Guided Pathways Paper REV03182018

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Part 1. Guided Pathways Overview

Currently, there are three major guided pathways program initiatives. Each has its own definition and features, which are summarized below. After these summaries, the pathways-related resolutions from the Academic Senate for California Community Colleges are identified.

1.) ***American Association of Community Colleges (AACC) Pathways Project***

This program describes its pathway model as "integrated, institution-wide" approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from his/her point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market."

The program's intent is to support colleges as they establish four practices:

1.) Clarify paths to student end goals;
2.) Help students choose and enter a pathway;
3.) Help students stay on path; and
4.) Ensure that students are learning.

In California, Guided Pathways will be tailored to these four practices.

AACC provided grant money for 30 colleges from 17 states were selected to participate including Bakersfield, Irvine Valley and Mt. San Antonio from California.

AACC recently approved applications for the 2017-2019 cohort. No grant money will be provided. Instead participation is based on a full fee-for-serve model.

2.) California Guided Pathways Project

This project's focus is to support "a student-centered approach that can significantly increase the number of students earning community college credentials while closing equity gaps.

Guided pathways are a college-wide undertaking whose framework for integrating California-based initiatives such as SSSP, Equity, Basic Skills Transformation, the Strong Workforce Program, and the California College Promise."

This process required the signature of the local academic senate president.

3.) The California Community Colleges Guided Pathways Award Program

The California Community College Guided Pathways Award Program was approved by Governor Brown in the 2017-18 budget with $150 million to be distributed to the CCC via grants over five years.

This program's features include "organizing students' academic choices in a way that promotes better course-taking decisions" and creating a "framework for colleges to better organize existing student support programs and strategically use existing funding to support student success."

A file provided as part of the SDCCD Board of Trustees meeting on October 24, 2017, provides the following information:

- This award program was adapted from the aforementioned AACC Pathways model and is a five-year effort specified in legislation (Part 54.8).
- The application deadline for each College is December 23.
- "Comprehensive multi-year work plans are being developed at each college involving a broad group of faculty and staff."
- The multi-year work plans must be submitted to the Chancellor's office by March 30, 2018.

The October 24 Board of Trustees meeting action states that "Authority is requested for City College, Mesa College, and Miramar College to participate in the California Community Colleges' Guided Pathways Award Program".

In the Explaining Guided Pathways to Your College file provided by the Chancellor's office, the following graphic summarizes the key elements of Guided Pathways.

The Implementing Guided Pathways: Defining Roles with a Focus on Collaboration lists the following components for the faculty and staff roles:

- Engage in all stages of Guided Pathways: inquiry, design, implementation and ongoing improvement.
- Work collectively toward common goals and commit to a structured, open process.
- Collaborate to design clearly structured, coherent academic program maps that: reflect curriculum aligned with university transfer programs and labor market needs; provide detailed course sequences and progress milestones; and represent the most efficient path for students to complete academic programs while maintaining the quality of these programs.
- Partner to guide, monitor and support students.
- Collaborate to help students build skills as they explore and progress through curricula and programs.

The FAQs shown below are posted on the CCC Guided Pathways website.

- **What can colleges expect to accomplish in five years of launching their Guided Pathways efforts?** National research on colleges who have implemented Guided Pathways shows that it generally takes four to five years for an institution to implement the model because it requires a comprehensive and transformative institutional commitment. Typically, the first year involves high-level planning and communicating vision and goals for change. The second year involves setting the foundation for implementation and change. The third year involves large-scale

implementation including policy and procedural reform. In the fourth year, implementation is refined and expanded upon, and in the fifth year, processes for evaluation and improvement are determined to inform future efforts and refinement.

- **How will Guided Pathways awards be allocated?** Twenty percent (20%) of the total allocation will be distributed equally among all participating colleges. Thirty-five percent (35%) of the total allocation will be distributed based on the percentage of full-time equivalent students at each participating college. Forty-five percent (45%) of the total allocation will be distributed based on the percentage of students at each participating college that would qualify to receive federal Pell Grants. The 150 million dollars allocated for Guided Pathways will be more heavily invested to colleges earlier during the five year period; however, the exact allocations are still being finalized. The one-time Guided Pathways Award Program appropriation will be allocated incrementally through June 30, 2022.
- **What are the key performance indicators (KPI) for the CA Guided Pathways Award Program?** Colleges will be including key performance indicators in future reporting. These indicators are currently being finalized and will be shared within the coming weeks and at the self-assessment workshops sponsored by IEPI. The indicators closely align with those used in the national Guided Pathways framework.

