



California Guided Pathways

Weaving California Initiatives and Context into the National Pathways Institute Curriculum

The California Guided Pathways Project has been designed and funded to replicate the national AACC Pathways Institutes, with some adaption to the California context. To that end, the curriculum and related agendas for the CAGP institutes will largely mirror the national curriculum and agendas, with two potential venues for customization:

(1) Inviting California-specific speakers and integrating lessons from California community colleges and projects into the already established breakout sessions from the national project; and

(2) Pre-conference session sessions on California-specific approaches, tools or policy issues.

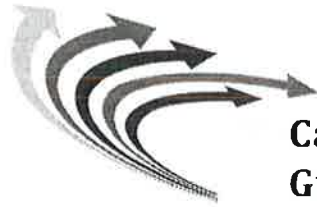
Please use this worksheet to possible document resources and speakers that you think would help California colleges integrate guided pathways into their existing work and context.

Institute 1: Leadership for Transformational Change: Implementing Pathways at Scale

- Ensure clarity about Pathway Project goals, expectations of colleges, and supports for participants.
- Establish a common definition for guided pathways and their essential elements, as defined for the Pathways Project, and initiate use of aligned tools that Pathways colleges will use for planning and monitoring progress.
- Reinforce change leadership strategies for implementing pathways at scale.
- Explore how guided pathways reforms can build on and help to integrate student success strategies already in place in the institution.
- Build a “case statement” for pathways, tailored to individual institution context and current status, that will help build urgency and increase momentum for transformational change.
- Produce draft action plans that delineate next steps in taking pathways reforms to scale at the institution, specifically incorporating strategies for broad campus engagement and needs for professional development and technical assistance.
- Begin to build an engaged learning network among Pathways Project colleges.

1) Please list related California projects and resources (for example, Leading from the Middle):

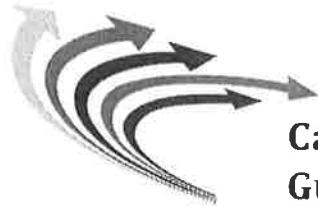
2) Please list the name, organization, and contact information for people you think would be effective speakers on a panel or in a pre-conference session:



California Guided Pathways

Institute 2: Pathways Design I: Mapping Pathways through the Institution

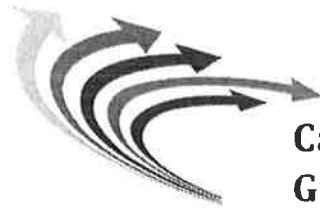
- Reinforce the case for implementing pathways at scale and outline strategies for making that case intentionally and effectively at the institution.
 - Review models and processes for organizing programs into meta-majors/communities of interest.
 - Build processes and timeline for mapping pathways at the institution that include the identification of milestone courses, identification of “the right math,” recommended general education courses, and recommended electives for each program.
 - Identify strategies and timeline for reviewing student learning outcomes/competencies through all program course sequences and ensure that these competencies align to program-level outcomes, transfer programs, and careers.
 - Develop a program map for a least one program at the institution using the mapping framework provided by the Pathways partners.
 - Produce draft action plans that delineate next steps in taking pathways reforms to scale at the institution, specifically incorporating strategies for broad campus engagement and needs for professional development and technical assistance.
- 1) Please list related California projects and resources (for example, California Career Pathways Trust pathways maps or DegreeWorks):
- 2) Please list the name, organization, and contact information for people you think would be effective speakers on a panel or in a pre-conference session:



California Guided Pathways

Institute 3: Pathway Design II: Pathways to Transfer and Employment

- Reinforce the case for pathways reforms and the central emphasis on achieving equity
 - Encourage colleges to better align their programs with career-path jobs of economic importance to their region
 - Help colleges better enable students to transfer seamlessly and easily to baccalaureate institutions with minimal loss of community college credits toward a degree in the student's major field of study
 - Strengthen student-facing online and print information to help them make informed choices about their career and education pathways
 - Identify and address organizational challenges involved in aligning pathways with transfer and employment
 - Better align "academic transfer" and "workforce" programs to help transfer students build workforce skills and workforce students earn degrees, including bachelor's and graduate degrees
 - Produce draft action plans for continuing work toward full alignment of all academic and career pathways with transfer and employment with equity in mind
- 1) Please list related California projects and resources (for example, Associate Degrees for Transfer/C-ID or Here to Career):
- 2) Please list the name, organization, and contact information for people you think would be effective speakers on a panel or in a pre-conference session:



California Guided Pathways

Institute 4: Redesigning Basic Skills / Developmental Education as an Onramp to Pathways

- Reinforce and update the case for guided pathways implementation at scale at the college and update the engagement plan based on the outcomes of the two Pathways Design Institutes (#2 and #3)
 - Explore the role of basic skills / developmental education in guided pathway design, implementation, and monitoring of progress, especially as they pertain to becoming onramps to programs of study
 - Explore connections to K-12 that optimize the preparation of students in mathematics and English
 - Expand the definition of college readiness to ensure that the college has a plan to address the full range of non-cognitive factors that affect student persistence, progression and completion – including confidence, motivation, engagement, grit / productive persistence, social capital and hope
 - Review the national “Core Principles” documents and explore how to fundamentally rethink developmental education, integrating accelerated, corequisite and/or contextualized academic skill development within the college’s main areas of study/meta-majors
- 1) Please list related California projects and resources (for example, Basic Skills Innovation Grants or Common Assessment Initiative):

 - 2) Please list the name, organization, and contact information for people you think would be effective speakers on a panel or in a pre-conference session:



California Guided Pathways

Institute 5: Redesigning Student Intake Systems and Ongoing Student Support

- Help colleges better enable students to explore career and college options, choose and successfully enter a pathway suited to their interest and aptitudes, and complete the pathway as effectively and efficiently as possible through these changes:
 - Integrate career and college exploration into the college intake experience to help students choose a pathway that fits with their interests and aptitudes as soon as possible
 - Redesign advising and integrate technology to support students in choosing a pathway and to monitor student progress through pathways, providing frequent feedback and support as needed
 - Integrate field-appropriate academic and non-academic supports into critical college-level gatekeeper courses in the college's main areas of study
 - Identify and address challenges involved in organizational redesign and the changing roles of faculty and advisors as colleges revamp their processes for student intake, advising, and monitoring of student progress through pathways
 - Produce draft action plans for continuing work on redesign of student intake, progress monitoring, and support processes, with equity in mind
- 1) Please list related California projects and resources (for example, SSSP or Student Support (Re)Defined):

 - 2) Please list the name, organization, and contact information for people you think would be effective speakers on a panel or in a pre-conference session:



Institute 6: Ensuring Students are Learning and Progressing Along the Pathway

- Promote integration of effective educational practices into pathways
 - Encourage contextualization of general education into program curriculum
 - Provide examples of effective applied learning and other engaging instructional practices
 - Redesign professional development experiences for faculty and student services staff with a strategic focus on pathways
 - Promote redesign of program learning outcomes, starting with the end in mind, where the ends are careers and effective transfer
 - Review current data on students' educational experiences and specify ways that the data can be used to improve current educational practices
 - Highlight effective practices that ensure students in pathways are achieving defined program and general education learning outcomes
 - Enrich college efforts to build cultural competence in classrooms and equitable outcomes across all student groups
 - Build collaborative inquiry about educational quality into college culture and practice
- 1) Please list related California projects and resources (for example, Starfish or student learning outcomes tracking):

 - 2) Please list the name, organization, and contact information for people you think would be effective speakers on a panel or in a pre-conference session: