

Berkeley City College Guided Pathways Presentation

WACAC
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Stacey Shears Ed.D.
Vice President of Student Services





What is Guided Pathways

The Guided Pathways (GP) framework creates a highly structured approach to student success.

- Provides all students with set of clear course taking patterns that promotes better enrollment decisions and prepares students for success.
- Integrates support services in ways that make it easier for students to get the help they need during every step of their CC experience.

CCC Guided Pathways Principles

GUIDED PATHWAYS *at California Community Colleges*

Principles of Guided Pathways

The Guided Pathways Model creates a highly structured approach to student success that:



Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.



Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.



Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.

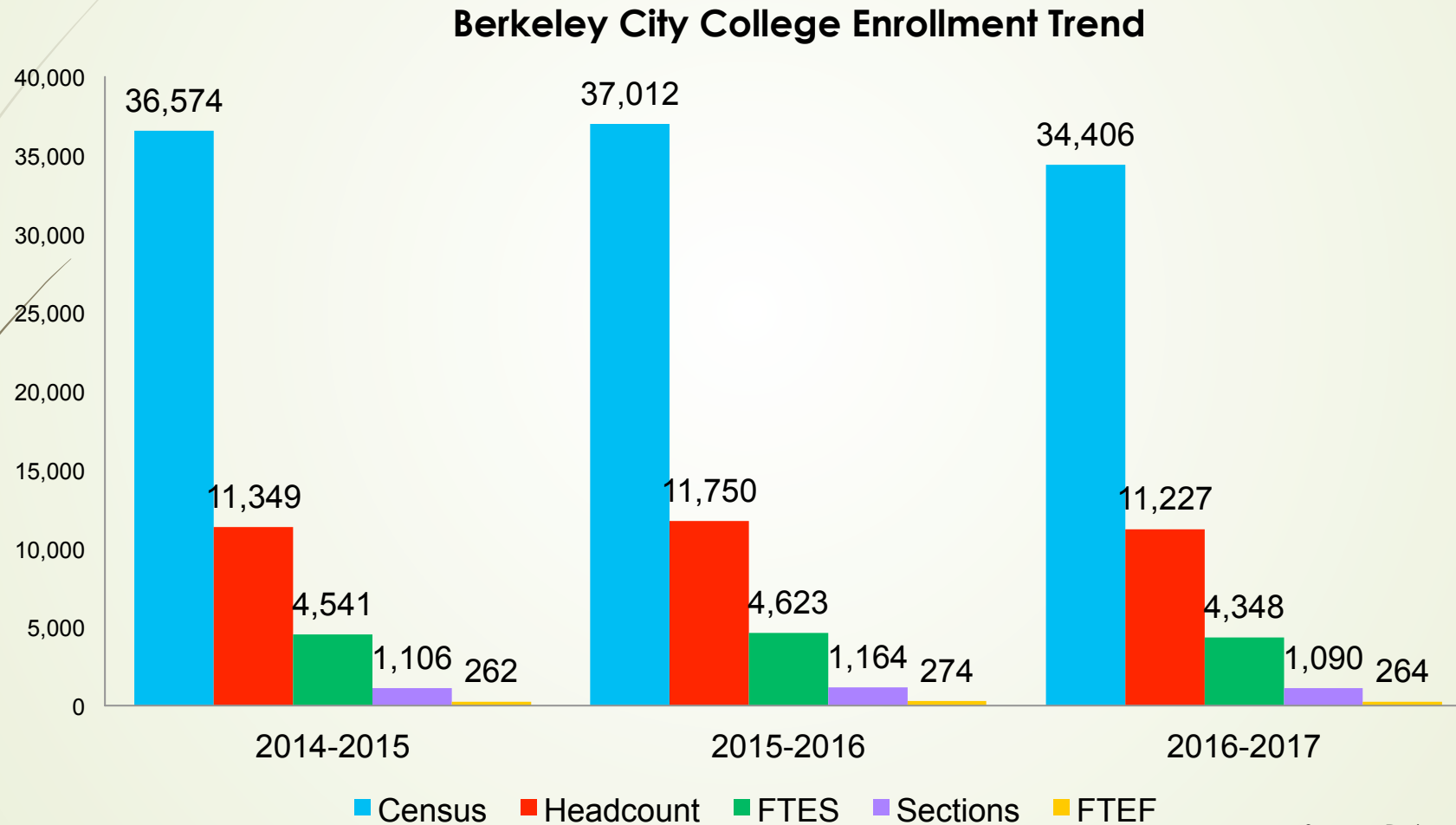


Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

Who are our students?

