

Making College Ready for Students Rather Than Making Students Ready for College

A large, stylized graphic of a winding road with dashed white lines, curving from the bottom left towards the top right, serving as a background for the text.

Guided Pathways
Bill Scroggins
November 2017

What is Guided Pathways?

Making College Ready for Students	Not Students for College
Integrates All Aspects of Student Success & Equity	Not a Disconnected “Program”
A Framework to Organize Services & Interventions	Not a Categorical Program
Improves Success and Completion for All Students	Not a Small Boutique Program
Transformational of Institutional Practices	Not Business as Usual
Guides Informed Student Decisions at Each Step	Not a Cafeteria List of Choices
Attacks Barriers to Progress at Each Choke Point	Not Just Providing Process Info
Uses Data to Discover/Evaluate Barriers/Interventions	Not Based on Usual Outcome Data
Discovery Based on Student and Faculty Input	Not a Top Down Admin Process
Aligns Plans, Budgets, Implementation & Metrics	Not a Maze of Isolated Processes

History of Student Success Initiatives

- College Promise (2018) ????? M
- Guided Pathways (2017) \$150 M
- Strong Workforce (2016) \$200 M
- Student Equity (2014) \$155 M
- Institutional Effectiveness-IEPI (2014) \$28 M
- Student Success & Support (2012) \$285 M
- Technology (OEI/CAI/EPI/eTrans, 2010) \$14 M
- Basic Skills Initiative (2007/2015) \$50 M
- CalWORKS Student Services (1996) \$44 M
- Extended Opportunity: EOPS (1969) \$123 M

Why Guided Pathways?

- California is **short 1.1 million bachelor's degrees** to meet demand by 2030
- At CCC **71% of college ready** complete, but **only 41% of unprepared**
- CCC **Black/Latino**: ready: **62%/64%** complete; unprepared: **33%/37%**
- CCC College Ready: 20%; Need Math: **25%**; Need English: **15%**; Both: **39%**
- Get College Ready: **2/3/4 Below**: Math **44%/27%/17%**; English **51%/37%/31%**
- At CSU, **Black/Latino** students are **49% but only 38% of degrees**
- At Mt. SAC **76%** of college ready complete; **46%** of unprepared complete
- Mt. SAC Black/Latino ready **67%/64%** complete; unprepared **40%/40%**

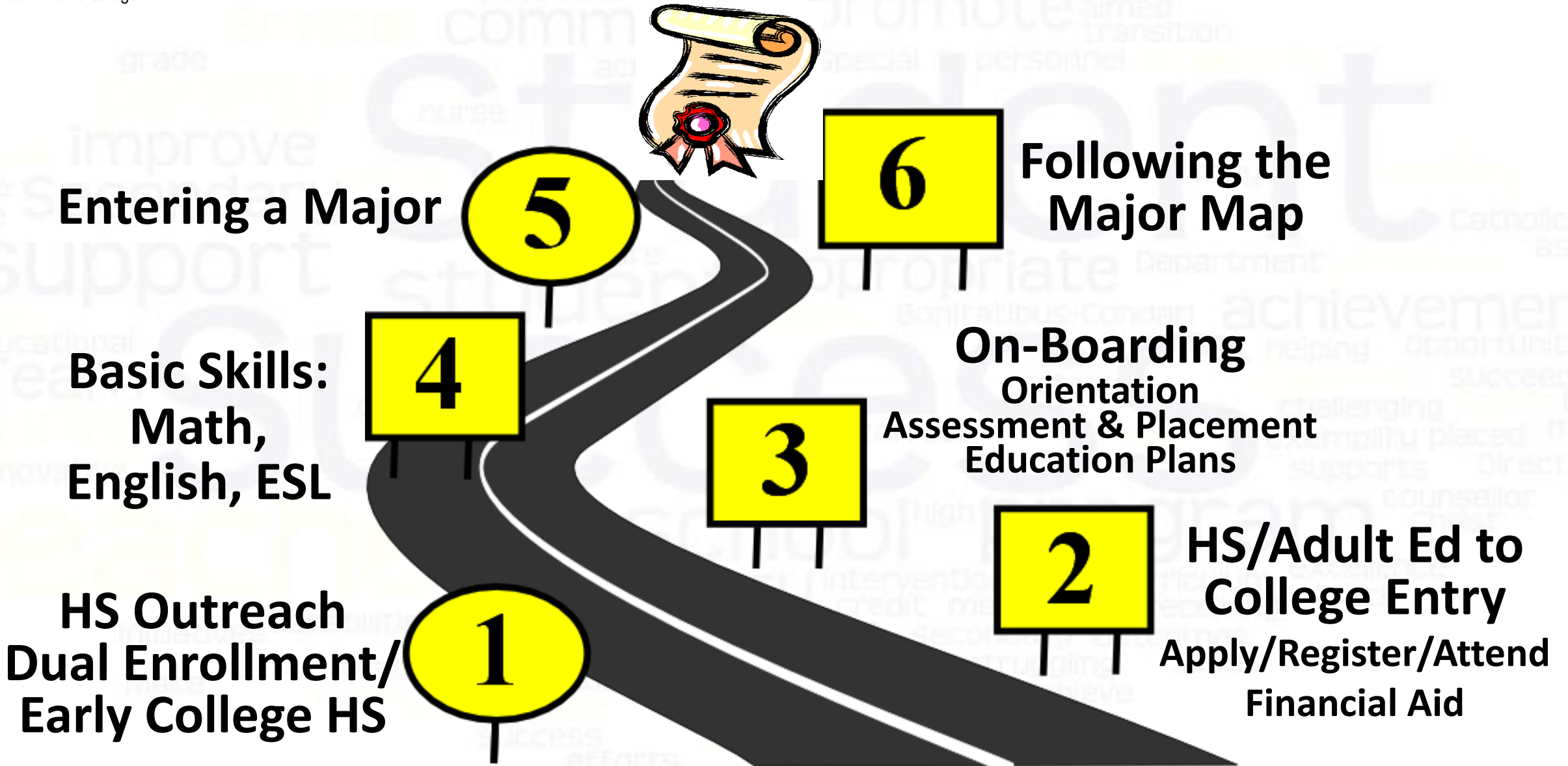
Why Guided Pathways? Historical View

- 1909 Carnegie System of Credit Hours for Schools and Colleges. What followed was a tremendous growth in high school enrollment and a clear distinction between high school and college.
- 1947 Post WWII: High school curriculum became more standardized. The GI Bill mushroomed college enrollment. Community colleges growth was dramatic to meet the need.
- 1980s Growth of diversity in high school graduates and college enrollments. Emphasis on targeted populations increases, e.g., MESA, EOPS, Puente
- Today With higher high school graduation rates and more than two-thirds of graduates going to college, the community college paradigm created 70 years ago does not meet the needs of today's students.

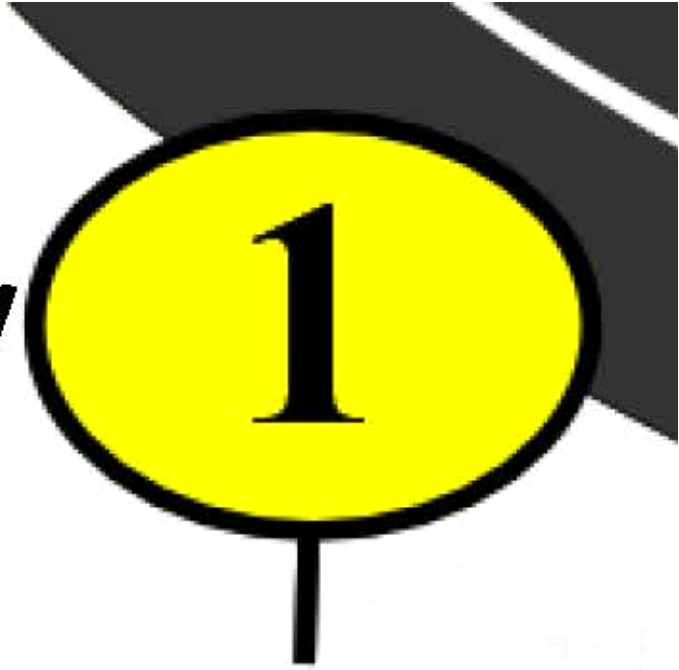
Year of HS Graduation	High School Grad Rate	Initial College Enrollment Rate
1909	8.8%	NA
1947	54%	34%
1980	76%	49%
2015	83%	69%

HS Graduates and College Enrollment by Race/Ethnicity, Age 18-21, 1975, 1997, 2013					
% of Age 18-21	High School Graduates		% of HS Grads In College		
	1975	1997	1975	1997	2013
All	78.0	77.5	33.5	44.7	65.9
White	80.6	79.2	34.6	46.1	68.8
Black	60.4	68.7	24.9	33.4	55.6
Hispanic	57.2	60.7	24.4	27.5	59.8

Milestones to Completion



HS Outreach Dual Enrollment/ Early College HS



Dual Enrollment & Early College HS

- School boards determine which students may benefit from dual enrollment and dual credit, upon recommendation from their principal and parental consent.
- Students enrolled in Early College High Schools earn college credit through dual enrollment.
- ECHS school days are 180 rather than 240 minutes.
- AB 288 expands dual enrollment to closed classes during school periods under specified conditions jointly approved by both boards.