Interested parties may join the CCC Guided Pathways listserv by signing up at https://listserv.cccnext.net/scripts/wa.exe?SUBED1=CO_GUIDEDPATHWAYS&A=1.

Additional Guided Pathways documents are available on the Mesa College website: http://www.sdmesa.edu/about-mesa/current-initiatives/guided-pathways/. A Guided Pathways Assessment Open Forum is scheduled from 12:30-2pm in MC-211A on Tuesday, November 7, 2017.

The Academic Senate for California Community Colleges (ASCCC) strongly encourages the use of innovative strategies and actions that support students in achieving their educational goals. The ASCCC has passed two resolutions regarding pathways.

***1.)* *Resolution* 9.12 F15 Support Local Development of Curricular Pathways**

Urges local senates and curriculum committees to be genuinely involved in any decisions regarding curricular pathway programs under construction.

2.)* *Resolution 9.03 F16 Investigate Effective Practices for Pathway Programs

States that the ASCCC will investigate frameworks proposed and disseminate effective practices.

The ASCCC is forming a Guided Pathways Taskforce and requests that each college establish a liaison to communicate guided pathways program information, issues, questions and concerns between the local senate and statewide groups.

Part 2. Background

The impetus behind the Guided Pathways programs comes from, in part, the CCCCO Chancellor's ***Vision for Success: Strengthening Community Colleges to Meet California's Needs***. This report is the result of a project undertaken by The Foundation for California Community Colleges at the request of Chancellor Eloy Oakley to develop a strategic vision for the CCC system. The report identifies the following challenges:

Most Community College Students Never Reach a Defined End Goal:

- Few classes to build new specific skills & knowledge to qualify for a promotion.
- Looking into a new profession (career0.
- Return from military find a civilian career in the workplace.
- ESOL and civic competency.
- Life skills.
- Transfer.
- Career Technical Education.

Students Who Do Reach Goals Take a Long Time To Do So:

- 48% of students who enter a CCC left with a degree or certificate or transferred.

Older and Working Students are Often Left Behind:

- On average, it takes students 5.2 years to complete an Associate's degree (the median time 3.8 years).
- Students come to CCCs with variety of educational goals and life circumstances.
- This lengthens timeframe results in delays in entering the workforce and lost income.
- Students generally accumulate far more course units than required.

Community Colleges are More Expensive than They Appear:

- Community college can become expensive due to large amount of time it takes to complete a credential, degree, or transfer and commonly accumulate many excess units.
- The high cost of living in California combined with financial aid limits results in CCC students needing to work and therefore not enroll on a full time status.

Serious and Stubborn Achievement Gaps Persist:

Completion rates are low among certain demographics:

- African Americans (36%), American Indian/Alaskan students (38%), Hispanic students (41%), and Pacific Islander (43%).

High-Need Regions of the State are not Served Equitably:

- Areas with the lowest college attainment of adults and the lowest median income household income also have the lowest CCC enrollment per capita.

The report contains six Vision for Success goals for the CCC system to achieve by 2022. These include:

1.) Increase by at least 20% the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for in-demand jobs.
2.) Increase by 35% the number of CCC students transferring annually to a UC or CSU.
3.) Decrease the average number of units accumulated by CCC students earning associate's degrees from approximately 87 total units to 79 total units – the average among the colleges showing the strongest performance on this measure.
4.) Increase the percent of exiting career technical education students who report being employed in their field of study from the most recent statewide average of 60% to an improved rate of 69% the average among the colleges showing the strongest performance on this measure.
5.) Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps within 10 years.
6.) Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

The following seven core commitments were identified to support the CCs and the System in achieving the six goals:

1.) Focus relentlessly on students' end goals.
    a.) Create a comprehensive plan to embrace the four practices espoused by the AACC.
    b.) If not ready to launch a major transformation, colleges should:
        a. Strive for 100% of students completed an education plan.
        b. Monitor students' progress more closely and intervene more assertively.
        c. Foster deeper, more personal relationships between faculty and students.
        d. Carve out more time for faculty to work together to define clear, relevant learning outcomes.
2.) Always design and decide with the student in mind.
    a. Forge greater connectedness across different programs and services.
    b. Favor student's interests.
    c. Make and keep clear promises to students.
    d. Adopt a default "hold harmless" policy for students who are caught between misaligned policies, whether between two colleges or between multiple districts or education sectors.
    e. Meet the needs of working adults.
3.) Pair high expectations with high support.
    a. De-emphasize the use of high-stakes tests for placement and where possible use more reliable measures of readiness.
    b. When placement tests are used, help students better prepare for exams by communicating clearly and in advance about the content and stakes of the test.