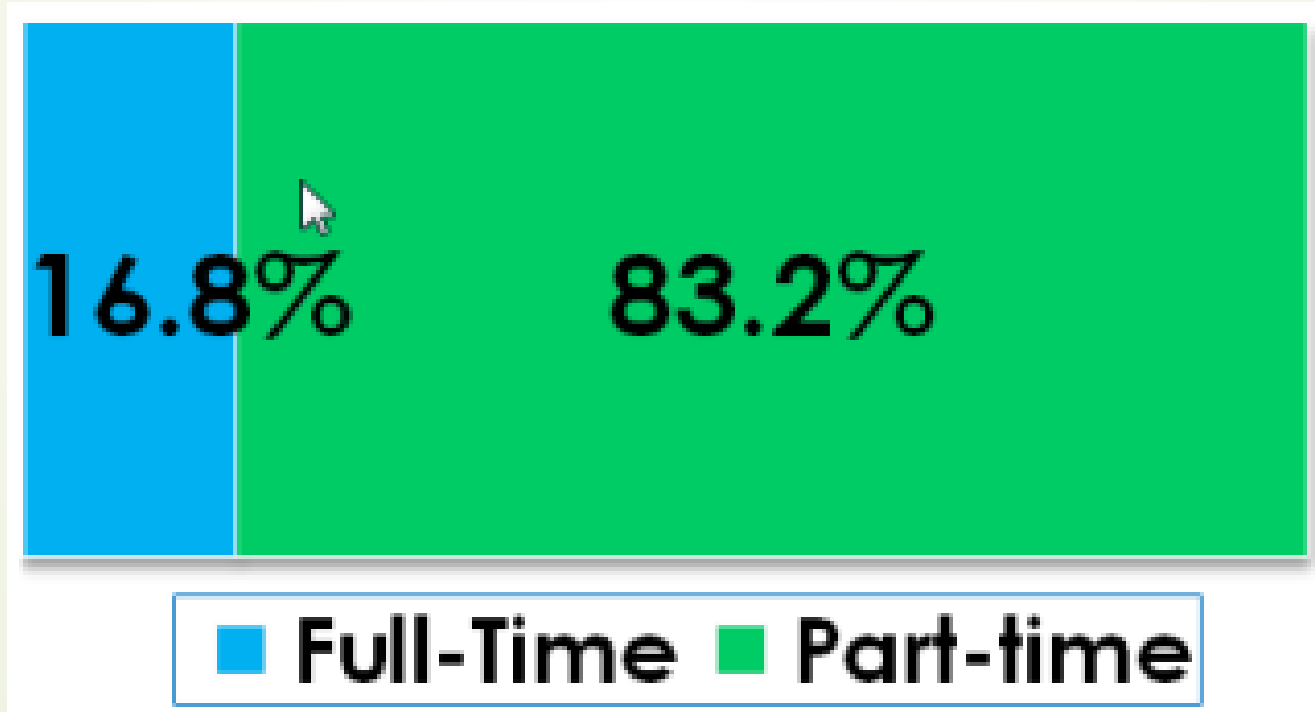


Source: Datamart

Who are our students?

