



Fresno City College

**Exploring Guided Pathways  
Framework**

**Sabbatical Report**

**Julie Preston-Smith  
Fall 2018**

## **Report Outline**

<b>I.</b>	<b>Sabbatical Objectives</b>	<b>2</b>
<b>II.</b>	<b>Introduction to the Guided Pathways Framework</b>	<b>2</b>
<b>III.</b>	<b>Four Pillars of Guided Pathways</b>	<b>3</b>
<b>IV.</b>	<b>The CUNY System focusing on LaGuardia and Guttman Community Colleges</b>	<b>5</b>
<b>V.</b>	<b>Selected California Community Colleges (CCC)</b>	<b>8</b>
<b>VI.</b>	<b>Review College Data</b>	<b>11</b>
<b>VII.</b>	<b>Ideas to Think About for FCC</b>	<b>12</b>
<b>VIII.</b>	<b>Attachments: Sabbatical College Visit Comparison DATA</b>	<b>16</b>

# **Sabbatical Report**

## **Exploring Guided Pathways Framework**

**Julie Preston-Smith**

**Fall 2018**

*In fall 2018, I researched and visited several community colleges that are in various stages of implementing Guided Pathways reform. This report describes my visits highlighting the innovative strategies and interesting ideas I learned.*

### **I. Sabbatical Objectives**

The objectives proposed in this sabbatical leave are as follows:

- To travel, observe, and research successful Guided Pathways (GP) programs at colleges similar to FCC in size, population, and resources
- To develop a comparative chart highlighting other colleges' measures of GP student success components
- To provide an evaluative report on the benefits and limitations of specific GP strategies as they related to possible future implementation at FCC and SCCC

The following report highlights the visitations to eight community colleges, two in New York and six in California. The attachment in Section VIII is a chart comparing various student success components among the colleges including FCC data and California state averages. Section VII provides suggestions for what strategies may best benefit FCC in implementing GP reforms.

### **II. Introduction to the Guided Pathways Framework**

Guided pathways (GP) reform is a student-centered approach that can dramatically increase the number of students earning community college credentials while closing equity gaps (<http://cccgp.cccco.edu>). Bringing GP to scale involves substantial redesign of students' educational experience and touches every aspect of college operations. GP is more than just adding a plethora of activities and support services to help students get through college; it is more about restructuring the college to improve the student experience and streamlining processes to improve student completion outcomes. In general, colleges are shifting their focus from determining if students are "college ready" to focusing on how colleges can be more "student ready."

Pat Setzer, Vice President of Instruction from Cuyamaca College, explained three principles of GP:

- 1). Be student-focused more than instructor- or campus-focused. Look at your college experience from the perspective of a student and improve the journey wherever needed.

- 2). Be data driven and accept what your data tells you. Look at all data, e.g., costs, financial aid, student learning outcomes, success rates, etc. and embrace your truth.
- 3). Make sure your changes are scalable to the general student body. Your overall college data will not improve unless your changes are scalable to affect a large portion of your student population.

Al Solano, PhD, explains in his GP blog, <http://www.continuous-learner.com/2018/04/guided-pathways-what-it-means-to.html>, that to implement guided pathways means to complete a major redesign of an institution. “The redesign includes three major areas: discipline/major configuration into areas of interest (e.g., meta-majors), comprehensive support services for each meta-major while maintaining high-quality institution-wide services, and a continuous improvement process led by meta-major and institution-wide services teams.”

For a college or district to fully implement the GP framework, a major shift in the structure of programs and services should take place and significant changes in student outcomes should be achieved. The application of GP may look different at each institution depending on what works best for each environment and the needs of the students served in the local communities.

