
Cover Page

Application Coordinator

Dr. William T. Scroggins, President & CEO
Mt. San Antonio College
bscroggins@mtsac.edu
(909) 274-4250
1100 N Grand Ave
Walnut, CA 91789-1399

Representative Fiscal Agent

Adrienne Price, Director of Grants
Mt. San Antonio College
aprice@mtsac.edu
(909) 274-5417
1100 N Grand Ave
Walnut, CA 91789-1399

List of Participants

Mt. San Antonio College, American River College, Bakersfield College, Irvine Valley College, Long Beach City College, MiraCosta College, Sierra College

Abstract

This consortium will focus on guided pathways as an innovation in higher education. The partner colleges vary in size and demographics, but each is committed to institutional transformation and the creation of guided pathways that reduce the time it takes students to complete degrees, credentials, and/or transfer and reduce the total cost of attendance for students, particularly those who are historically underrepresented in higher education. Guided pathways incorporate flexible strategies that meet the needs of various student populations, guide students to make clear choices, and integrate instruction and student services. In alignment with the state's interests, interventions include, but are not limited to: redesigning curriculum and instruction through contextualized basic skills, accelerated course sequences, and mapping programs of study; allowing students to make progress toward completion based on demonstration of knowledge and competencies through multiple measures placement and dual enrollment programs; addressing financial need by assisting students with the financial aid application process and activities that reduce the time to, and thus the cost of, completion; and using technology to improve educational planning, career exploration, course scheduling, and early alert systems. The consortium is leading the charge on guided pathways, ahead of the statewide initiative to expand guided pathways into all of California's community colleges. Leveraging in-kind, state, and federal resources, the consortium will scale up guided pathways interventions to improve student completion, share lessons learned to address barriers in implementing a guided pathways approach, and disseminate, throughout the state, effective practices in guided pathways implementation and system reforms.

Assurances and Signature

I assure that I have read and support this application. I understand that, if this application is chosen for an award, Mt. San Antonio College will serve as the fiscal agent for the award and that the responsibility of the fiscal agent includes distribution of funds to any other participants in the application pursuant to any agreement between the participants. I also understand that, if this application is chosen for an award, the Committee on Awards for Innovation in Higher Education may request submittal of reports or other information.

Dr. William T. Scroggins

Name



Signature

2/1/17

Date

1. From the perspective of students, what is the problem you are trying to solve?

Mt. San Antonio College (Mt. SAC) proposes to be the fiscal agent in a consortium that also includes American River, Bakersfield, Irvine Valley, Long Beach City, MiraCosta, and Sierra Colleges. These colleges enrolled a total of 236,090 students during the 2015-16 academic year, with a combined student population that was 71% non-white. The ethnic groups *historically underrepresented in higher education* – African Americans, Hispanics, and American Indians – make up 48.2% of the consortium’s student population, or 113,818 students.¹

Many students enter California community colleges academically underprepared, placing into basic skills English and math courses, sometimes two to three levels below college level. They must spend an extended period of time in developmental coursework, slowing their time to completion of a degree, certificate, and/or transfer. The statewide success rate (grade of C or better) among students enrolled in basic skills courses during the fall, 2015, term was just 62.2% (the consortium average was 63.2%). This rate is even lower among groups *historically underrepresented in higher education*, as evidenced by the data in the following table.²

Basic Skills Course Success Rates by Underrepresented Populations, Fall 2015					
	Minority	Disabled	First-Gen	Foster	Veteran
Consortium	58.4%	58.3%	59.3%	39.2%	57.6%
Statewide	57.7%	58.6%	60.5%	46.0%	63.0%

Too frequently, these students become discouraged and ultimately fail to complete their educational goals. Using Student Success Scorecard metrics, the statewide persistence rate (enrollment in three consecutive terms) among first-time community college students who place into basic skills courses is 72.9% (the consortium median is 74.6%). The rate at which these students complete 30 units within six years of enrolling in a California community college is 65.8% (the consortium median is 65.1%). The rate at which these unprepared students complete a degree, certificate, or transfer-related outcome within six years of enrolling at a California community college is just 39.6% statewide (the consortium median is 38.5%). Similar to the basic skills course success rates, students who are *historically underrepresented in higher education* often experience even lower completion rates than the general student population. This is particularly clear among the consortium’s unprepared (basic skills) American Indian and Hispanic students, who have six-year completion rates of just 26.7% and 34.3%, respectively.³

The consortium has identified barriers at specific “choke points” that often impede first-time community college students’ progress in completing a degree and/or transferring to a four-year college or university. These choke points and intervention strategies are discussed in detail on pages 2-3. Each of the consortium colleges has implemented interventions aimed at reducing these barriers to students’ timely completion of degrees and credentials. Leveraging resources from various initiatives, the colleges have documented successful strategies in moving students toward completion. However, in most instances, the initiatives have been piloted among smaller, targeted groups of students, rather than impacting all students at an institution.

