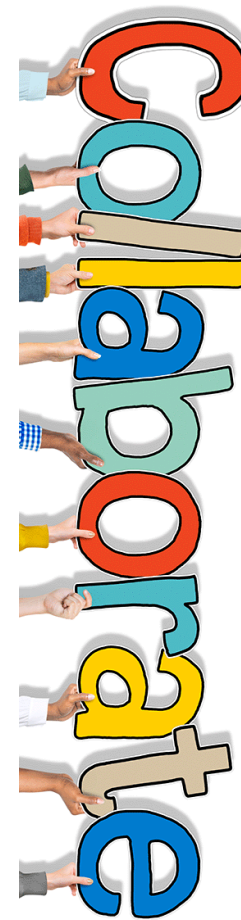
Questions and Comments

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