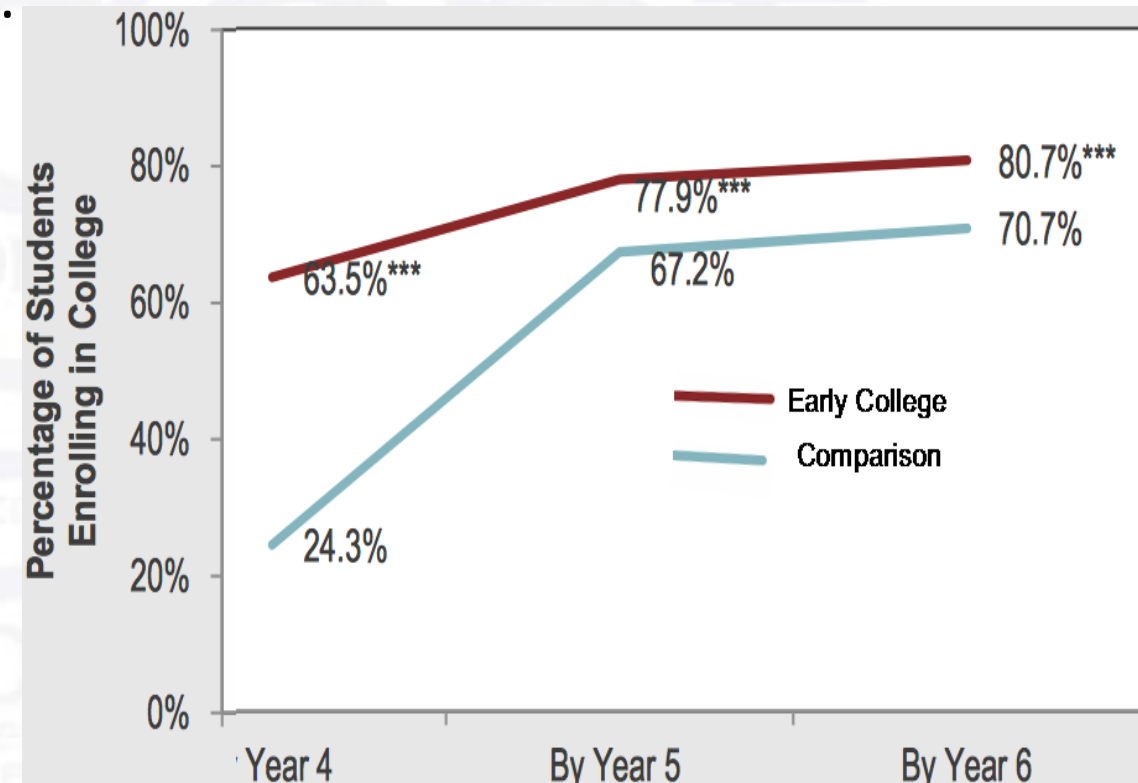
After a pilot year in 2016-17, Mt. SAC is now offering dual enrolled classes at the following schools.

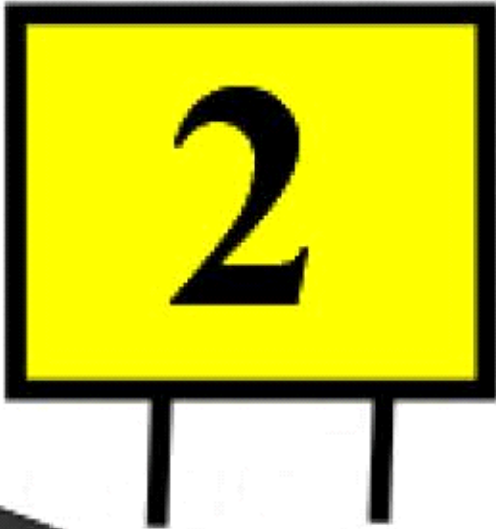
International Polytechnic HS (Ipoly)	ENGL 68, Prep for College Writing
	ENGL 1A, Freshman Composition
	MATH 110, Elementary Statistics
	POLI 1, Political Science
	MATH 160, Precalculus
Rowland HS	SOC 1, Sociology
Nogales HS	ANTH 5, Cultural Anthropology
Edgewood HS	COUN 51, Career Planning
	BIO 5, Contemp Health Issues
	MEDI 90, Medical Terminology
	FIRE 1, Fire Protection Org
West Covina HS	COUN 51, Career Planning
	Math 71A, Intermediate Algebra
	Math 71B, Intermediate Algebra
Ganesha HS	ENGL 68, Prepfor College Writing
	ENGL 1A, Freshman Composition
Diamond Bar HS	ENGL 1A, Freshman Composition
	NGL 1C, Critical Thinking & Writing

Early College High School

ECH Makes Students More Ready for College

- 86% graduate from high school, more than the 81% for comparison students
- 80% enroll in college, compared with 71% of comparison students
- 20% earn an associate degree by the time they graduate from high school
- Two years out of high school 25% have earned a bachelor's degree
- High school graduation and college enrollment does not differ significantly based on gender, race/ethnicity, family income, first-generation college-going status, or pre-high school achievement





HS/Adult Ed to College Entry

**Apply/Register/Attend
Financial Aid**

College Entry: Financial Aid



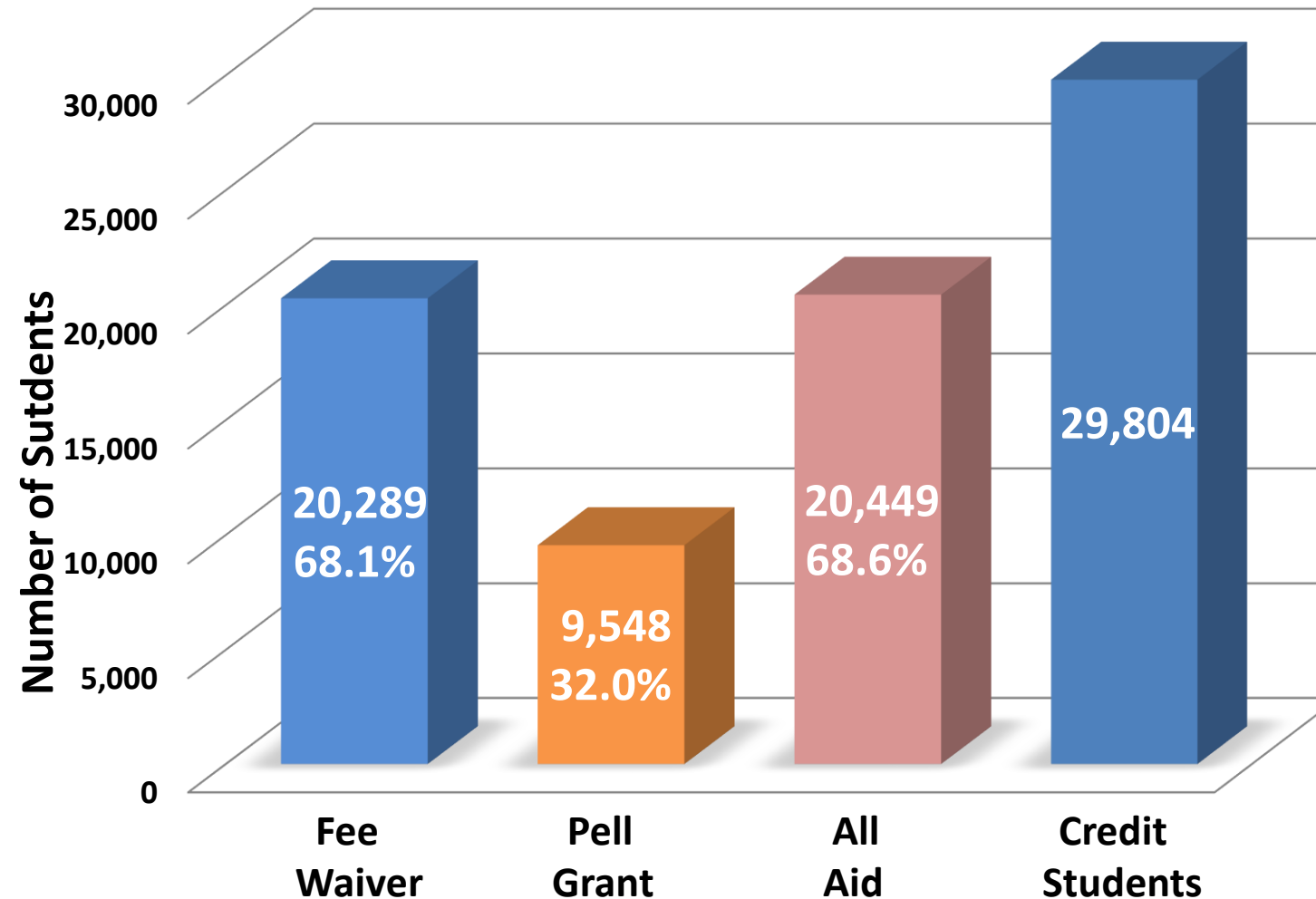
Making College Ready for Students: Financial Aid Text Message Reminders

15% (6,585) of total Financial Aid applications received in Fall 2017 did not apply for admission

We sent the email on July 25, 2017 to 20,551 people who applied for financial aid over the last two years but didn't register for classes.