¹ California Community Colleges Chancellor’s Office (CCCCO) Data Mart: “Annual/Term Student Count Report.”

² CCCCCO Data Mart: “Credit Course Retention/Success Rate Summary Report.”

³ CCCCCO Data Mart: “Student Success Scorecard Metrics – Persistence, 30 Units, and Completion.”

2. What is the innovation?

The consortium has identified the following choke points that impede students' progress to achieving success benchmarks: the transition from high school to college, assessment/placement into basic skills courses, uncertainty about educational and career goals, difficulty "connecting" to the college, lack of knowledge about and/or access to academic support, low success rates in basic skills courses, and lack of clarity on appropriate course sequences for programs of study. In order to address these choke points, the consortium will focus on the innovative strategy of guided pathways, which provide students with a clear path to meet their educational goal, help students to get on that path, help students to stay on their identified path, and ensure that students are learning along that path. Guided pathways transform the institution rather than creating "boutique" programs that serve a limited number of students. They are faculty-driven and cross-functional, with counseling, basic skills, and program faculty collaborating on development and implementation of interventions. Guided pathways incorporate flexible strategies that meet the needs of various student populations, guiding students to make clear choices, and integrating instruction and student services to increase student success and completion.

If awarded an Innovation grant, the consortium will leverage in-kind, state, and federal resources to scale up guided pathways interventions that improve student completion, share lessons learned implementing a guided pathways approach, and disseminate, throughout the state, effective practices in guided pathways implementation and system reforms. The consortium will focus on seven components and related interventions that *reduce barriers to student progress*:

- (1) Improving the transition of high school graduates to the community college. Dual enrollment agreements enable high school students to earn up to a year's worth of college credit prior to graduation. This not only encourages their enrollment in college the term immediately following graduation, but it also *reduces the time to completion* of a program of study. Assisting students in applying for financial aid, offering workshops for high school students and their parents, and sending financial aid text alerts help to *reduce financial barriers* to completing a college education. Developing articulation agreements with university partners that include dual enrollment and advance scheduling provide opportunities for students to *complete baccalaureate degrees within three years of high school graduation*.
- (2) Aligning assessment and placement. Research shows that relying on assessment tests alone is an ineffective method for placement; students tend to be "under-placed," slowing their progress to completion. High school GPA is the single most effective placement method; employing a multiple measures assessment, which takes into account assessment testing, high school GPA, and other factors that address diverse student groups (e.g., international students, older adults), leads to more accurate placement and improved student outcomes.
- (3) Onboarding for early college readiness and choice of a career cluster or "meta-major." Changing the way colleges guide incoming students is critical to putting them on the best path to meet their educational goals. This process engages students and faculty in a process that groups a college's various programs of study into eight to ten meta-majors. Instead of asking students to identify a major, the college asks students what career they want to have. During mandatory new student orientation, counselors guide students into a meta-major based on the program of study they select. *Technology interventions* supplement this onboarding process (e.g., computer-assisted career exploration, electronic education plans, student decision-making tools that integrate education plans and class schedules).