c. Continue to expand options for students to strengthen basic skills while simultaneously enrolled in collegiate-level courses.
d. Continue to refine and expand accelerated and innovative instructional models to avoid years-long remedial sequences that most students never exit.
e. Bolster the use of contextualized skills to ensure students see the connection between mathematics, English and their chosen pathway.
f. Offer wraparound supports to help vulnerable students whose life challenges may impact progress to their end goal.
g. Crete better linkages with county social service agencies.
h. Provide special resources for high-need populations.
i. Advise students about the benefits of staying continuously enrolled and taking 15 units per semester.
j. Encourage early career exploration in high school.
k. Help returning students by auditing accumulated units, assessing prior learning and designing customized education plans.

4.) Foster the use of data, inquiry, and evidence.
   a. When designing any new program or policy, college policy makers should always look first at relevant student data to understand the problem and inform the development of promising solutions.
   b. All parties should have regular opportunities to review relevant data on program effectiveness.

5.) Take ownership of goals and performance.
   a. CCCs need to take ownership of goals, and use them to motivate, not punish.
   b. There should be a clear vision for improvement, including clear goals for improved student outcomes.
   c. Leaders must take responsibility for college performance and student outcomes.

6.) Enable action and thoughtful innovation.
   a. Colleges should think carefully about which innovations will track closely with state and local goals.
   b. Innovation approaches must be thoughtful and deliberate.
   c. Results should be tracked early and often.
   d. At the State level, California should think beyond technological innovations for improving the CCC system, and additionally consider policy and funding innovations.

7.) Lead the work of partnering across systems.
   a. Continued work between the CCCs and partners at UC, CSU, and private universities to simplify transfer pathways for students.
   b. Ongoing feedback between CCC technical education programs, workforce development programs, and employers.
   c. Active partnership with the K-12 system to align messaging, expectations, and policy.

Implementation of the guided pathways framework is recognized as a strategy to align and integrate the various initiatives and programs currently underway at the colleges. Evidence-based

practices that anchor the guided pathway framework are called upon to support progress towards achieving the Vision goals. The expectation is for guided pathways framework to be adopted by the entire system.

Part 3. Guided Pathways Implementation Case Studies

Two reports provide information on how the AACC Pathways program was implemented in different settings.

The following excerpts are from the Redesigning Community Colleges for Student Success: Overview of the Guided Pathways Approach document.

"Florida State University, a pioneer in the use of guided pathways, began implementing academic program maps and required exploratory with proactive advising at key points along each student's path in the early 2000s in order to reduce the number of students who were graduating with more credits than required for their degrees. University officials believe that this was a major factor in the fact that, between 2000 and 2009, the year-to-year retention rate for first-time-in-college freshmen increased from 86% to 92% and the four-year graduation rate increased from 44% to 61%.29 just as impressive, the percentage of students graduating with "excess credits" dropped from 30% to 5% during this period."

"In 2009, Queensborough Community College (QCC), which is part of the City University of New York (CUNY) system, began requiring all first-time, full-time students (over 5,000 per year) to enroll in one of five "freshmen academies" based on their interests and goals. QCC currently offers five academies clustered around related majors and programs: business, visual and performing arts, STEM, health-related science, and liberal arts. Students are required to choose an academy before they enroll. Each academy is designed collaboratively, with at least one faculty coordinator responsible for working with faculty and student affairs staff to improve practice and build an academic community of students and faculty with similar interests and aspirations within their academy. A dean and former faculty member who oversaw the development of Queensborough academies said: "The idea is that students begin to see themselves as students in a particular field, pretty much from the start." According to the in-house researcher who is responsible for the academies, "Students say that being in an academy gives them a sense of identity as a student…. It causes them to reflect on what they want to do and what it will take to move ahead in the field."