Of that email group, 3,187 ended up registering for classes.

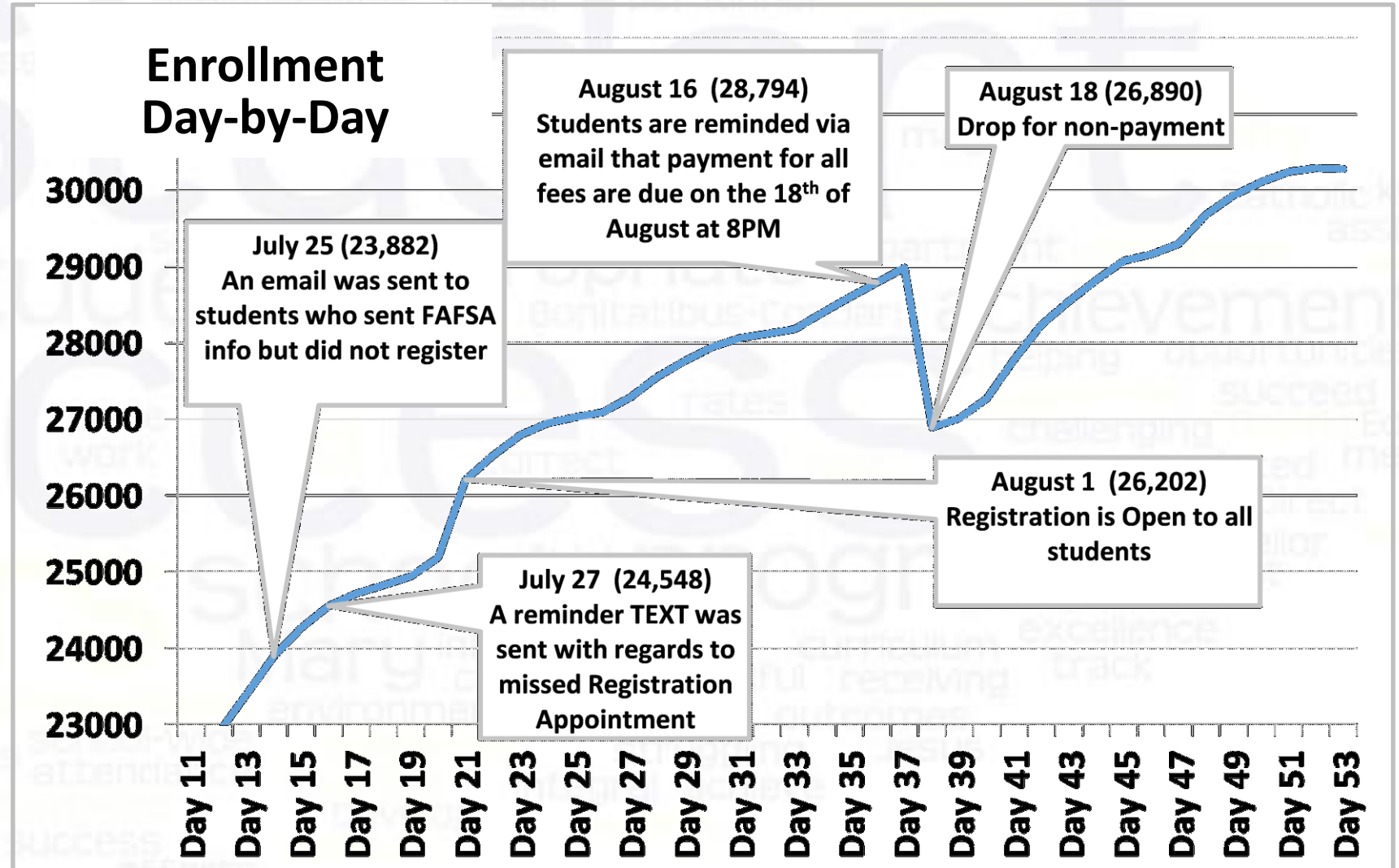
Percentage of Credit Students With Fee Waivers and Pell Grants, Fall 2016



College Entry: Reaching Students via Text Message

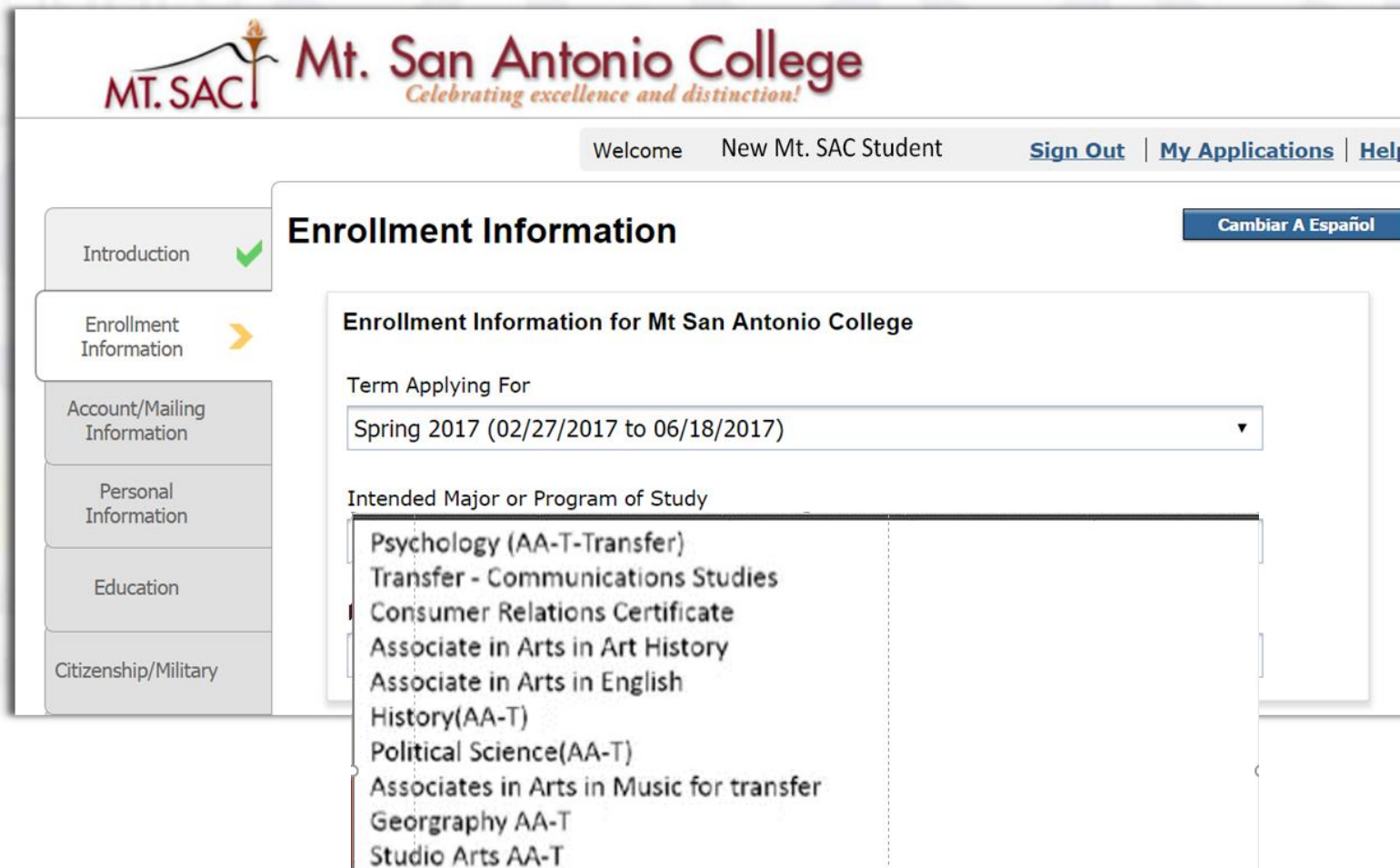
Fall 2017 Waitlist Activity (as of Sept 7)

- 13,235 Total Occupied Waitlist Seats
- 10,305 Registration Text Message Notifications
- 7,177 Successful Registrations
- 54.2% Moved from Waitlist to Actual Enrollment



College Entry: Initial Choice of College Major

- An example of the need for guided choices is the requirement that students choose an initial academic major in the application process.