### **III. Four Pillars of Guided Pathways**

The GP redesign process requires focusing on the students’ end goals for careers and further education and “backward mapping” the college programs and supports to help students reach their goals. The Community College Research Center (CCRC) describes the four dimensions of the GP model:

#### **1. Clarify the Path to student end goals (*Clarify*)**

- a) Simplify students’ choices with default program maps that show students a clear pathway to completion, further education, and regional employment.
- b) Establish transfer pathways through alignment of courses and expected learning outcomes with transfer institutions.

#### **2. Help Students Chose and Enter a Path (*Intake*)**

- a) Bridge K12 to higher education by assuring early remediation in the final year of high school
- b) Redesign traditional intake processes as an “on-ramp” to a program of study
- c) Provide accelerated remediation to help students succeed in college-level courses as soon as possible

#### **3. Support Students to Stay on a Path (*Support*)**

- a) Support students through a strong advising process, monitor their progress, and intervene when they go off track.
- b) Embed academic and non-academic supports throughout students' programs to promote student learning and persistence.

**4. Ensure Student Learning (*Learning*)**

- a) Establish program-level learning outcomes and apply the results of outcomes assessment to improve the effectiveness of instruction.
- b) Integrate group projects, internships, and other applied learning experiences to enhance instruction and student success in courses across programs of study.
- c) Ensure incorporation of effective teaching practice throughout the pathways.

Below are activities and strategies observed during the college visits aligned with the four pillars. The section following this alignment will describe each college's activities individually.

**1. Clarify:**

- a. Establish career focused meta-majors as a framework for grouping college programs to help students focus on a broad interest area. Most colleges use terms other than "meta-majors" like program clusters, interest areas, communities, or simply pathways.  
EXAMPLES: Guttman, LaGuardia, Mt SAC, Modesto, Sierra, LA Trade
- b. Create program maps with default course sequences showing students the general steps and time needed to complete each program. Include costs for each program as well and labor market information and transfer opportunities.  
EXAMPLES: Mt SAC, Sierra, Modesto Jr College
- c. Develop customized Student Educational Plans from the sample course sequences created in the program mapping process.  
EXAMPLES: Guttman, Mt SAC
- d. Redesign websites to show broad program clusters (meta-majors). Include default program maps with easy access for students to review and research options.  
EXAMPLES: Sierra, Mt SAC, LaGuardia
- e. Embed career decision-making into every new student experience.  
EXAMPLES: St. SAC, Sierra
- f. Include a first semester student development and exploration course(s) in most freshman schedules. Courses fulfilling a requirement are most efficient for students and colleges.  
EXAMPLES: Pasadena, Guttman, LA Trade

**2. Intake:**

- a. Provide opportunities for career and program exploration early in college or prior to first semester. Redesign new student orientations and extended introduction to college programs focused on career decision making.  
EXAMPLES: Pasadena and Guttman

- b. Take an introductory course in a major or broad interest cluster in the first semester or year to help students get exposure to their area of study.  
EXAMPLES: Guttman, Pasadena, LaGuardia
- c. Create co-requisite English and math courses to accelerate entry into college level courses. Align math courses with majors/interest clusters.  
EXAMPLES: Cuyamaca, LA Trade

### **3. Support:**

- a. Redesign counseling and support services to monitor all students into and through a program. Students are case managed by multiple college personnel along their path including instructional faculty and academic support personnel.  
EXAMPLES: Guttman, LaGuardia, Mt SAC, LA Trade, Sierra, Cuyamaca
- b. Implement an enhanced information and data system to monitor student progress through key momentum points and communicate with students strategically.  
EXAMPLES: Guttman, Modesto, Mt SAC
- c. Create predictable course schedules and offer courses when students need them in their plans.  
EXAMPLES: Guttman, LaGuardia, LA Trade
- d. Offer alternative class schedules in short-term or intersession courses to increase student progressing through program courses.  
EXAMPLES: Guttman, LaGuardia, LA Trade
- e. Imbed support for learning from instructor/within the course instead of ancillary service.