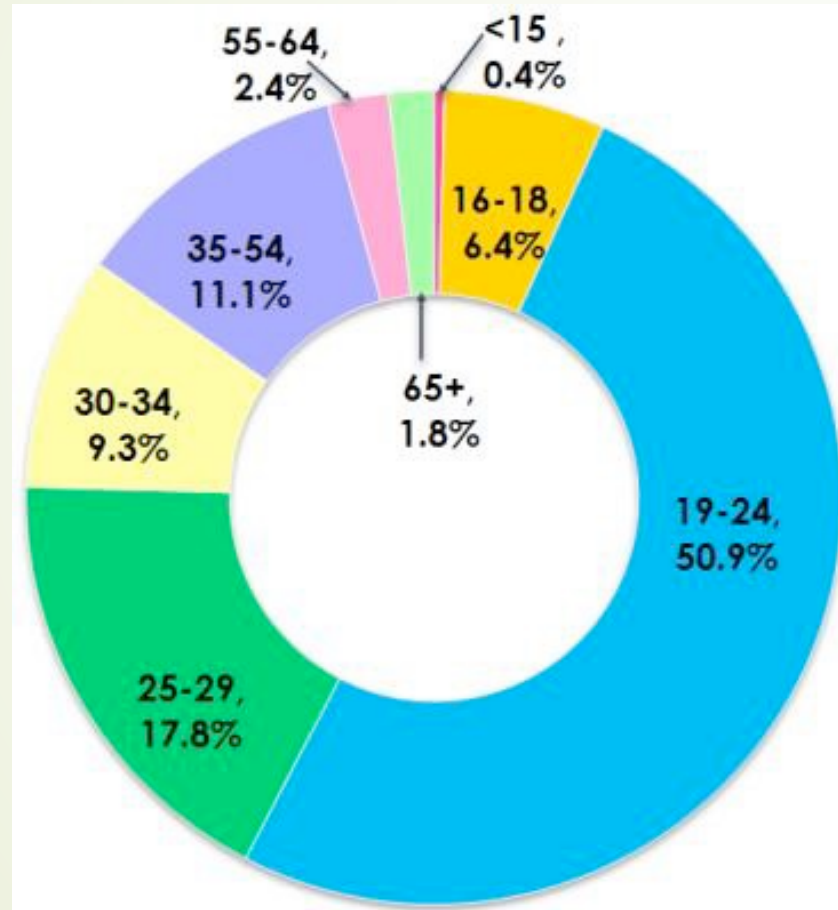
SPRING 2018

BCC ENROLLMENT STATUS



Source: BI TOOL

Who are our students?