The screenshot shows the Mt. San Antonio College enrollment application interface. The header includes the college logo and name, along with navigation links for 'Welcome', 'New Mt. SAC Student', 'Sign Out', 'My Applications', and 'Help'. A sidebar on the left contains menu items: 'Introduction' (checked), 'Enrollment Information' (active), 'Account/Mailing Information', 'Personal Information', 'Education', and 'Citizenship/Military'. The main content area is titled 'Enrollment Information for Mt San Antonio College' and features a 'Cambiar A Español' button. The 'Term Applying For' dropdown is set to 'Spring 2017 (02/27/2017 to 06/18/2017)'. The 'Intended Major or Program of Study' dropdown is open, showing a list of options including Psychology (AA-T-Transfer), Transfer - Communications Studies, Consumer Relations Certificate, Associate in Arts in Art History, Associate in Arts in English History(AA-T), Political Science(AA-T), Associates in Arts in Music for transfer, Georgraphy AA-T, and Studio Arts AA-T.

For “Intended Major or Program of Study,” Mt. SAC has 247 choices.





On-Boarding

Orientation

Assessment & Placement

Education Plans

On-Boarding: Initial Education Plans

- Students are required to have at least an **initial one-semester education plan**. Students are encouraged to explore majors—challenging given 247 choices
- To guide students in selecting a program of study, academic majors are **divided into eight clusters or “meta-majors.”** The process (shown to the right) was to have students and faculty, in separate groups, sort those 420 majors into 8 “buckets.” The final labels chosen use the terminology selected by the students.



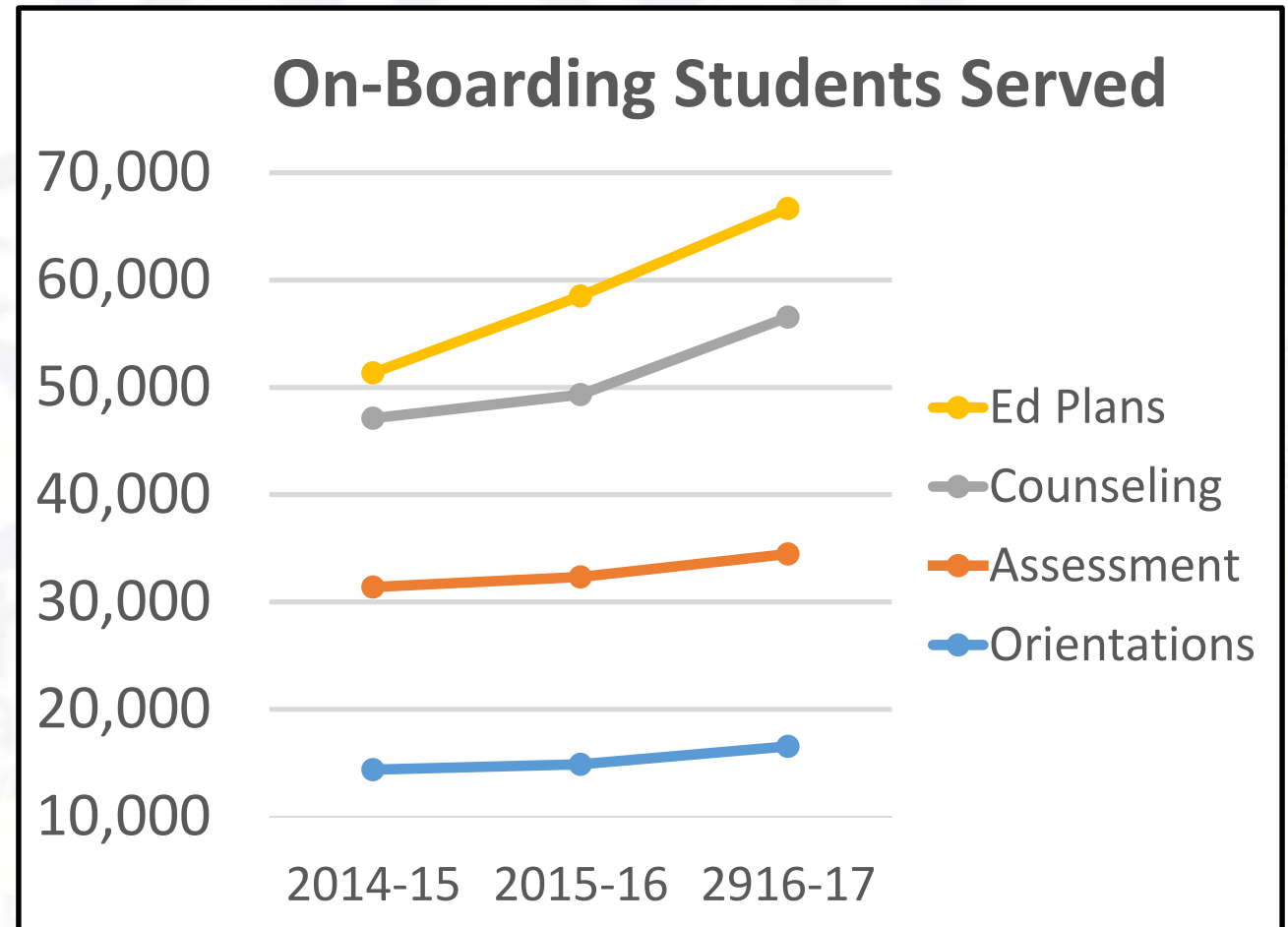
On-Boarding: Early Choice of Career Cluster

**Using Names Understood by Students
Makes College More Ready for Students**



On-Boarding: Growth in Students Served

- New students are required to go through orientation before they can register for classes.
- New students must be assessed and have an initial education plan to earn registration priority.
- Students go through initial counseling and then must have an informed multi-semester education plan by the third semester.



Basic Skills: Math, English, ESL



Basic Skills: Assessment & Placement

The Current System

Students attending Mt. SAC are required to participate in assessment

- English
 - The Assessment of Written English (AWE) evaluates writing skills. Students are given a writing prompt and the writing sample is evaluated by at least two faculty members.
 - Based on the evaluation, they are eligible for English (1A, 68, 67, or LERN 81), for AMLA, or for ESL
- Math
 - Students take one of the math placement exams commensurate with their most recent, successful completion of Pre-Algebra, Algebra, Intermediate Algebra or Pre-Calculus.

Currently, students choose one of four levels of math assessment placement tests depending on their previous math background.

Previous Math Background	Recommended Test Level	Course Placement (Minimum Score Required)
Never taken Algebra, or took Algebra more than one year ago and need to review it.	Level 1	LERN 48: Basic Math Skills Review LERN 49: Math Skills Review (9) Math 50: Pre-Algebra (17) Math 51: Elementary Algebra (25) Math 51A: Elementary Algebra-First Half (25) Math 70S: Integrated Intermediate Algebra (25)
One year of Algebra and/or one year of Geometry completed recently.	Level 2	Math 61: Plane Geometry Math 71: Intermediate Algebra Math 71A: Intermediate Algebra-First Half Math 71X: Practical Intermediate Algebra (25)
One year of Geometry and two years of Algebra completed recently.	Level 3	Math 100: Survey of College Mathematics* Math 110: Elementary Statistics Math 120: Finite Mathematics Math 130: College Algebra Math 150: Trigonometry* Math 160: Precalculus (with Trigonometry Supplement Test score of 6 or higher) (21)
Two years of Algebra, one year of Geometry, Trigonometry, Math Analysis, or Precalculus completed recently.	Level 4	Math 140: Calculus for Business (30) Math 180: Calculus and Analytical Geometry (35 with trigonometry subscore of 4 or higher.)

Basic Skills to College Level Math 71

Math Basic Skills Path

LERN 48 *Ultimate Success*

Progression

LERN 49 *Ultimate Success*

Progression

MATH 50 *Ultimate Success*

Progression

MATH 51 *Ultimate Success*

Progression

MATH 71 *Ultimate Success*

	LERN 48		LERN 49		MATH 50		MATH 51		MATH 71
	Milestone	Throughput	Milestone	Throughput	Milestone	Throughput	Milestone	Throughput	Milestone
LERN 48 <i>Ultimate Success</i>	72%	72%							
LERN 49 <i>Ultimate Success</i>	63%	45%							
LERN 49 <i>Ultimate Success</i>	68%	31%	71%	71%					
LERN 49 <i>Ultimate Success</i>	52%	16%	55%	39%					
MATH 50 <i>Ultimate Success</i>	61%	10%	71%	28%	79%	79%			
MATH 50 <i>Ultimate Success</i>	53%	5%	62%	17%	65%	51%			
MATH 51 <i>Ultimate Success</i>	64%	3%	63%	11%	70%	36%	70%	70%	
MATH 51 <i>Ultimate Success</i>	56%	1.9%	59%	6.4%	65%	23%	60%	42%	
MATH 71 <i>Ultimate Success</i>	68%	1.3%	71%	4.5%	73%	17%	75%	32%	67%

71%: Pass Rate
C or better
55%: Percent
taking next course

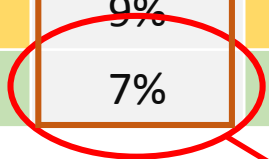
Throughput:
% from start
reaching this level

Percent starting at LERN 48 completing MATH 71

*academic years 2008-2009 through 2012-2013

English Basic Skills Path

	LERN 81		ENGL 67		ENGL 68		ENGL 1A
	Milestone	Throughput	Milestone	Throughput	Milestone	Throughput	Milestone
LERN 81 <i>Ultimate Success</i>	73%	73%					
<i>Progression</i>	59%	43%					
ENGL 67 <i>Ultimate Success</i>	72%	31%	79%	79%			
<i>Progression</i>	59%	18%	67%	53%			
ENGL 68 <i>Ultimate Success</i>	77%	14%	82%	43%	84%	84%	
<i>Progression</i>	67%	9%	70%	31%	70%	59%	
ENGL 1A <i>Ultimate Success</i>	77%	7%	82%	25%	83%	49%	70%



Percent starting at LERN 81 completing ENGL 1A

*academic years 2008-2009 through 2012-2013

Multiple Measure Placement

Place students from high school grades and courses!