- (4) Connecting students to college through integrated support. Counseling, basic skills, and program faculty work together to develop and provide integrated support interventions. Contextualizing basic skills courses to meta-majors is a way for students to relate English and math concepts to real world applications. Contextualized learning communities and gateway courses are enhanced through the use of embedded tutors who assist instructors in the classroom, facilitate group sessions in campus success centers, and provide individual tutoring appointments. Assigning liaison counselors and other support staff to specific departments, programs of study, or meta-majors provides further integrated student support.
- (5) Providing accessible academic support. Early alert systems enable faculty to refer students to support services at the first indication of struggling in a class. *Using technology* (e.g., portal, text messaging), faculty can alert students of their status and potential need for support services at critical points during a term. Early alert systems increase the rate at which students seek support interventions; however, not all students act on a referral. Providing accessible academic support also includes bringing support to the student. Embedded tutors provide supplemental instruction in the classroom. Learning communities that link a general education course with a co-requisite counseling or learning strategies course improve students' study skills, self-discipline, time management, and use of campus resources.
- (6) Reforming basic skills. In addition to contextualizing basic skills, additional basic skills reforms can *reduce the time it takes students to be ready for college-level coursework*. A summer bridge cohort model accelerates students into college-level courses and eases the transition to college. A co-requisite model allows a student who places one level below college-level English or math to enroll in the college-level course and one-unit co-requisite support course. An accelerated basic skills course model allows a student who places two levels below college-level English or math to enroll in a modified basic skills course or linkages that *reduce the course sequence and/or time to completion*. Flipped classrooms and *technology*, such as ALEKS® software, can also accelerate students through basic skills.
- (7) Facilitating early entry into a program of study and providing maps of course sequences. Mapping programs of study enables counseling and academic faculty to provide students with a clear pathway to degree completion and/or transfer. This mapping process also includes identification of general education courses that would be the most appropriate complement to a student's particular program of study. When students map out education plans with a counselor, they develop a schedule of recommended courses through degree completion. Advance scheduling (registering for classes for fall, spring, and summer terms, all at once) increases persistence from one term to the next. *Using technology* to improve efficiency in this process includes room utilization tools for scheduling as well as the creation of a decision-making tool that integrates electronic education plans with the class schedule to make it easier for students to plan in advance and explore their options.

The activities described above are interventions that have been successful in improving student outcomes at one or more of the consortium colleges. The consortium recognizes that interventions that work well at one college may not be as effective at another college; therefore, the consortium proposes a guided pathways model that focuses on these seven main components while offering flexibility in the specific interventions that *reduce barriers to student success and completion*. Since the ultimate goal of a guided pathways approach is to implement interventions at scale, all students, including those *historically underrepresented in higher education* are positively impacted by this institutional transformation.

3. How will you implement this innovation?

The consortium colleges are at different stages of implementing guided pathways. Three of the colleges – Mt. SAC, Bakersfield, and Irvine Valley – are members of the American Association of Community Colleges (AACC) Pathways Project, a national initiative that focuses on building capacity for community colleges to implement guided pathways at scale, for all students. While not a member of the AACC Pathways Project, Sierra has begun implementing the model on its campus. Long Beach City brings to the consortium its Long Beach College Promise, a national model that promises a college education to every student of Long Beach Unified School District, providing guidance and continuous support along the pathway. American River, Bakersfield, and MiraCosta are Achieving the Dream (ATD) colleges. All three colleges have completed their analysis of student data structured around ATD metrics and are in different phases of planning, implementing, and tracking the success of interventions related to guided pathways.

These colleges span Southern and Northern California, with campuses in San Diego, Orange, Los Angeles, Kern, Sacramento, Placer, and Nevada Counties, and they serve commuter students in additional surrounding counties. While these colleges vary in size and community demographics, they are each committed to institutional transformation and the creation of guided pathways that will *reduce the time it takes students to complete degrees and credentials*.

In planning this grant application, the consortium colleges held conference calls and two in-person meetings. College teams included presidents, vice presidents, academic senate presidents, and other faculty and administrators. During these meetings, the partners discussed the concept of guided pathways, the various related strategies that each college is implementing, the positive outcomes each college has seen as a result of this implementation, the challenges each college has encountered, each college's vision for guided pathways in the short term (during the grant period) and in the long term (post-award), resources that will be needed to scale successful strategies up as well as resources that will be leveraged in support of this initiative, data elements that should be tracked, and the structure of the consortium itself.

In keeping with the inclusive nature of this grant planning process, the consortium recognizes the critical role of faculty engagement in *driving* a guided pathways model and bringing about successful institutional transformation. At each college, a core group of faculty has been involved in the development and implementation of interventions. However, as these efforts are brought up to scale at each institution, broader faculty involvement will be necessary. The early implementers of these interventions will be critical in engaging additional faculty. Presentations at each campus will provide quantitative data to show that these interventions have a positive impact on student outcomes, and students will also have the opportunity to share their experiences. As faculty at each college become involved in the transformational process, professional development opportunities will be available to them.