"In fall 2012, the City University of New York (CUNY) opened a new two-year college in Manhattan that is now named Guttman Community College. The college's design team was challenged to create a model that would substantially improve student graduation rates, particularly among populations traditionally underserved in higher education. What the team came up with was an intentional, whole-school model in which students would be guided through prescribed academic paths and participate in a variety of high-touch support services. When they first enter the college, students have few options. All first-time students are required to attend a summer bridge program, to enroll full-time, and to join predetermined cohorts. Each cohort is guided by an instructional team comprised of faculty, student support staff, and librarians. All students take a common core curriculum embedded within a learning community;

courses include a "City Seminar" and an "Ethnography of Work" course, which allow students to connect to issues that affect their urban community, and explore their own career interests. Remedial instruction is embedded into college-credit coursework, which is intended to accelerate accumulation of credit that will count toward a degree. In their second year, however, students are allowed to choose a program of study in a particular field. The college's designers selected the fields for these programs of study after conducting extensive research on the city's labor market projections and after consultation with experts. All programs were also designed to articulate with bachelor's degree programs in related fields at senior CUNY institutions. At implementation of guided pathways at Guttman is too recent to track students' long-term degree completion outcomes. However, Guttman's goal for its inaugural cohort was to achieve a three-year graduation rate of 35 percent. According to data reported to the Integrated Postsecondary Education Data System, the median three-year graduation rate for the latest available entering cohort (2009) for degree-granting two-year public institutions located in large cities was 12.9 percent. In August 2014, Guttman announced that 28 percent of its inaugural class completed an associate degree within two years, and reported that it was on track to meet or exceed its three-year goal. Although these measures do not constitute a definitive evaluation, the preliminary descriptive data are encouraging."

The following excerpts are from the Implementing Guided Pathways: Early Insights from the AACC Pathways Colleges document.

"Most of the colleges are using broad career-focused fields, or meta-majors, as the framework for their program mapping efforts. For example, San Jacinto College organized its 144 degree and certificate programs into eight meta-majors (tentatively called "career pathways") that are aligned with the 16 career clusters established by the State of Texas for postsecondary education and the five "endorsement" career fields that the Texas legislature has established to guide career and college planning by high school students. Program mapping teams at the college, composed of faculty and staff and organized by meta-major, were asked by college leaders to create maps for every program that connected to students' post-graduation opportunities. For career-technical programs, teams had to document that there are jobs connected with each program in the college's service area—and that the jobs identified pay a living wage. Program chairs were required to verify demand for the certificates and degrees the college offers, and to obtain wage information. Departments eliminated programs when faculty became convinced that they did not lead to family-supporting jobs in demand. Maps for transfer programs had to align with the requirements for bachelor's degree programs in related majors offered by the college's five most common transfer destination institutions. This standard was motivated by the recognition by college personnel that most students graduate with an associate of general studies degree, which does not guarantee that they will be able to apply all of their credits toward a specific major upon transfer. San Jacinto is working on increasing the number of students who graduate with an associate degree related to a program area. As part of the process of reviewing courses to include in program maps, the college interviewed students in low-enrollment courses to see why they were taking them. In one such course, a genetics course, students said they were taking the course because of increased popular attention to genetics, such as has been generated by the television show CSI. When the students were told that the course did not transfer or meet general

education science requirements, they asked why San Jacinto was offering it. As a result of this feedback, the college decided to drop the course. The college is in the process of updating its website to more clearly show its meta-majors and program maps, and their connection to jobs and transfer opportunities. San Jacinto College is redesigning its new student orientation to focus on helping students choose a program. Orientation, which is now required for all new students, is shorter than it was in the past. All students are required to take the Focus 2, a career assessment and planning tool. Based on the results of the assessment, students are coded as having low, medium, or high confidence about the field they want to pursue. This rating is stored in Banner for advisors to see when they meet with students. Students are also required to take a student success course in their first term, in which they complete career exploration exercises and develop a full-program plan. The college's career and employment team visits each class three times to work with students on first-semester activities, including exploring career options, developing an educational plan, and registering for the next semester."