- **English and Math:** unweighted cumulative grade point average
- **English Placement:** grade in 12th grade regular (non-ESL) English class
- **Math Placement:** last math course completed and grade received in last math course; math course currently enrolled

Placement Outside of Grades: take existing English/Math test along with a Multiple Measures Survey to determine placement

- Students who have not completed three years of high school in the U.S.
- Students who have not completed three years of English classes in high school
- ESL students
- Special Education students who have been enrolled in special classes

Multiple Measures English Placement

HS GPA	OR	GPA & Grade in Senior English	OR	Placement Test	=	Eligible/Placed
≥ 2.6	OR	2.40–2.59 & ≥B in Senior English	OR	English 1A placement	→	1A OR 1A/66
2.40–2.59	OR	2.20–2.39 & ≥B in Senior English	OR	/	→	1A/66
2.20–2.39	OR	2.0–2.19 & ≥B in Senior English	OR	English 68 placement	→	68 OR 90
1.80–2.19	OR	1.70–1.79 & ≥B in Senior English	OR	English 67 placement	→	67 OR 90
≤ 1.79	OR	/	OR	LERN 81 placement	→	LERN 81

Multiple Measures Math Placement

Placement by cum GPA alone (no information on last math class passed at Algebra 1 or higher):

- 2.4 GPA (11th grade) or 2.5 GPA (12th grade): **Elementary Algebra**
- 2.0 GPA (11th grade) or 2.1 GPA (12th grade): **Pre-Algebra**

Placement by Cum GPA + “C” or better in last math class passed GPA varies from 11th to 12th grade

- **Math 71 Intermediate Algebra**
 - 2.8 GPA (11th grade) or 2.9 GPA (12th grade)
- **Math 110 Statistics**
 - Completed Algebra II and 3.0 GPA (11th or 12th grade)
 - Completed Precalculus and 2.3 GPA (11th grade) or 2.6 GPA (12th grade)
- **Math 130 College Algebra**
 - Completed Algebra II and 3.2 GPA (11th or 12th grade)
 - Completed Precalc and 2.9 GPA (11th grade) or
 - Completed Precalc or Statistics and 3.0 GPA (12th grade)

New Placement Results: Math

Advanced placements makes college more ready to place students based on skills students bring from previous academic achievement.

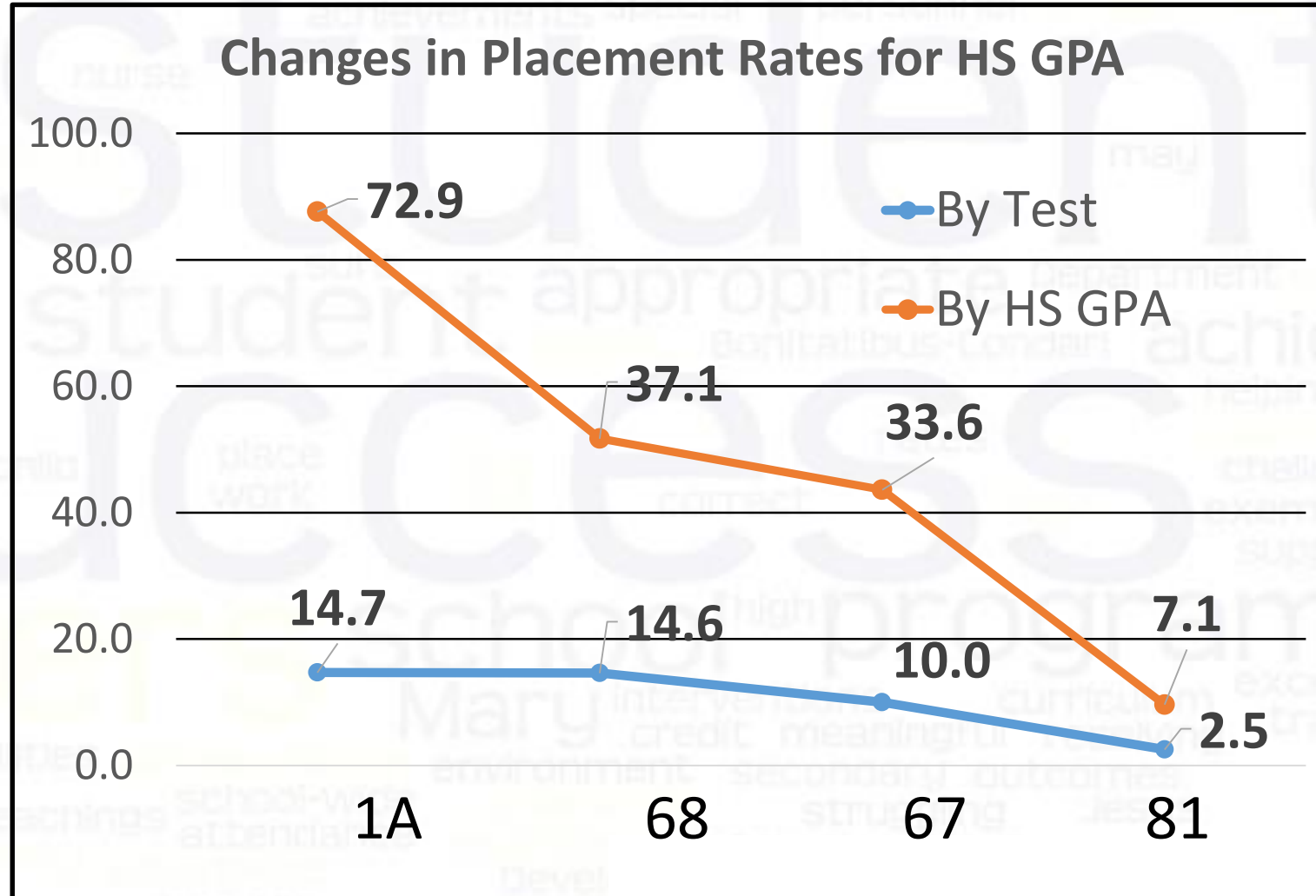
Study Cohort's Placement Rate Comparison (N=18544)			
Current Math Placement Tests		Proposed MM Rules (Simplified)	
Placed Course	Percent	Placed Course	Percent
LERN48	4.1%	LERNs	7.7%
LERN49	21.6%		8.1%
MATH50	19.8%	MATH50	8.1%
MATH51	7.8%	MATH51/70S	24.3%
MATH61_71	17.0%	MATH71	21.1%
MATH100-150	12.4%	MATH110	13.5%
		MATH120-130	2.5%
		MATH100	3.6%
		MATH140-150	6.8%
MATH140	1.8%	MATH140-150	6.8%
MATH160	0.7%	MATH160	3.9%
MATH180	4.0%	MATH180	8.6%
RETEST	10.8%		