The consortium recognizes that there may be challenges to implementing a comprehensive guided pathways approach that is unique to each college. Implementing multiple measures assessment at an urban campus with dozens of feeder high schools and a large international student population will be significantly more complicated than it will be for a college that only has one feeder school district. Implementing a year-round class schedule may be complicated by

financial aid issues or could result in “no-shows” if students change their mind from one term to the next. Tracking the impact of text alerts to students that encourage them to use support services can be difficult. In each of these instances and when faced with other challenges, the consortium colleges will collaborate with each other to share lessons learned, brainstorm ways to overcome these barriers, and leverage resources to implement solutions.

If the consortium receives an Award for Innovation in Higher Education, the colleges propose a three-year timeline for the grant project, followed by a post-grant sustainability phase described on page 10. Upon notification of funding, Mt. SAC will organize a meeting to call together the core teams from each college, which include faculty and administrators. They will finalize memoranda of understanding, which will detail individual statements of work, budgets, data collection and evaluation requirements, and reporting expectations.

Year 1: Core teams from each college will come together quarterly throughout the grant period. Quarterly meetings will alternate among the consortium college campuses in order to showcase the guided pathways activities occurring at each college. In addition, targeted work groups (e.g., data collection, Academic Senate leadership, professional development) with representatives from each college will confer regularly. Professional development will be an important activity during the grant’s first year, building upon the local summit model that has been successful among AACC Pathways member colleges, as well as consortium professional development activities facilitated by experts in the field. Counseling, basic skills, and program faculty will have ample opportunities to collaborate on the development and implementation of integrated support interventions. Additionally, professional development for the leadership team will be critical, in order to effectively push forward structural change at each institution. The colleges will pilot and expand interventions, ensuring that data is collected and reported. The colleges will evaluate the interventions’ effectiveness, discuss results, and make improvements as needed.

Year 2: Colleges will continue to expand guided pathways interventions. Professional development activities will continue. The core team will meet quarterly, and targeted work groups will confer as needed. Tracking student outcomes and reporting the data back to the consortium members will be imperative. Formative and annual summative evaluation will occur. Working with the Community College Research Center (CCRC) and WestEd, the consortium will begin the development of a “how to” guide for dissemination to other colleges. Consortium members will present on the guided pathways framework in collaboration with the Institutional Effectiveness Partnership Initiative (IEPI), address policy issues at the Community College League of California, and engage faculty statewide through Academic Senate plenary sessions.

Year 3: Colleges will continue to work on bringing guided pathways to scale at their institutions. Professional development, data collection and tracking, and evaluation will be ongoing. The consortium will complete the guide (see page 7 for more detail), which will be distributed to colleges throughout the state. Consortium members will present at statewide conferences on the guided pathways framework, lessons learned throughout the process, the impact of interventions on student outcomes, and strategies for driving institutional transformation. Regional meetings will allow for dialogue and coaching opportunities for other community colleges as they implement guided pathways on their campuses. Throughout the grant period, Mt. SAC will prepare and submit all required reports to the Department of Finance.

4. How does this innovation align with other efforts you are undertaking, and how does it relate to other efforts in higher education in California?

As described on page 4, the consortium colleges are at different stages of implementing a guided pathways approach. Mt. SAC, Bakersfield, and Irvine Valley are members of the AACC Pathways Project, and Sierra College has begun implementing the model on its campus as well. American River, Bakersfield, and MiraCosta are Achieving the Dream colleges, a national initiative with 21 member colleges in California. The Long Beach College Promise is being replicated throughout the state, and it has been recognized nationally. The America's College Promise initiative was modeled, in part, after the Long Beach College Promise, which also inspired the California College Promise Innovation Grant Program.

With funding from the College Futures Foundation, Bakersfield is leading the effort to create the California Guided Pathways initiative, which will tailor the institutes facilitated through the AACC Pathways Project to the unique needs of California's community colleges. This initiative will provide training to 20 community colleges throughout the state. As AACC Pathways colleges, Bakersfield, Irvine Valley, and Mt. SAC will serve as resources to these institutes.