### **4. Ensure Learning**

- a. Develop learning outcomes for broad meta-majors/interest clusters.  
EXAMPLES: Guttman, LA Trade
- b. Conduct a realistic review and monitoring process of student data and progress.  
EXAMPLES: Pasadena, Mt SAC, Guttman, LaGuardia, LA Trade
- c. Restructure gateway courses for each program to improve successful program completion.  
EXAMPLES: LaGuardia, Guttman, LA Trade

*Here is a review of the colleges visited and some of their key strategies used to implement Guided Pathways:*

#### **IV. The CUNY System focusing on LaGuardia and Guttman Community Colleges**

The City University of New York (CUNY) system is comprised of seven Community Colleges, eleven Senior College, and six Graduate/Professional Schools. Some significant differences from CUNY and the California Community College System are that students must have HS Diploma or GED to take college level courses. If students do

not have one, they can attend a high school completion program and take non-credit courses at one of the colleges. Students apply to a particular college in the CUNY system and all applying and eligible students are admitted into one of CUNY colleges. When a particular college is full, they do not take anymore and refer the student to a nearby college. The community colleges in CUNY are first-come, first-served.

In 2016, New York City high schools hit its highest high school graduation rate of all time, up from 50% in 2000 to 76% <https://nycfuture.org/research/degrees-of-difficulty>. However, the percentage of these students that succeed in college throughout CUNY has been very low. In 2013, CUNY fully implemented GP strategies across all undergraduate colleges to increase college success rates. Outcomes are moving in the right direction with a steady increasing over the past eight years, moving up from a 3-year completion rate of 13% in 2013 to currently 22% across the whole system.

<http://www2.cuny.edu/about/administration/offices/oira/institutional/about/>.

The Center for Urban Futures' Report from December 2017 identifies several student success problems and corresponding suggestions for improvement. CUNY is implementing many of the recommended strategies:

- Too many choices with too little guidance – offer more focused college choices and establish a full-time college counselor at each local high school.
- Too many students placed into developmental education – expand alternatives to remediation including acceleration models.
- Financial burdens make staying in college unsustainable for many students – ensure financial aid eligibility does not run out before college goals are completed.
- Community-based organizations are lacking integration into the college support structure for student access and success –leverage the services and resources better with existing community-based organizations.

To support GP at the undergraduate colleges, CUNY created a 30-credit general education “Common Core” that is acceptable to all colleges regardless of which CUNY college offered the course. It also aligned gateway courses in popular majors to better prepare students for advanced major coursework and to ease the transferring of coursework within the system

<http://www2.cuny.edu/about/administration/offices/undergraduate-studies/pathways/>.

Many colleges are implementing other redesign strategies and have had some early successes.

#### **Guttman Community College:**

Stella and Charles Guttman Community College is six years old and located in a seven-story building in midtown Manhattan, NY. It currently serves just over 1000 students in a fully community/cohort model framework. It is planning to serve up to 5000 student in

the next few years. The six-year graduation and transfer rate is currently at 60% and it is designated #1 Best Community College in NY State by BestColleges.Com  
<https://www.bestcolleges.com/features/best-colleges-in-new-york/#best-community-colleges-in-new-york>

Some interesting strategies the college uses are:

- The college was created to be an entire pathways school: students attend full-time and all students take prescribed courses aligned with their identified broad interest area <http://guttman.cuny.edu/academics/first-year-experience/pathways/cuny-common-core-requirements-at-guttman-community-college/>.
- Students are required to participate in support services each semester. The Starfish system is fully used to monitor student progress, communicate with students/teams, and streamline educational planning. All students are in learning communities with a team of faculty and support staff closely monitoring student progress along key momentum points.
- The college focuses on five broad pathways. The curriculum is streamlined to keep students focused on progressing toward end goals.
- The college requires freshman to take a “City Seminar” course and an “Ethnographies of Work” course. The courses help students to confirm their major, adjust to college life, develop “soft-skills,” and complete a social science GE requirement.
- The yearly class schedule is a 12-week Fall I/Spring I terms and a 6-week Fall II/Spring II terms. This structure provides students with the option of earning more credits per semester than a traditional academic calendar. It also allows greater flexibility and choice in designing a program of study.
- A two-week summer orientation “Bridge” is required for all freshman to help them be ready to succeed in college from the first day of fall  
<http://guttman.cuny.edu/academics/first-year-experience/summer-bridge-program/>.