Lowest Levels drop 49.5% to 15.8%

Middle levels up 24.8% to 49.4%

New Placement Results: English

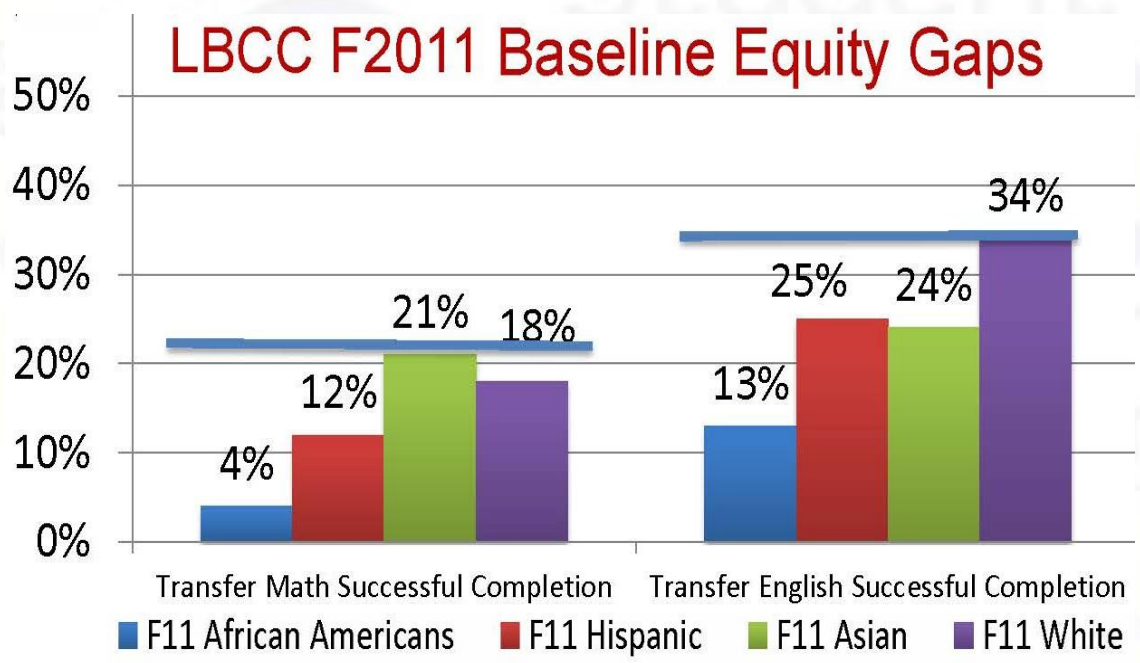
Advance placement makes college more ready for students with demonstrated academic preparation



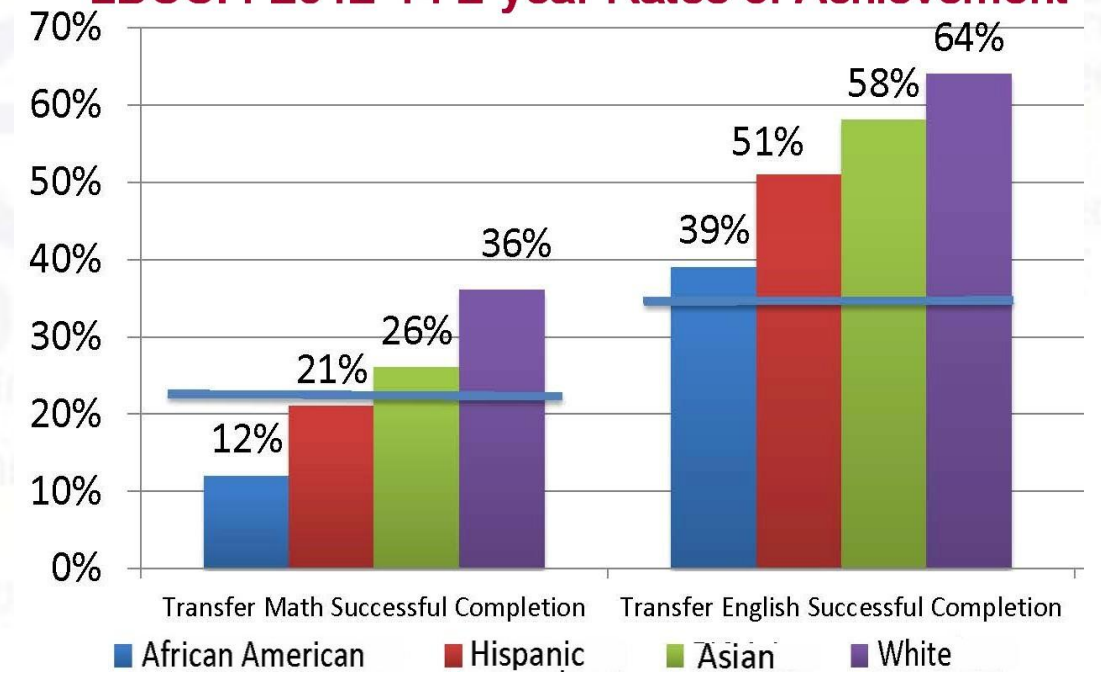
New Placement System: Expected Success

Long Beach City College found both overall increase in successful completion of transfer level Math and English but also significant increases for all groups.

LBCC F2011 Baseline Equity Gaps



LBCC: F2012-14 2-year Rates of Achievement

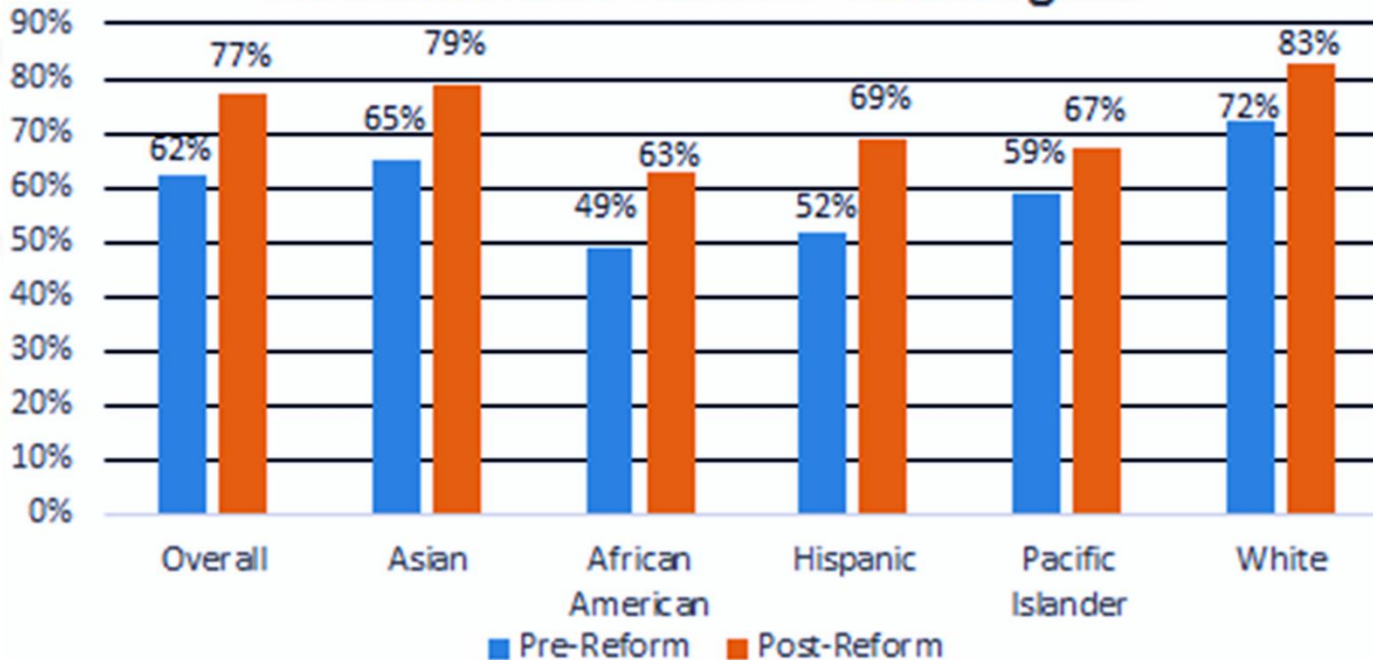


New Placement: Expected Success

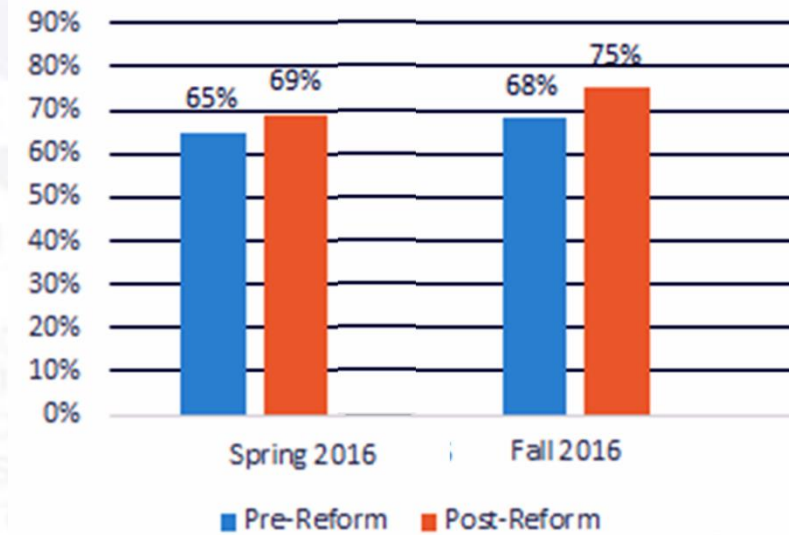
MiraCosta College found improvements in English 1A placement rates for all groups.

MiraCosta College also found improvement in successful completion in English 1A.