"The Alamo Colleges have organized their programs into six "Alamo Institutes" that are aligned with growth areas in the San Antonio region: creative and communication arts, business and entrepreneurship, health and biosciences, advanced manufacturing and logistics, public service, and science and technology. (The colleges have created a webpage with a video to explain the institutes and provide answers to frequently asked questions; see Alamo Colleges District, n.d.) At least one faculty member and one advisor serve as leads for each institute, and have been working with program chairs in their institute to create program maps. For transfer programs, the colleges began by "backward mapping" from popular university transfer programs to determine which of the 120 hours of instruction in a bachelor's program in a particular major could be taken at Alamo, and which need to be taken at a university. As of fall 2016, the Alamo Colleges have created advising guides with specific program requirements for the top 12 baccalaureate majors at each of eight local transfer institutions. The colleges are also working with employers to design career-technical programs so that they include embedded or "stacked" credentials and certifications that students can use to advance in the workplace while they are continuing their education."

"In summer 2016, the Community College of Philadelphia held an institute that included 50 faculty leaders, department heads, and curriculum leaders with the goal of developing a framework for program mapping. Participants recommended organizing the college's programs into seven "academic pathways." Faculty-led mapping teams started to create sequenced, four-semester degree maps for two of the college's largest programs: liberal arts and health care studies. Faculty are completing maps for all other programs to go into effect in fall 2017. All maps include critical courses and milestones."

"Northeast Wisconsin Technical College has organized its programs into 13 "fields of interest," each of which has been mapped out with the help of employer advisory committees. The college has also recently entered into a chartered partnership with the University of Wisconsin–Green Bay to create stronger 2 + 2 and 1 + 3 transfer programs. On the "Fields of Interest" page on the college's website (Northeast Wisconsin Technical College, n.d.), students can click on a field and see all of the programs offered by the college in that area. Each program is labeled with a

symbol indicating whether it leads to an associate degree, a technical diploma, or a certificate, and information is provided on how students can "stack" credentials in a given field. Sixty percent of the college's programs have stackable credentials, with credentials at each level designed to enable students to both advance in the labor market and move seamlessly to further education in the field. Each program webpage also has a short description of the program and answers to the following questions:

- What careers are in my future? This section describes specific jobs that program graduates can secure in the Green Bay area, along with salary information based on six-month follow-up surveys of graduates by the college.
- How do I get started in this program? This section outlines admissions requirements, campuses where the program is available, and an application checklist.
- What will I learn? In this section, the college presents a curriculum map for the program (mapping teams are now working to ensure that courses are sequenced in the proper order).
- What's next after graduation? This section links to information on transfer programs offered in conjunction with university partners in related major fields.
- What else do I need to know about the program? Finally, the college describes industry credentials, internship opportunities, and other distinctive program features.

Program webpages also have detailed information on program costs and financial aid availability, and on how to contact a program admissions specialist at the college."

"Pierce College in Washington State has created "roadmaps" for all of its programs, which it has organized into "career pathways." On the college's website, each roadmap has a schematic showing how the various credentials offered in that area connect with one another and with specific jobs and transfer opportunities in a given field (see Pierce College, n.d.a). Next to the roadmap schematics are links to resources that will help students answer the following questions:

- What can I do in this career field? A link to O*NET OnLine points students toward detailed information on relevant jobs.
- Is this a growing career field in WA? A link to data from the Washington State Employment Security Department helps students find information on wages, number of jobs, and growth projections for particular occupations.
- Is this career field right for me? A link to the Washington Career Bridge website guides students toward resources for exploring careers, learning about job trends, and finding program information.
- Will this career field meet the needs of my family? A link to the Washington State Self-Sufficiency Calculator helps students assess what level of income is needed to support a household of a given size and composition."

"St. Petersburg College's website lists all credential options for each of its 10 "career and academic communities." All programs have maps, or what the college calls "pathways," which include transfer plans for bachelor's programs offered by partner universities, such as the University of South Florida (USF), and by St. Petersburg College itself. For the USF transfer programs, the pathways include both the associate-level courses students should take at St.

Petersburg College so they can transfer to USF with junior standing in a particular major (and without excess credits) and the baccalaureate-level courses they will take at the university. Students who follow the pathways and meet other requirements are guaranteed admission to their desired major program at USF. St. Petersburg College developed a college-wide communication plan to let students know where to access the pathways. In spring 2017, the college launched a website that provides information on its 10 career and academic communities; the programs under the communities; employment options and wages for related occupations; and testimonials from employers, alumni, faculty, and students (see St. Petersburg College, n.d., for an example of the webpage for the college's business programs). Students entering St. Petersburg College are introduced to the college's "career and academic communities" and the programs or "pathways" within them at orientation. All new students are required to take a series of noncredit "Smart Start" workshop modules, in which they build their degree plans. The college's advisors, who have been cross-trained do to both career and academic advising, teach these modules, which involve 1.5 hours per week of class time and a similar amount of homework. Topics include "What are your career goals?"; "How do you decide on a pathway plan?" and "How can you make best use of the college's career and academic advisors and other student supports?" The plans students develop are stored in students' portals on the college's PeopleSoft system and are accessible to advisors. Students work with their advisor over the first term or two to refine their pathway plan. Students can change their pathway, but they need to consult with an advisor to do so."