#### **LaGuardia Community College:**

LaGuardia Community College, located in Long Island City, Queens, has a Student Enrollment of 45,694 comprised of 19,446 degree and 26,248 non-degree students. The students come from 150 different countries and speak 96 different languages. The college was founded in 1971 and is recognized for its diversity of student population. LaGuardia has had early success with some GP reform strategies and is working to continue its momentum despite administration and economic changes. It is ranked #5 among U.S. two-year colleges in economic mobility – moving low-income people in the middle class and beyond – in a Stanford University study  
<https://inequality.stanford.edu/news-events/center-news/college-mobility-report-cards>.

Some interesting GP strategies LaGuardia uses are:



- All students must take a First-Year Seminar course determined as the required entry course for each program. The course is a requirement for graduation but may be different units based on what each program decides. If a student does not take the course his/her first semester, he/she is contacted to take it during the next term. A student cannot graduate from LaGuardia without this course.
- All students are assigned to an Advising Team consisting of faculty, professional advisors, and peer advisors. Peer advisors are vital to the teams and are usually LaGuardia graduates. They are responsible to guide the student at every step during the college career. They help students to:
  - Explore a major
  - Select introductory and advanced courses
  - Connect with campus support services
  - Prepare for an educational and career plan
- In the first semester, a First Year Seminar professor is the student's advisor. In the second semester and beyond, the students are assigned to an advisor based on their major.
- LaGuardia is also on the twelve week plus six week fall and spring terms to help students accumulate more required units each year. The majority of the other CUNY colleges are on a 15-week semester.
- Curriculum maps are developed for each major and "meta major." LaGuardia was one of the first colleges to streamline courses for each major, beginning with career technical education areas. Career education is a big part of the LaGuardia's curriculum to ensure students have economic mobility.

## V. Selected California Community Colleges (CCC)

Here are some interesting strategies used at each college visited relating to GP reform:

- a. **Cuyamaca** is one of the twenty selected colleges participating in the California Guided Pathways Project (CGPP). It is also recognized as an Achieving the Dream College. It is a leader in the California Acceleration Project and is fully implementing AB705 in fall 2018. Some of their GP specific activities have been:
  - The college is focusing on a GP implementation team as a full campus committee with VPI and President leading the group. There is a strong connection between student services and instruction. A counselor and instructor are each given twenty percent release time to coordinate the campus work and committee.
  - The committee members each co-chair a campus team for each of the four GP pillars. They focus their strategies and work on their pillar area.
  - A STEM pathway has started as a model for other discipline areas. Faculty serve as an extra advisor from the discipline and there is case management of students from a support team. A STEM Center houses most pathway services and is located in the STEM building.
- b. **LA Trade-Tech College (LATTC)** is one of the CGPP schools and is identified by the Career Ladders Project ([www.careerladdersproject.org/](http://www.careerladdersproject.org/)) as a college with similar

students, personnel, and resources to FCC. Since restructuring into the GP framework, their six-year completion rates have increased from ~14% in 2008 to 39% in 2017. Some of their GP specific activities have been:

- Developed nine pathways including one liberal arts pathway. All majors have program maps with identified “Guided Choices” for the general education requirements. Courses are offered each semester at times when the students from a specific pathway would need them in their schedules.
- Since the college is 70% CTE programs, they developed advisory groups for each pathway and gained local industry support for restructuring. CTE programs also helped them develop contextualized courses for math and English that lead to offering math courses aligned with each pathway.
- PACTS (Pathway Academic, Career, and Transfer Success) is the framework embedded into everything they do. Most campus personnel are assigned to a pathway including a Pathway Chair, Pathway Navigator, counselor, financial aid, office support, VPs, and Deans. There are pathway centers for each of the nine pathways.
- A Faculty Navigator is a faculty position that helps support students and instructors both. This person teaches the non-credit “Pathway Ready” course in the summer and may also teach basic skills courses when needed. They put on student workshops and help with scholarships, job prep, classroom concerns, and committee work.
- Bridges to Success is a center for all new students to complete the intake process in one location. Students get initial help selecting a pathway, then they are scheduled for a pathway orientation where they get connected to their pathway team and services.
- The college revamped the Program Review process and it is completed as a pathway now. Each pathway team member attends a guided data review and goal setting session with facilitated note takers. The administration writes up the discussion that serves as the Program Review report.
- The college offers sixteen-week FA/SP terms with a strong five-week winter session planned into many students’ educational plans. This helps a student pick up an extra class during the year and can help them complete more units in a timely fashion.

c. **Modesto** is one of the twenty selected colleges participating in the CGPP. It is a Central Valley two-college district with similar student populations and economic development concerns as Fresno City College. Some of their GP specific activities have been:

- They established a twenty-five member PIT Crew, Pathways Implementation Team. They have a counselor and instructor coordinating the campus team. Every third Thursday of the month is a “Paving the Path” workshop for any campus member to attend and focus on a particular component of GP.

- Nine clusters are created encompassing all the majors offered. Program maps are developed for undecided students based on cluster areas with somewhat safe courses in the first fifteen and second fifteen units to help focus students to a particular major within the cluster.
  - There are two pathway centers on the campus, East and West, where any student can go and get help and direction. Pathway Specialists staff the centers, which are a support position under the Director of Student Services.
- d. **Mount San Antonio College (Mt. SAC)** is one of the original thirty colleges selected for the American Community Colleges Pathways Project. It is one of the largest California Community Colleges with a diverse student body and many programs offered to students. Some of their GP specific activities have been:
- The college spent the last two years creating their Pathways of Study. They organized their programs into clusters and then aligned them with career information and labor market research.
  - They have a very user-friendly website for helping students select and locate pathway information and included useful career decision-making resources [www.mtsac.edu/guided-pathways](http://www.mtsac.edu/guided-pathways). All website uploads occur weekly and are automatically connected to their student information systems and state/national data sites.
  - Program maps are designed with two-year sequences for full-time students, starting in the fall term. They are templates to be modified during the Student Educational Planning sessions with a counselor. The maps are fully online and have a printable version. The counselors and instructors recently added costs of units (x \$46) to show costs of each program based on time and units taken with an explanation of how financial aid can cover costs.
- e. **Pasadena** is one of the 2017 Aspen finalists for Community College Excellence. It is a large, urban, diverse college with a comprehensive pathways team approach to student education. It is ranked #1 in CCC for associate degrees granted and has one of the highest six-year completion rates. Some of their GP specific activities have been:
- All new full-time faculty go through a year-long equity and achievement training (Center for Urban Excellence). All faculty who teach in the freshman seminar course go through a four-day teaching methodology workshop that has become the standard for professional development on the campus.
  - Summer Jam is a four-day college orientation and engagement activity for all incoming freshman opting in to a pathways program. The Jam focus is no longer on academic readiness and is largely about career development, goal setting, and connecting with your pathways support team. Approximately 1000 students attend per week for over four weeks prior to classes starting in the fall. That represents ~65% of new students. Another smaller Jam operates before the spring semester. Jam takes many personnel to run the activities including peer mentors and pathways coaches.