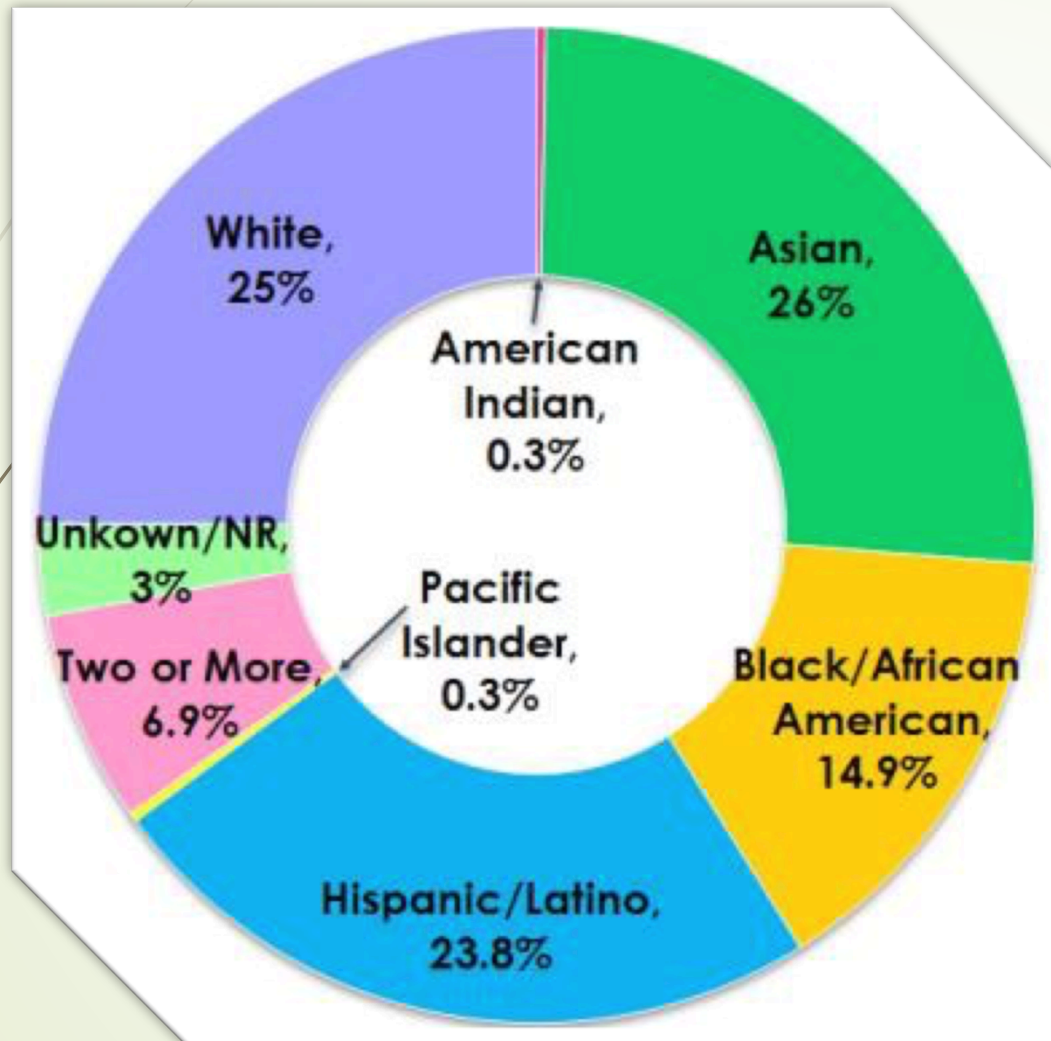


**SPRING 2018
BCC STUDENT AGE GROUP**

**BIGGEST AGE
GROUP: 19-24
YEARS OLD**

Source: BI TOOL

Who are our students?