"For example, math faculty at Lansing Community College have established three math path-ways: quantitative reasoning, STEM (science, technology, engineering, and mathematics), and statistics. To help with the program mapping process, the college's math faculty outlined the con-tent of each math pathway and how it aligns with particular career- and transfer-oriented fields. Based on this information, several of the college's mapping teams changed the math requirement for their programs from algebra to quantitative reasoning. The college now must offer many more sections of quantitative reasoning than it did in the past. Math faculty also created a "co-requisite" support course to enable underprepared students to complete the quantitative reasoning course in one term. Students at the Alamo Colleges who intend to transfer are now advised to take one of three math pathways—statistics, contemporary math, or algebra—depending on which transfer plan they plan to pursue."

"Most of the colleges are seeking to limit the number of general education electives they offer to simplify students' decisions and create more curricular coherence, but the approach varies by college. At Jackson College, faculty leading an ongoing effort to better define and assess general education learning outcomes decided to connect their work with the college's efforts to map academic programs through the AACC Pathways Project. To ensure that general education courses were aligned with programs, faculty organized a speed-dating-style event in summer 2016. General education faculty sat at tables organized by the college's general education learning outcomes. Program faculty circulated among these tables, and general education faculty described how their courses would fit with particular programs. As a result of these discussions, each of the college's program maps includes a set of highly recommended general education courses. To be highly recommended, a course needs to: (a) cover one or more of the college's

general education learning outcomes, (b) align with the learning outcomes of a given program, and (c) be transferable as an elective in the given field. College leaders said that they would like to have ongoing discussions on the connections between general education courses and programs."

"Cleveland State Community College allows students to choose two to three options on its maps to fulfill general education distribution requirements. In response to concerns from faculty that narrowing electives could threaten their jobs, the college created a large spreadsheet to make sure that elective options included a sufficient number of courses from each department. Faculty advisors at the college said that winnowing electives has helped them with advising, since in the past many students had trouble deciding among the options. At the same time, the college is grappling with how to make clear to students than in many cases they can choose electives not on the maps if the default options do not suit their interests."

Part 4. Unanswered Questions

Question Cluster #1: Who is Being Served?

Context: The ADT majors serve the California State schools, while pre-existing majors are mostly for transfer to UCs. Is Guided Pathways a curriculum plan that ends with the two-year college? Is its goal to get community college students into the workplace as soon as possible? In that context, is it primarily for CTE students and majors that are more vocationally-oriented?

Question Cluster #2: Flexibility

Is Guided Pathways intended to be a mandate for all disciplines? Does every department and/or program have to adopt it? To what extent will Guided Pathways reduce or narrow educational opportunities? What impact does GP have on the number and variety of classes, and on the number of faculty or programs? How much flexibility is built into the program? How intrusive is the envisioned tracking mechanism?

Question Cluster #3: General Education

To what extent will available elective classes in general education be reduced by Guided Pathways? Does Guided Pathways favor STEM classes and fields of study?

Question Cluster #4: The "Cafeteria" Metaphor

How accurate is this metaphor? To what extent do students need to be guided through their curricular choices? Couldn't the same envisioned results be achieved by hiring more counselors and advisors? Who determines whether a student needs a particular course or not?

Question Cluster #5: Increasing Graduation Rates

If we mandate higher graduation rates (a desired 20% increase in degrees and certificates by 2022) without saying anything about standards, aren't we asking for grade inflation and to pass students along before they're ready? If more and more people graduate, what will their degrees be worth?

Question Cluster #6: What Happens to Adult Students with Guided Pathways?

Context: Mike Rose, a proponent of the plan, writes, “A significant number of people who go to community college are adults with family and other responsibilities. They can only go part time. They can’t go every semester. They sometimes quit in mid-semester because of family emergencies or changes in employment. They go to two or three different institutions. A guided-pathways model could help them in some ways -- at the least lend coherence to their course selection -- but not necessarily speed up their progress through college. For them, evening or weekend classes, good online courses, legitimate competency-based options, and counseling and advising in off hours, weekends or online also would be necessary.”