Mt. SAC, Irvine Valley, and Bakersfield are already partnering with the IEPI, the League, and the statewide Academic Senate to deliver workshops on pathways. IEPI workshops target college leadership teams interested in learning about the guided pathways approach and the different strategies that colleges throughout the nation are implementing. League workshops focus on policy issues that pertain to the implementation of guided pathways. Academic Senate plenary sessions enable faculty to share their guided pathways experiences with other faculty across the state. Throughout the proposed grant period, the consortium colleges will build upon these efforts to disseminate effective practices and lessons learned.

The Chancellor's Office is working toward the development of an integrated planning and reporting model for and alignment of the Student Success, Student Equity, Basic Skills, and Strong Workforce initiatives. Every California community college participates in these initiatives. The guided pathways approach provides a unique framework to integrate these disparate sources of funding and align funding requirements and accountability reporting. The Chancellor, Mr. Eloy Ortiz Oakley, and Vice Chancellor of Academic Affairs, Dr. Pam Walker, have expressed their support for this strategy.

While each of these initiatives is complementary to the proposed grant project, they do not provide funding for implementation of guided pathways interventions. An Award for Innovation in Higher Education would enable the consortium to leverage existing resources with new grant funding in order to improve student outcomes and degree completion among all students, including those students from groups *historically underrepresented in higher education*. As the Chancellor's Office develops the framework for the recently announced investment in guided pathways at colleges throughout the state, consortium members will continue to advise them on policy issues and other considerations. This consortium will serve as a demonstration project for the rest of the state, creating system-level solutions to process changes and policy implementation. Thus, the proposed project is timely not only among the consortium colleges but also to the other California community colleges as they begin to implement guided pathways.

5. How could this innovation be scaled up within the setting in which you work and replicated in other areas in California?

Achieving the Dream (ATD) catalyzed the completion agenda among community colleges. ATD emphasizes longitudinal tracking of students and continuous improvement of intervention strategies based on this data. ATD colleges have been able to pilot interventions for targeted populations and improve outcomes for participating students, but the impact has not typically been institutional in scale.⁴ Through the Developmental Education Initiative and ongoing ATD efforts, experts in the field began to make recommendations for improving college completion rates. Their research suggests that colleges can improve completion rates by creating clear pathways that lead to employment and/or transfer, getting students in pathways early, monitoring their progress in these pathways, and providing integrated support to students.⁵

At the very core of a guided pathways approach is a commitment to transform the institution through changes to policies, practices, systems, and cultures. Each of the consortium colleges has begun work on guided pathways, as outlined in earlier sections of this narrative. While some of the specific interventions are already at scale across the institution for some of the colleges (e.g., mandatory orientation, electronic education plans, multiple measures assessment), other interventions have been piloted on a smaller scale. Many of the costs associated with scaling up these activities are one-time costs (e.g., initial faculty professional development, *redesigning curriculum* and mapping programs, revising the student intake process, *creation of technology tools* to improve efficiency). Receiving an Award for Innovation in Higher Education would enable the consortium to continue to scale up these efforts to the institutional level.

Throughout the three-year project, the partners will document interventions that *reduce barriers at the identified choke points*. This will involve the analysis of data to show the impact of interventions on all students, with particular emphasis on students from groups *historically underrepresented in higher education*. This documentation will lead to the creation of an electronic guide, with a flexible menu, that highlights the various intervention strategies within the seven components discussed on pages 2-3 of this narrative. For each component, the guide will describe the context for each college, provide quantitative data that demonstrate student success as well as student testimonials, explain why a specific strategy works for each unique campus, address who led the efforts to transform the institution, and describe how various campus constituencies were engaged. The guide will provide a framework for guided pathways that allows for variations that fit the unique context and culture of each community college.

The consortium's plans to leverage existing resources (described on page 10) with new grant funding will also serve as a model for other colleges looking to transform their institutions. The integration of guided pathways with other statewide initiatives will better facilitate the scaling up of intervention strategies. As the Chancellor's Office develops its plans for guided pathways within California's community colleges, effective practices and lessons learned from this demonstration project will inform that process, contributing to more efficient use of state funds.

⁴ Rutschow, E. Z., Richburg-Hayes, L., Brock, T., Orr, G., Cerna, O., Kerrigan, M. R., Jenkins, D., Gooden, S., & Martin, K. (2011). *Turning the tide: Five years of Achieving the Dream in community colleges*. New York: MDRC.