Placement into Transfer-Level English

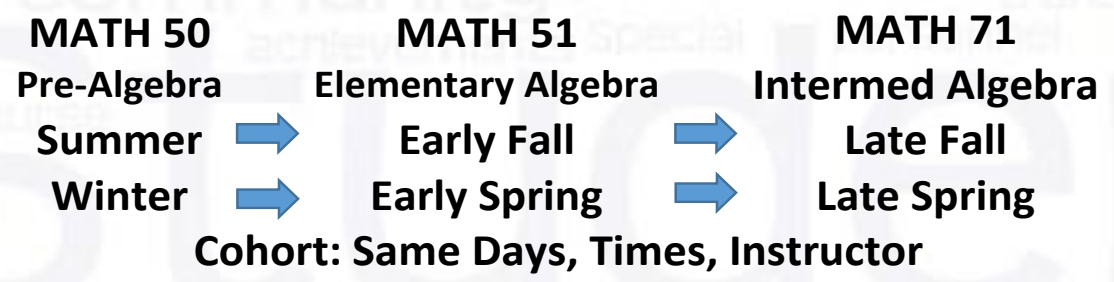


Transfer-Level English Success Rate by Placement Type



Basic Skills Multiple Paths

- **Accelerated Learning Community**

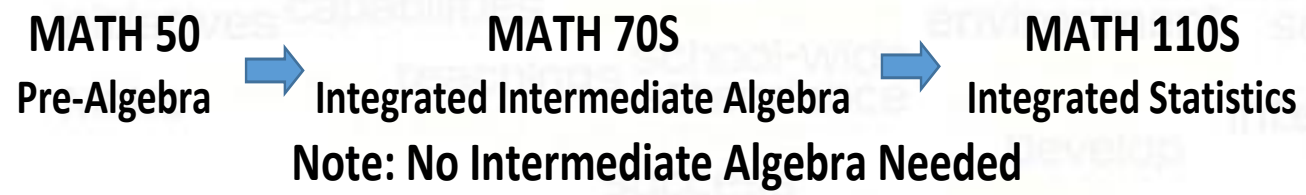


- **Summer Bridge: Counseling & English**
Peer Advisors, Tutoring, Free Texts, Study Center, Laptops, Workshop



- **Corequisite Model: 2.4-2.6 High School GPA** can take English 1A only with English 66 as a corequisite

- **Compressed Sequence: Statway**



Bridge	Success		Retention	
	Count	Percentage	Count	Percentage
Asian	41	98%	42	100%
Black	30	91%	30	91%
Latino	946	93%	1008	99%
White	12	100%	12	100%
Total	1031	93%	1095	99%

Entering a Major



Entering a Major: Online Catalog by Career Cluster

Mt. San Antonio College

Areas of Interest



Arts



Applied Technology & Manufacturing



Architecture, Engineering, & Design Technology



Agricultural & Animal Sciences



Aviation



Business



Computing



Communication & Media Studies



Emergency Medical Services



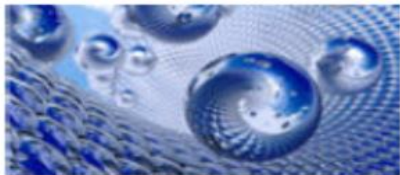
Electronics



Education and Child Development



Humanities



Health and Wellness



Law, Justice, and Public Service



Natural Sciences



Continuing Education

Traditional college catalogs organize programs of study alphabetically. Using the Courseleaf software, Mt. SAC is organizing our online catalog by Career Clusters.

Entering a Major: Program Maps

Program Maps Developed By Faculty to Be Clear to Students Entering the Program

Current Catalog Listing

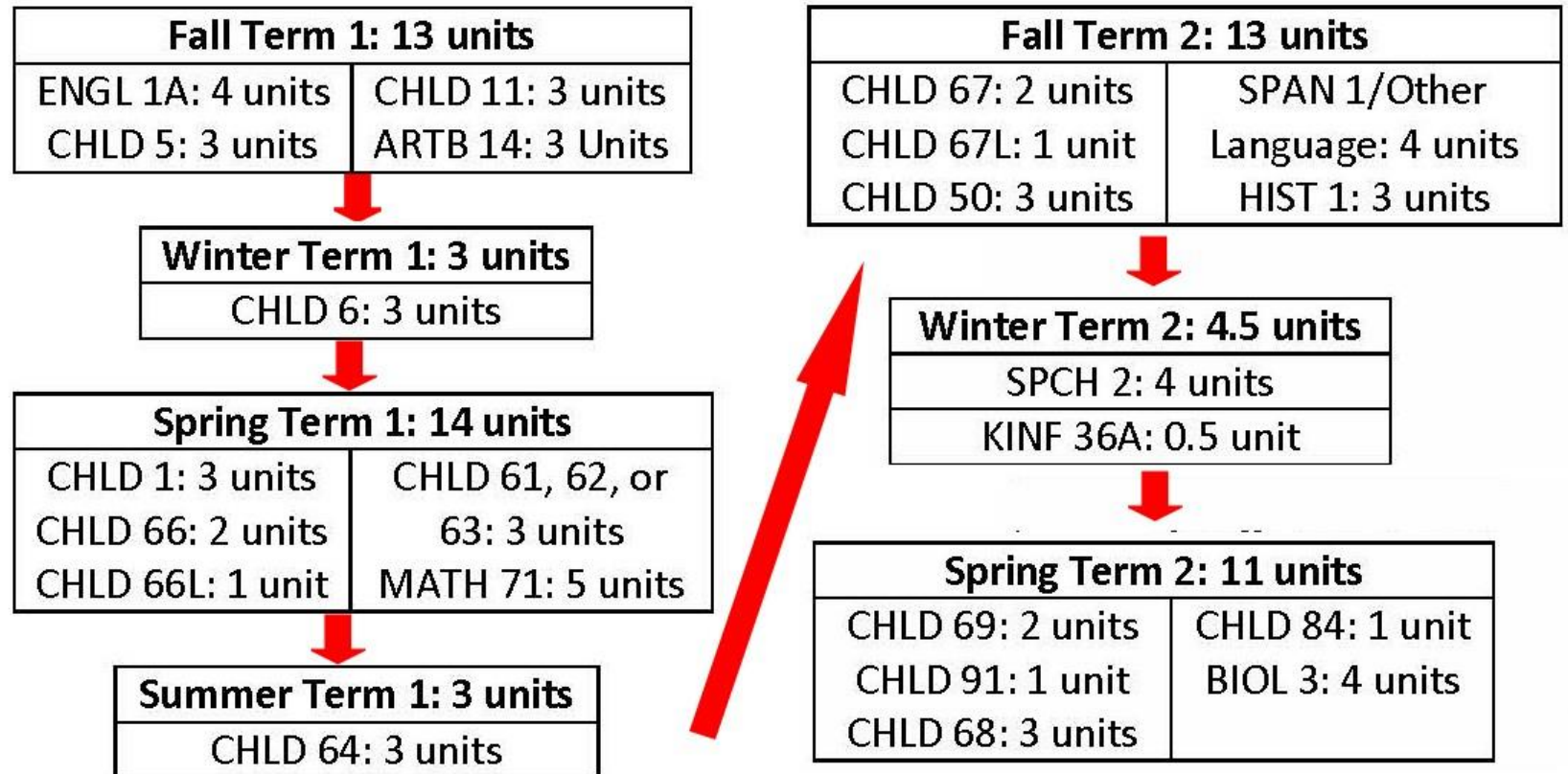
Required Courses

Course List Code	Title	Units
CHLD 1	Child, Family, School and Community	3
CHLD 5	Principles and Practices in Child Development Programs ¹	3
CHLD 6	Introduction to Child Development Curriculum	3
CHLD 11	Child and Adolescent Development	3
CHLD 64	Health, Safety and Nutrition of Children	3
CHLD 66	Early Childhood Development Observation and Assessment	2
CHLD 66L	Early Childhood Development Observation and Assessment ¹	1
CHLD 67	Early Childhood Education Practicum	2
CHLD 67L	Early Childhood Education Practicum Laboratory ¹	1
CHLD 68	Children With Special Needs	3
CHLD 69	Early Childhood Development Field Work Seminar	2
CHLD 84	Guidance and Discipline in Child Development Settings	1
CHLD 91	Early Childhood Development Field Work ¹	1
Total Units		28

Recommended Electives

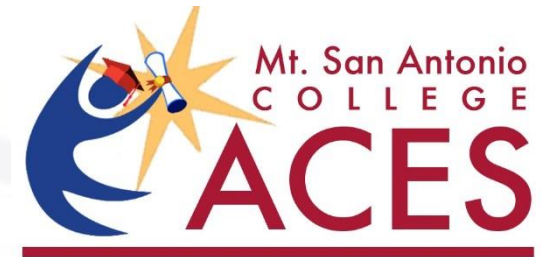
Course List Code	Title	Units
CHLD 50	Teaching in a Diverse Society	3
CHLD 51	Early Literacy in Child Development	3
CHLD 61	Language Arts and Art Media for Young Children	3
CHLD 62	Music and Motor Development for Young Children	3
CHLD 63	Creative Sciencing and Math for Young Children	3
CHLD 71A	Administration of Child Development Programs	3
CHLD 71B	Management/Marketing/Personnel for ECD Programs	3
CHLD 72	Teacher, Parent, and Child Relationships	3
CHLD 73	Infant and Toddler Development ¹	3

Child Development Two-Year Program Map





Staying on the Path: Supportive Cohorts



Reaching, Empowering, Achieving & Completing with Heart

Achieving in College Ensuring Success



Mt. SAC encourages students to join a cohort-based learning and support program. The cohorts are based on interest, major, and/or demographic group. The program model includes a program coordinator or manager, a dedicated gathering place, counseling, mentoring, academic support, and extracurricular activities.