A recent article in the New York Times by Paul Glastris called “Let’s Waste College on the Old” (November 1, 2017) contained these suggestions: “Shouldn’t those groups include students who have, say, worked as a nurse in an I.C.U., or supervised a factory floor, or trained combat troops as a noncommissioned officer? And shouldn’t the 18-year-old future leaders of America interact with and learn from people with those experiences?” Will this easily recognizable picture of the typical community college become a thing of the past?

Question Cluster #7: Will Guided Pathways help young adults who aren’t on the academic fast track?

Context: Rose, again: “Many such students don’t stay long, but those who do typically change their areas of study several times, shift between full-time and part-time attendance, start classes they don’t complete, stop out, and return to school. Eventually some find their way. A guided-pathways model could help these students by more clearly delineating curricular and career options at a critical stage of early-adult development. But there are some powerful developmental dynamics going on here that lie beyond a structural fix in the curriculum. In interviewing such students, I’m taken by the simple but powerful fact that this process of discovery takes time. A lot of growing up happens.”

Question Cluster #8: Sponsorship

Why is Guided Pathways being funded by foundations and institutions that historically have advocated dubious “reform” programs like No Child Left Behind and Race to the Top? What’s the interest of the Bill and Melinda Gates Foundation, the James Irvine Foundation, the Lumina Foundation, etc. in Guided Pathways?

Question Cluster #9: Will Guided Pathways maintain and/or perpetuate current inequalities in society?

A famous essay about community college by Burton Clark (1960, revised 1980) involved the “cooling out” process. Here’s a summary of what he said:

The process as described by Clark entails a student's following a structured sequence of guidance efforts involving mandatory courses in career planning and self-evaluation, which results in "reorientation" of the student rather than dismissal. The process begins with pre-entrance testing, which identifies low-achieving students and assigns them to remedial classes. The process is

completed when the "over-aspiring student" is rechanneled out of a transfer program and into a terminal curriculum. Throughout the process the student is kept in contact with guidance personnel, who keep careful track of the student's "progress."

The generalizable qualities of cooling out as Clark saw them involve offering substitutes or alternatives to the desired goal (here a transfer program); encouraging gradual disengagement by having the student try out other courses of study; amassing objective data against the preference in terms of grades, aptitude tests, and interest tests; consoling and counseling the student through personal though "objective" contacts; and stressing the relative values of many kinds of persons and many kinds of talents other than the preferred choice (Moore, 1975, pp. 578-579).

If Guided Pathways is a 21st century version of this idea, to what extent should we be worried about one of its results, namely, the maintenance of current social stratification? In Zwerling's book Second Best: The Crisis of the Community College (1976), he takes note of this "cooling out" process, writing: the college takes students who parents are characterized primarily by low income and low educational achievement and slots them into the lower ranks of the industrial and commercial hierarchy. The community college is in fact a social defense mechanism that resists basic changes in the social structure. (xix)

Part 5. Pros

- More direct contact with students throughout their college journey.
- Incentive to have more counselors on staff.
- Reduction in time used to earn a degree, thereby expediting entrance into the workforce, UC, CSU.
- Cohort models help students find a sense of belonging.
- Attempts to address achievement gaps for underrepresented student groups.
- Structured career counseling, assessment, and monitoring in high school and college.
- Academic plan aligned to career goals.
- Faculty continuous academic assessment and possible referral of student to tutoring services during academic semester.
- Creates infrastructure for faculty support to help students stay on the pathway mapped out for each academic major.

Part 6. Cons

- Early emphasis on picking a major immediately upon admission. This defeats the exploratory nature of community college. For example, the Queensborough Community College model required students to select one of five "freshman academies" that clustered around related majors and programs prior to enrollment.
- No clear focus on lifelong learners.
- Emphasis on taking 15 units per semester, which may be difficult for our students who must maintain employment while attending college.
- Unclear implementation requirements.

- Scant data on successful outcomes of the Pathways model.
- Not sufficient flexibility in Guided Pathways to accommodate students dealing with family problems, personal challenges or economic dependence on a part-time job.
- GPS assumes that outcomes are more important than access rather than trying to prove that this is true.

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