⁵ Community College Research Center. (2015). *The movement toward pathways*. Retrieved from <http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Documents/TheMovementTowardPathways.pdf>.

6. What evidence suggests that this innovation would be effective in addressing the problem identified in your response to Item 1 and implemented successfully?

Below are some examples of evidence of effectiveness within the guided pathways framework.

- (1) Improving the transition of high school graduates to the community college. High school students who participate in one of Irvine Valley's four dual enrollment programs successfully pass their courses 96% of the time. MiraCosta has seen a 97% pass rate among high school students enrolled in a pilot summer program.
- (2) Aligning assessment and placement. In the three years since Bakersfield implemented multiple measures assessment, placement into college-level courses has increased by more than 30% in math; Irvine Valley, Long Beach, and MiraCosta have had similar experiences. At these colleges, student placed with multiple measures assessment are performing better than those who place into basic skills through an assessment test.
- (3) Onboarding for early college readiness and choice of a meta-major. Since clarifying their pathways, the percentage of Bakersfield students completing college-level English and math in their first year has increased. Long Beach Promise Pathways students are passing transfer-level English and math at higher rates than the overall student population; they are also staying on track to degree completion and transfer readiness better than students at large.
- (4) Connecting students to college through integrated support. At MiraCosta, allied health students taking contextualized basic skills have a 96% course success rate in developmental English and a 92% success rate in passing college-level English. American River's writing across the curriculum and reading across the disciplines programs are showing gains in student success, and their Math Multimedia Learning Center has nearly doubled the number of students successfully completing the Arithmetic-to-Pre-algebra pathway
- (5) Providing accessible academic support. The use of embedded tutors at Mt. SAC has improved the success rate of students by as much as 22% in English. Opening targeted tutoring centers for special populations has increased students' use of tutoring services.
- (6) Reforming basic skills. Mt. SAC's most recent summer learning communities had a retention rate of 99% and an average success rate of 90% across eight classes; Irvine Valley has had similar success. American River's Statway project has more than quadrupled the success rate of pipeline students over a traditional Elementary Algebra-to-Statistics sequence (from 16% to 73%), with *an even bigger impact on African American and Hispanic students.*
- (7) Facilitating early entry into a program of study and providing maps of course sequences. The CCRC has found that students who enter a program of study early and pass gateway courses within their first year of college are much more likely to graduate than students who enter a program later.⁶ Each of the consortium colleges are working on mapping programs of study.

The consortium's proposed structure will enable the colleges to discuss challenges to implementation, share lessons learned, brainstorm ways to overcome barriers, and leverage resources to implement solutions. In addition, the colleges have a long history of successfully implementing grant projects, including consortium efforts. Their involvement in state and national initiatives, their history of innovation, and their award-winning programs make this a strong consortium with the ability to make sustainable, systemic change at their local campuses and promote a guided pathways approach among colleges throughout the state.

⁶ Jenkins, D., & Cho, S. W. (2012). *Get with the program: Accelerating community college students' entry into and completion of programs of study* (Working Paper No. 32). New York: Columbia Univ., Teachers College, CCRC.

7. What information will you use to assess the success of this innovation in addressing the program's goals, and how will that assessment be used to inform future efforts?

The five most important metrics that the colleges will regularly measure are: (1) high school to college transition, (2) basic skills progression, (3) completion of courses and degrees, (4) CTE completion, and (5) transfer. Each college reports on Student Success Scorecard metrics, which track cohorts of students over a six-year period. These metrics include remedial progress rate (completion of college-level coursework if first enrolled in basic skills), persistence rate (consecutive enrollment in first three terms), 30 units rate (completed at least 30 units), completion rate (completed a degree, certificate, or transfer-related outcome), career technical education (CTE) rate (CTE students completed a degree, certificate, or transfer-related outcome), and the median percentage change in wages for students who completed higher-level CTE coursework with no degree. As colleges bring interventions to full scale, tracking changes in these metrics will be a consistent way to measure impact across the institutions.

Each college's Student Equity Plan outlines specific goals, activities, and expected outcomes for defined student groups that have lower attainment rates (e.g., disproportionality), such as: minority males (African American, Latino, Native American), current and former foster youth, veterans, students with disabilities, and low-income students. This additional disaggregation of data by key metrics will enable the colleges to make data-based decisions that positively impact success for all groups of students, including those *historically underrepresented in higher education*. Through the implementation of targeted interventions, the consortium colleges have been able to narrow the equity gap between the general student population and students from *underrepresented groups*. Scaling up efforts will enable the colleges to continue to improve student outcomes among the populations most at-risk of not completing their educational goal.