- Pathway Coaches are graduate counseling students who have caseloads to monitor students throughout the year. Pathway Leaders are experienced and trained community college students who help give out information, run classroom sessions during Summer Jam, and present workshops.
  - Students belong to a Career Community and use one of the Pathway Centers to access college services, coaching, counseling, and tutoring.
  - Students in an official pathway program must attend college full-time, attend Summer Jam, apply for financial aid, take the College 1 course their first semester, participate in pathways organized activities, and meet with pathways counselor, coach, and tutors each semester they stay in the program.
  - Students in the pathways program at Pasadena transfer twice as fast as non-pathways students and complete with less “extra” units than other students do <https://pasadena.edu/academics/support/pathways/>.
- a. **Sierra** started a grass roots type of effort in 2015 to improve student outcomes with a campus team call R4S – Re-energizing For Success. This team used strategies aligned with GP and has transformed into the campus GP team. Sierra College is ranked first in Northern California (Sacramento north) for transfers to four-year Universities. Some of their GP specific activities have been:
- They have nine interest areas like meta-majors. They are very focused on early career decision-making with organized discussion around interests and careers as part of the intake process.
  - There are Transition Counselors who are high school counselors who help with college orientation and selecting majors based on interests and goals.
  - Success teams are comprised of success specialists and counselors so far, but the hope is to include FA Specialists, A&R/Evaluators, Instructors and Deans.
  - Sierra’s website contains user-friendly interest area information including program maps and labor market information. They incorporated the computer system, Career Coach by EMSI, into their college website and student intake process to help students take a career survey, research career options, and select an initial major at Sierra.

## VI. Review College Data

The table attached (Sabbatical College Visit Comparison Data, pg. 16) shows the different colleges visited with their corresponding data sets. Many colleges have improved their student outcomes data over the last five to ten years which is not reflected in this snapshot from 2016-17. Some notable data to highlight are:

### Completion Rates:

- The CUNY colleges have different data sets available so their comparison to CCC colleges is not exact. Their data is very promising with Guttman’s three-year completion rate of 46% higher than FCC’s six-year completion rate of 41%.

LaGuardia's completion rate (five-year rate of 41%) is still higher than FCC's rate even with them having one of the biggest and most economically challenged student populations in the country.

- Every college reviewed has a higher completion rate than FCC's except LATTC and their rates have increased from 14% to 39% in the last ten years.
- Pasadena's six-year completion rates are the highest of the colleges reviewed with a six-year completion rate of 56%.

Retaining Students:

- FCC has a course success rate, a fall unit completion rate, and a yearly unit completion rate not that much different from other colleges. We are significantly lower than many other colleges on retaining our students from fall to spring semesters. FCC is at 59% with the state average at 67% and some other similar colleges at 70-76%.
- Our units to degree are similar to the rest of the state. However, to improve efficiency rates, FCC should not be satisfied with an 81 unit average to achieve a 60 unit college degree.

## VII. Ideas to Think About for FCC

A research study from the Journal of Higher Education, "*Academic Engagement and Student Success: Do High-Impact Practices Mean Higher Graduation Rates?*" by Sarah Randall Johnson & Frances King Stage, tried to define the college practices that would lead to the best outcomes. The results are complicated with little concluding evidence to support one particular practice over another at similar colleges. One important finding from this study is that "institutions planning to add high-impact practices to their curricula should make intentional decisions about which practices fit well on their campus and would be most beneficial to their students instead of focusing on quantity of offerings."

In trying to select new GP practices at FCC that may have the best chances of improving our student outcomes, it would be beneficial to define the final vision of what FCC's GP implementation would look like in the near future. Instead of focusing on adding lots of new services and activities to the existing programs at FCC, the following few ideas are meant to restructure our campus processes and incorporate strategies that focus on the entire FCC population.

### **Pillar 1: Clarify**

Clarify students' goal – coordinated effort needs to happen early for incoming freshman to get direction and have interest for completing college. 41% of our students do not return after the fall semester.