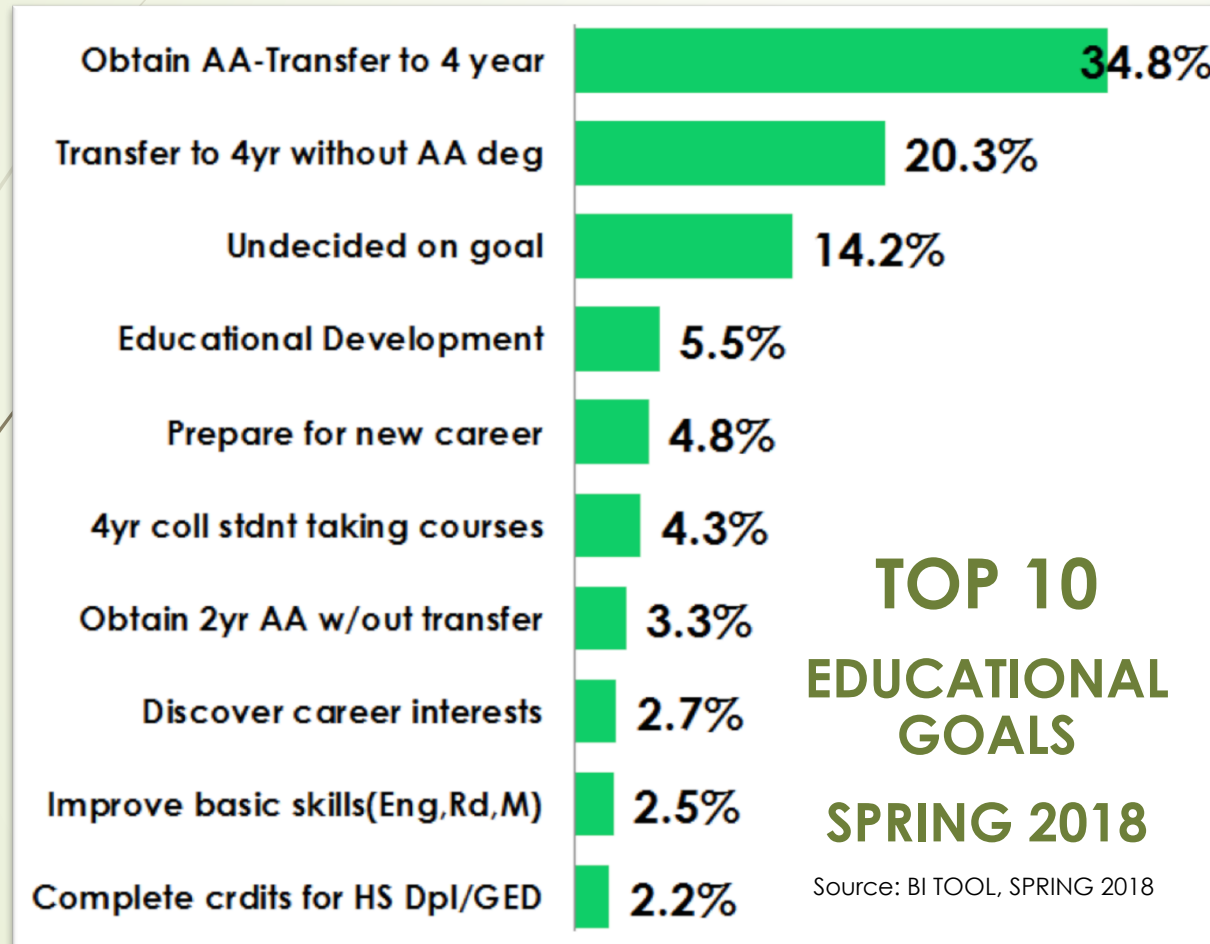


**SPRING 2018
BCC STUDENT ETHNIC GROUP**

**Diverse
Student Body**

Source: BI TOOL

Who are our students?



CTE

44.8%

Overall completion of 8 CTE units & completed a degree, certificate, apprenticeship or transfer (2010-11 through 2015-16)

SKILL BUILDER

+13.1%

The median percentage change in wages for students who completed higher level CTE coursework in 2013-2014 and left the system without receiving a degree, certificate, or transfer.

Source: 2017 STUDENT SUCCESS SCORECARD



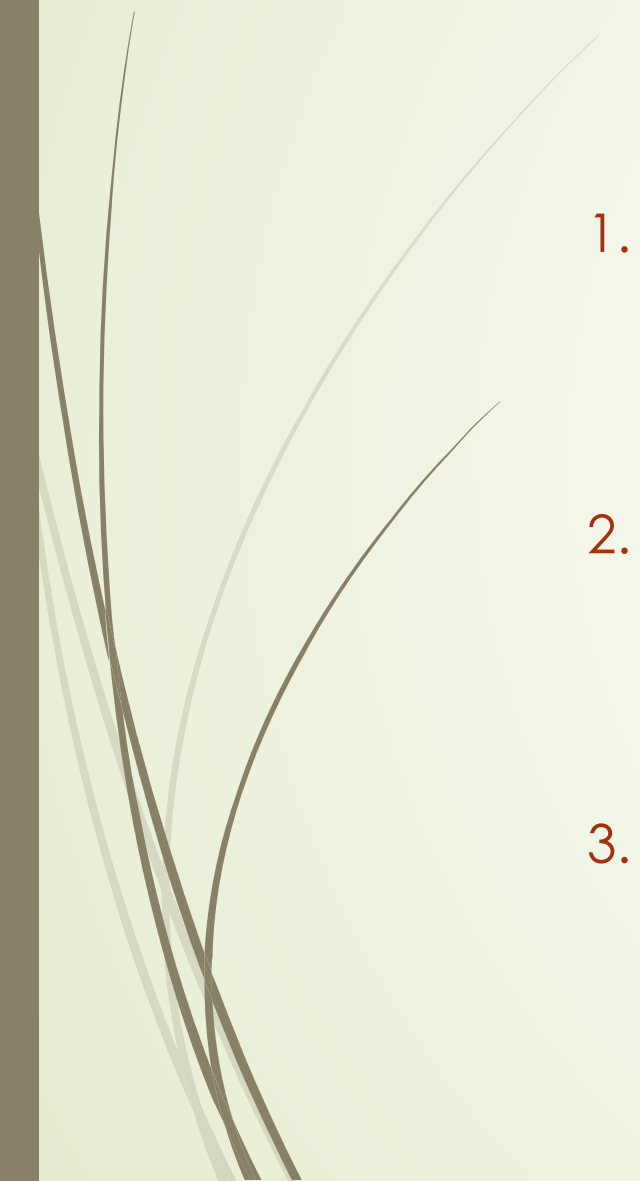
Why Guided Pathways?



Making college ready for students rather
than making students ready for college




6 Key Elements of GP

- 
1. Programs are fully mapped out and aligned for degree completion, transfer, or job attainment while also providing structured/guided exploration for undecided students.
 2. Proactive academic and career advising from the start through completion and/or transfer with assigned point of contact at each college.
 3. Early alert systems to be aligned with interventions and resources to help students stay on the pathway, persist, and progress.




6 Key Elements of GP

(continued...)