The consortium will form a targeted work group for data collection and analysis. This group will confer regularly to ensure that data collection and tracking mechanisms are consistent across the colleges. Tracking student outcomes and reporting data back to the consortium members will be imperative. The colleges have extensive experience with longitudinal tracking of students and continuous improvement of intervention strategies. This is an important component of both Achieving the Dream and the AACC Pathways Project. The colleges will use grant funds to ensure that research staffing is sufficient at each college for tracking project outcomes. Successes and challenges will be shared at each quarterly meeting, and the colleges will make adjustments to interventions based on a thorough review of the data. In addition, building upon existing relationships with CCRC and WestEd, the consortium will have assistance in the validation of interventions as well as documenting successes.

As fiscal agent, Mt. SAC will prepare and submit all required reports to the Department of Finance. The consortium will create a "how to" guide (see page 7 for more detail) for dissemination to interested colleges throughout the state. Additionally, the consortium colleges are each involved in statewide Chancellor's Office initiatives that require reporting of student outcomes, including Student Success, Student Equity, Basic Skills, and Strong Workforce. Guided pathways provide a unique framework to integrate these initiatives and align accountability reporting. The consortium is poised to recommend policy changes that would make it easier for California community colleges to implement guided pathways statewide.

8. What resources or commitments, or both, do you currently have to support this innovation; how will implementation of this innovation be sustainable over the long-term?

Many of the costs associated with scaling up of the proposed activities are one-time costs, such as initial faculty professional development, *redesigning curriculum*, contextualizing basic skills, mapping programs of study, integrating career counseling into the student intake process, incorporating meta-majors into educational planning, *creating technology tools* to improve efficiency in educational planning and course scheduling, and developing the “how to” guide for dissemination to other California community colleges. The consortium anticipates other costs such as research staff to ensure that student data is appropriately tracked and analyzed, as well as external evaluation of the impact of interventions on students and colleges. The seven-college consortium anticipates the need for \$6 million in Innovation grant funding to scale up these efforts over a three-year project period. A consortium effort will allow for the more efficient use of resources, as the partners will regularly share effective practices and lessons learned and costs like professional development, reporting, and evaluation can be consolidated among the colleges.

The consortium is leveraging funding from a variety of sources. Mt. SAC is using its Basic Skills and Student Outcomes Transformation (BSSOT) grant to develop and pilot accelerated pathways in basic skills English, identify meta-majors, map programs, contextualize basic skills, create course linkages, and embed tutors. MiraCosta has used its BSSOT grant to implement supplemental instruction for basic skills and gateway courses. The consortium colleges are using various federal grants to implement dual enrollment, articulation and transfer, educational planning, learning communities, and liaison counselors. These grants include Developing Hispanic-Serving Institutions (Title V: HSI), Developing Asian American and Native American-Serving Institutions (Title III: AANAPISI), and Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). Long Beach City’s IEPI Leadership Development grant will provide insight to the professional development work group, particularly the transformational leadership development component. The consortium has and will continue to leverage funding from the Student Success, Student Equity, Basic Skills, and Strong Workforce initiatives to implement guided pathways on their campuses.

Since each of the consortium partners is already implementing some of the interventions described in this application, there is a clear commitment to moving in the direction of guided pathways. Receiving an Award for Innovation in Higher Education would help the partners to catalyze their efforts and to share effective practices among themselves as well as other colleges throughout the state. Without grant funding, the work will continue, but it will not progress as quickly or on as broad of a scale as it would with grant funding.

The consortium colleges are leading the way in the guided pathways movement both nationally and within the state. The Governor’s budget invests \$150 million in guided pathways next year. As the Chancellor’s Office develops the framework for this new initiative, the consortium will be poised to advise them on policy issues and other considerations impacting statewide implementation of guided pathways. By serving as a demonstration project, the consortium will be able to share effective practices with colleges as they implement guided pathways on their campuses. Furthermore, the consortium will be in a position to leverage these additional resources to ensure the long-term sustainability of this transformative process.