Vision: New students easily navigate the online college website to learn about FCC's possible educational pathways. They can easily find how to contact the college to get all

their questions answered in one place. They can explore options for program requirements and course articulation. They can view and explore employment information and career data for their areas of interest. They can see each semester course suggestions for their possible programs and have opportunities to clarify their pathway before and during their first semester of classes. They know what the programs will cost, how long each program will take, and how to get financial and logistical support. They know the process for coming to college and for participating in the intake and registration process.

#### Suggestions:

- a) Redesign the FCC website to include pathways information including course sequencing maps and labor market information.
- b) Design/redesign each pathway and majors in each pathways so students start with a course that gives a broad introduction and clarification of program concepts. Then, strategically offer courses building upon increased specialization in majors and skills in the following semesters.
- c) Identify or create a college success/introduction course for each pathway that includes career decision making as well as research skills, student engagement, and life-long learning techniques.
- d) Create career decision-making activities embedded into the college onboarding process available to all students prior to and during their first semester.

#### **Pillar 2: Intake**

Chose and Enter a Path – students get classes they need at the times that work for their schedules. Most freshman say they would like to be full-time and complete FCC within two to three years, but less than half the students register for a FT course load and only 23% of the students completing twelve units in their first semester (37% complete twelve units in their first year).

Vision: New, returning, and transferring in students know where to go to complete all the intake steps in one location. They meet with intake staff and receive all intake support from application, financial aid, advising, pathways selection, and course registration. Online students have a virtual opportunity for the same service. The application for college and financial aid will both be clear, simple, and take less than ~thirty minutes to complete together. Students will understand their college options and have time to discuss and explore their program choices. They will at least know their broad times for their course schedules for the next two to three years.

#### Suggestions:

- a) Develop a one-stop place for new, returning, and transferring in students to complete the intake process at FCC. Make sure students can find the place easily and it is welcoming and modern.

- b) Continue to support and monitor math and English course placement and acceleration strategies.
- c) Develop orientations for each pathway including introductions of students to their pathway team.
- d) Develop a process for undecided students to get career decision support prior to selecting a pathway. Have broad course options in each pathway for helping students solidify their majors in the first year.

### **Pillar 3: Support**

Stay on a Path – students need better monitoring and strategic interventions. 41% of our students complete their goals in six-years that means the average students do not.

Vision: Students belong to a pathway team and know how to access help for advising, registration, financial aid, academic support, employment support, transfer assistance, and general questions. Students are monitored by a data information system and interventions are provided at key momentum points along their college journey. Academic support is embedded into each classroom and into the pathways support model so it is automatic and not additional. Course offerings are predictable and offered when it fits the students' schedules.

Suggestions:

- a) Create pathway support centers where students access help and stay connected.
- b) Create pathway teams with instructors, counselors, specialists, tutors, office assistants, registration assistants, financial aid technicians, and managers.
- c) Fully implement an enhanced information system to communicate with students and pathways teams and monitor student progress through momentum points. Plan for redirection of students when students needs or interests change.
- d) Adopt a course offering process that uses strategies to predict courses two to three years out, organizes key courses in a pathway at convenient times for students, and allows for short-term or intersession courses to help student progress through program requirements.

### **Pillar 4: Learning**

Ensure Student Learning – Continue to improve teaching and learning at FCC to reduce equity disparities and improve student outcomes. Use data in ways similar to the outcomes research for math and English acceleration to help all programs/majors improve completion outcomes.

Vision: Students connect to all their instructors and feel supported in their classroom and by their pathways team. Students get a broad introduction to the pathways concepts early and see how the courses build upon each other each semester. Students have interest in each course and see how each course is relevant to their pathway and future goals.

Suggestions:

- a) Identify and/or redesign gateway courses to introduce the pathway and to build the foundation for future pathway courses.
- b) Create learning outcomes for each pathway.
- c) Engage all faculty in comprehensive, strategic professional development on using student outcomes data and applying equity strategies for improving learning and providing classroom support.
- d) Continue efforts currently underway for math and English acceleration and monitor data extensively.