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4. Redesigning and integrating basic skills/developmental education classes to accelerate students to college-level classes.
 5. Structured onboarding process including multiple measures for placement and co-requisite instruction that provide students with clear, actionable, and usable information they need to get to the right start in college.
 6. Instructional support and co-curricular activities aligned with classroom learning and career interests.



What are the benefits of GP for Students?

- Less confusion and more clarity about the steps toward completion and course-taking patterns and behavior.
 - More guidance from counseling or advisory early in students' journeys
 - Improved chances for transfer, degree obtainment, and career placement due to:
 - Efficient time to completion
 - Fewer unnecessary credits
- 

Think of it like a GPS System or Navigation App for completion

| GPS | Guided Pathways |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
|  Fastest way to get to a destination | Fastest way to degree completion or transfer |
| Can't drive on the freeway? Choose your route | Customized educational plan based on identified course sequences |
| Turn by turn navigation | Describes all the requirements needed – no wrong course selection |
| Warns of traffic ahead and identifies new routes | Services and programs support students' needs and challenges to maintain retention and persistence |
| Calculates your estimated time of arrival | Scheduled courses ensure students can complete within a reasonable time frame |

BERKELEY CITY COLLEGE GUIDED PATHWAY FRAMEWORK (DRAFT)

Student-Centered Funding Model

Base

- FTES

Supplemental

- 1st gen, Pell Grant, College Promise, AB 540

Student Success

- Performance based
- Degree & Certificate Completion
- Transfer rate
- AB 705
- CE
- Job Attainment

BCC 18-20
Strategic
Plan

BCC Round Table

Design Team

"Community of Practice"

1 PREP

2 MOVING IN

3 MOVING THROUGH

4 MOVING On

Getting Ready for College

Successful start at Berkeley City College

Progress/Retention

Completion

- Program completion
- Transfer pathway
- CE pathway
- NC Bridge Program

- Outreach to High School
- Middle College
- HS Curriculum Alignment
- HS Advisory
- Adult ED
- AB 288

- AB 705
 - Math
 - English
 - ESOL
- FYE
- Transitions
- Tutoring
- OL Support
- SS+OI

(Wraparound Svs)

- Expanded Student Services
- Expanded EOPS, Umoja, DSPS, CalWorks, Veterans
- Textbook, transportation, co-curricular support
- Counseling
- Early Alert
- Degree Audit
- Faculty Advising

- Graduation Petition
- Degree Filing
- Student Exit Survey

Certificate Degrees

Transfer

Job Attainment

Updated 11/1/18

Little bit of background and our journey so far

| | | Scale of Adoption | | | |
|-------------------------|-----------------------------------------------------------|-------------------|----------------|-------------|------------|
| Key Element | | Pre-Adoption | Early Adoption | In Progress | Full Scale |
| Inquiry | 1. Cross-Functional Inquiry | | X | | |
| | 2. Shared Metrics | | X | | |
| | 3. Integrated Planning | | X | | |
| Design | 4. Inclusive Decision-Making Structures | | X | | |
| | 5. Intersegmental Alignment | | X | | |
| | 6. Guided Major and Career Exploration Opportunities | | X | | |
| | 7. Improved Basic Skills | | | X | |
| | 8. Clear Program Requirements | | X | | |
| Implementation | 9. Proactive and Integrated Academic and Student Supports | | X | | |
| | 10. Integrated Technology Infrastructure | X | | | |
| | 11. Strategic Professional Development | | X | | |
| | 12. Aligned Learning Outcomes | | | X | |
| | 13. Assessing and Documenting Learning | | X | | |
| | 14. Applied Learning Opportunities | | X | | |
| Overall Self-Assessment | | | X | | |



Little bit of background and our journey so far

1. **Cross Functional Inquiry** – College constituents (including staff faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the GP approach, framework and Evidence.
2. **Shared Metrics** – College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.
10. **Integrated Technology Infrastructure** – (Help Students Choose and Enter a Pathways, Help Students Stay on the Path) College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support.



What are our next steps this year?

March 2019

Flex Day - Opportunity to connect on the progress check per sub-committee and share prioritized areas of focus for each group.

Each sub-committee continues to identify areas of focus & activities for the rest of the semester: including focus groups, conversations with different groups (cross-pollinated groups), technology needs, etc. Also identifies progress made.

April 2019

Design Team continues to meet, identify college priorities for GP based on the work identified by the sub-committees.



Guided Pathways at Berkeley City College



Questions