Staying on the Path: Academic Interventions



Mt. SAC's Success Centers are focused on related programs of study such as the STEM Center (Science, Technology, Engineering & Math) and are on delivery of academic support such as Learning Assistance /Center.

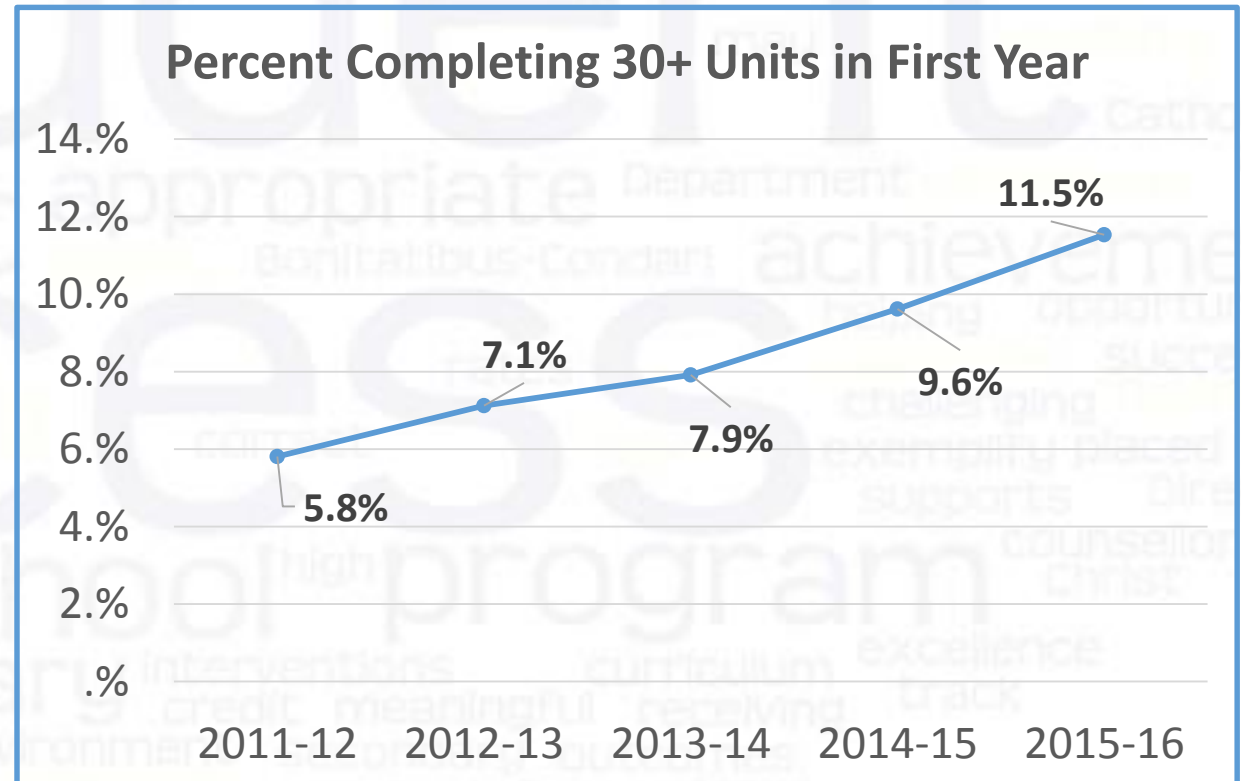
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Following the Major Map

Mt. SAC Trends in Staying on the Path

A key measure of staying on the path to completion is the number of units taken in the first year. To complete and associate degree or the first two years of a baccalaureate degree, 30 units are needed.

Mt. SAC initial efforts in student success and equity have shown measurable gains in this key metric.



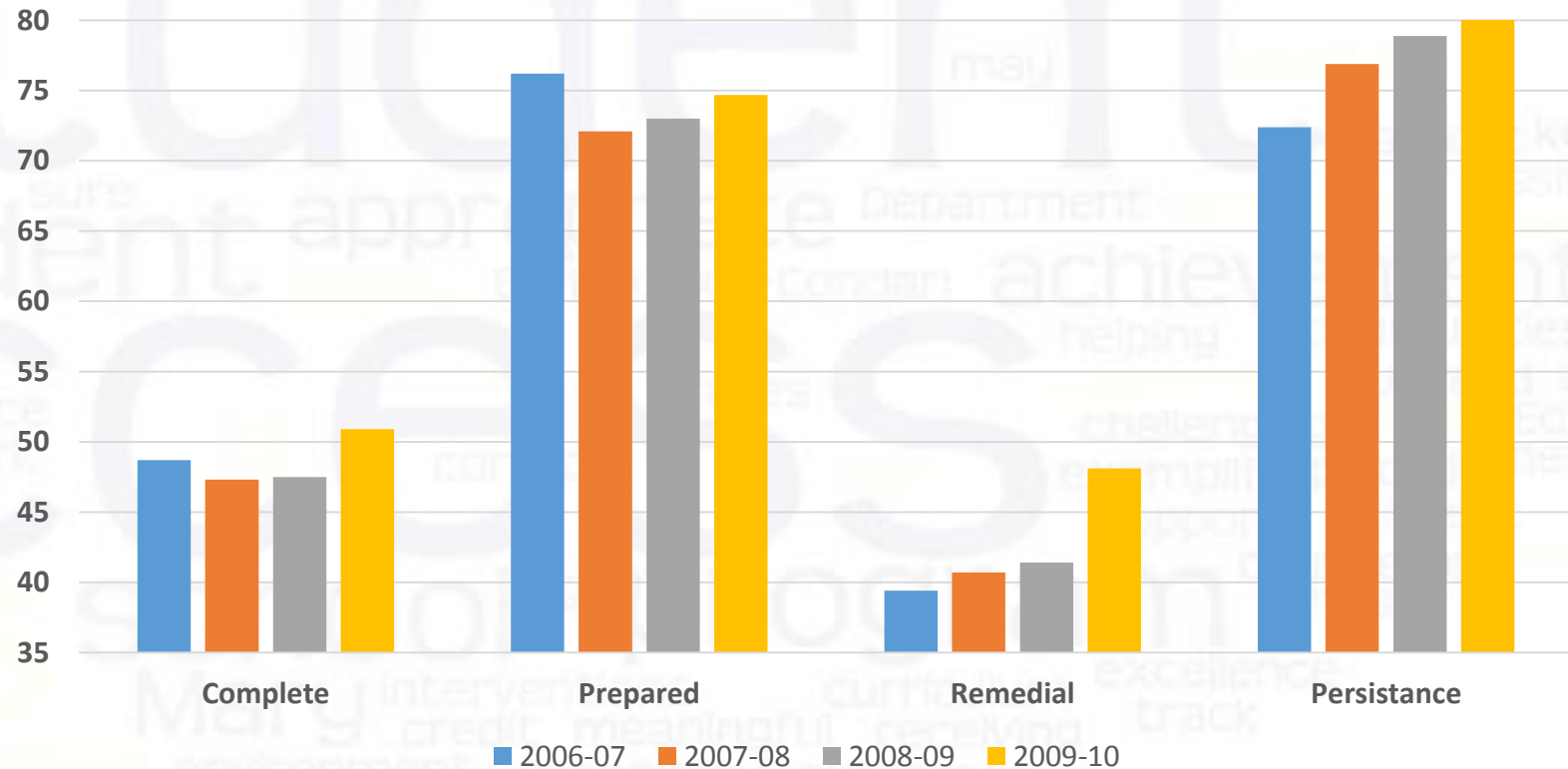
Mt. SAC Trends in Completion

Completion for those college prepared is flat: 76%-72%-73%-75%

Completion among students unprepared for college has trended up: 39%-40%-41%-48%

Year-to-year persistence has also trended up: 72%-77%-79%-80%

Scorecard Six Year Completion and Year-to-Year Persistence



Example: the 2006-07 six year cohort data was collected on student performance through 2012-13.

<http://scorecard.cccco.edu/scorecard.aspx>



LOS RIOS

COMMUNITY
COLLEGE
DISTRICT