VIII. Attachment: Sabbatical College Visit Comparison DATA

Year 2016.17

College	Annual Headcount	FTEs	Ethnicity	# Programs	6-year Completion	6-year Transfer Velocity	Course Success Rate	Completed 12+ units FA	Completed 12+ units 1 Year	Retained FA to Sp	Ave # Units to Degree
Fresno	34,022	17,258	54.9% Latino, 22.5% White, 12% Asian/Pacific Islander, 5.5% African American, .5% American Indian/Alaskan, 2.7% Multi-Ethnic	264 Degrees and Certs	41%	30%	73%	23%	37%	59%	81
Cuyamaca	13,564	6,667	46% White, 33% Latino, 6% African American, 4% Asian/Pacific Islander, 2.7% Filipino, 7% Multi-Ethnic	165 Degrees and Certs	46%	35%	75%	20%	43%	61%	78
Cuffman	1066	Unknown	59% Latino, 27% African American, 8% White, 5% Asian/Pacific Islander	5 Degree Programs	46% 3-Year Rate	60% Grad & Transf	Unknown	(Ave 9.9 FA)	(Ave 20.3 yr)	67% FA-FA	Unknown
LATTC	22,034	12,741	66.6% Latino, 17.4% African American, 5% White, 3% Asian, 1.8% Multi-Ethnic	106 Degrees and Certs	39%	18%	71%	19%	33%	48%	87
LaGuardia	19,356 Credit 79,323 Non-Credit	13, 125	57% Latino, 20% Asian, 1% African American, 6% White American, 1.3% Filipino, .6% American Indian/Alaskan, .7% Multi-Ethnic	60 Degrees and Certs	41% 3-year Graduation and Early Transfer	66.7% of Graduates	-82%	9.50%	Unknown	76%	65
Modesto	25,065	13,588	49.1% Latino, 36.9% White, 6.4% Asian/Pacific Islander, 3.4% African American, 1.3% Filipino, .6% American Indian/Alaskan, .7% Multi-Ethnic	136 Degrees and Certs	43%	32%	70%	20%	38%	71%	82
MH SAC	64,383	31,011	54.6% Latino, 18.2% Asian/Pacific Islander, 9.2% White, 3.3% African American, 3% Filipino, 0.2% American Indian and Alaskan, 2.1% Multi-Ethnic	243 Degrees and Certs	48%	40%	74%	24%	29%	70%	86
Pasadena	42,872	25,028	47% Latino, 24% Asian, 15% White, 3.9% African American, 3.1% Filipino, 3.2% Multi-Ethnic	297 Degrees and Certs	56%	45%	73%	20%	39%	73%	83
Sierra	24,260	12,641	57.3% White, 25.9% Latino, 5.8% Asian/Pacific Islander, 2.9% African American, 5.6% Multi-Ethnic	161 Degrees and Certs	51%	40%	75%	31%	45%	71%	79
CA Statewide	2,042,827	1,126,709	43.6% Latino, 26.4% White, 11.9% Asian/Pacific Islander, 6.1% African American, 2.8% Filipino, .4% American Indian/Alaskan Native, 3.7% Multi-Ethnic, 5% Unknown	Not Indicated	48%	39%	72%	20%	36%	67%	82

<https://www.cajohannesia.org/launch/Board/Student-Success-Metrics.aspx>  
<https://accsac.cd.ccsco.edu/accsac.aspx>  
<https://data.marist.ccsco.edu/outcome.ca.Default.aspx>  
[http://www2.cuny.edu/about/administration/offices/ira/institutional\\_data/student-data-book-archival-fall-2016-01-12-1516933801-56d4d9e-5967](http://www2.cuny.edu/about/administration/offices/ira/institutional_data/student-data-book-archival-fall-2016-01-12-1516933801-56d4d9e-5967)

