Guided Pathways (Pathway Model):

An 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 point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.

Pathways is not a program or initiative but is rather an ongoing planning framework for colleges to bring together and scale effective programs, services, activities that currently exist into structures that include all students. Pathways requires whole-college transformational reform, which entails breaking-down of silos and more dynamic collaboration between faculty, administrators, and staff. The Pathways framework helps colleges to integrate the best aspects of student success efforts into cohesive strategies that help more students get to and through college.

Canyons Completes:

Canyons Completes, the College of the Canyons Guided Pathways efforts, strives to advance completion of degrees, certificates, and skills building courses for students through new and improved instruction, programs, processes, and services. These services help develop and articulate the institutional approach to fostering an equity-minded, learning-centered and inclusive community for all students, faculty and staff. Explaining Guided Pathways to Your College

Institutional Effectiveness and Inclusive Excellence (IE)[2] Committee:

A cross-functional sub-committee of the College Planning Team comprised of students, classified staff, faculty and managers/administrators working in partnership across constituencies to ensure commitment to its mission, vision, theoretical framework, and goals. This committee's mission is to develop and articulate the institutional approach to fostering an equity-minded, learning-centered and inclusive community for all students, faculty and staff. Through its vision this committee is dedicated to leveraging resources, both fiscal and human, equity and inclusion as catalysts for institutional effectiveness and student success, which are aligned with the College's institutional mission to be an institution of excellence and its strategic goal for student support to "…provide student support to facilitate equitable student success and maximize opportunity for all students."

Pathways "Placemat":

A graphical, 11x17 summary document noting integration of Canyons Completes guided pathways efforts with the four pathways pillars, COC's Strategic Plan goals, and SEA/LGS goals. This document was developed to serve as a communications tool to highlight major efforts of GP/Canyons Completes at-a-quick-glance. One side includes an overview of the Strategic Goals and the Vision and Guiding Principles of efforts to Redesign the Student Experience. Another side shows collective efforts aligned with the Pillars – Clarify, Enter, Stay-Support, Ensure Learning as well as a notation tagging connections to the goals of Access, Engagement, and Success. Data "bright spots" also note impacts of GP implementation efforts. Pathways Placemat

Pathway/Program Map/Road Map:

A pathway (also referred to as a program map or road map) is a descriptive and easy-to-use plan detailing the route a student takes to connect with, enter, progress through, and complete a program of study as well as the skills needed to enter the labor market or transition to a baccalaureate program. Pathways include a semester-to-semester sequence of courses required to complete a credential efficiently. Pathways may include specific milestones for licensure or stackable credentials and general education recommendations. Across the state, colleges are taking differing approaches for the inclusion of GE courses in the program maps, ranging from specifically identifying each GE course to allowing "Any course in Area X."

Program Pathways Mapper:

The Program Pathways Mapper is a customized visual representation of the Academic Programs in the College of the Canyons catalog. Students (and future students) will find it organized by college Schools -- groups of similar programs that are designed to help students select a program of study and speed progress towards completion. Student will find information on occupations and careers commonly associated with each program, including typical wages and the labor market demand for California. Each path allows students to explore a set of program maps that show a semester-by-semester path from program entry to completion. Students will also find videos and program student learning outcomes that will deepen their understanding of each program and pathway, helping to build confidence in program choices.

Meta-Major:

A meta-major is a collection of academic programs that lead to related occupations or have similar learning objectives, outcomes, content and/or resources. Programs within a meta-major will share some requirements which allows for early exploration as students may enroll in this broad field of interest without collecting excess units. Many colleges have chosen to use local terms instead of meta-majors, such as Areas of Interest, Focus Areas, Career and Learning Pathways. We chose to use Schools. A meta-major is not a major: It is simply an organizing tool. Students will still need to declare a specific major to qualify for financial aid.

Canyons Connects Program

(Early Alert and Intervention & Retention): Early alert and Intervention is a strategy for communicating with students when barriers or success issues become apparent. At COC, early alerts involve the use of technology so that instructors, counselors, and staff can tailor an alert (communication) or customized message regarding the needs and resources available.

Vision for Student Success CCCCO:

The California Community Colleges Vision for Success is a document developed in 2017 by California Community Colleges Chancellor's Office and approved by the Board of Governors. This document lays out several goals for the system for the next decade. A summary of the goals of the Vision is included below. By 2022, the CCC system will:

CCCCO Vision 2022
• Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
• Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
• Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.

- Increase the percent of existing CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- 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.
- See https://www.cccco.edu/About-Us/Vision-for-Success

Calls to Action (CCCCO & COC):

In June 2020, the California Community College Chancellor's Office issued a dear colleague letter to the field, which included six specific call to action items for the system to mobilize around. COC concurrently distributed a college-specific call to action in June 2020 and has used an informal tracking document to note progress and plans on important anti-racism and student support efforts with many collaborations and dialogues underway this academic year.

CCCCO Call to Action:
• A system wide review of law enforcement officers and first responder training and curriculum.
• Campus leaders must host open dialogue and address campus climate.
• Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum.
• District Boards review and update your Equity plans with urgency.
• Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan.
• Join and engage in the Vision Resource Center "Community Colleges for Change."

COC Call to Action:
• Engage student groups in online forums with college administrators, faculty, and staff so we can learn from them how the college can best support and provide a safe, inclusive and equitable experience.
• Immediately expand our equity and inclusion training opportunities to staff and faculty.
• Reevaluate our hiring practices and materials so that we are not arbitrarily and preferentially excluding people.
• Continue to support existing equity programs, and develop new resources, and services, even though we face budget challenges.
• Review our curriculum processes, delivery modes, and prerequisites to ensure they reflect the perspectives multiple races and cultures.
• As we continue to engage in dialogue, listen for understanding, and hear what is being said, we will generate new ideas and action steps for moving forward.

Diversity, Equity, and Inclusion (DEI):

The Board of Governors mandated that the college system create a plan to address diversity, equity and inclusion in college workforce and learning environments. This work culminated in adoption of a systemwide statement for DEI. The DEI Implementation Workgroup will advance the implementation of the DEI Integration Plan as adopted by the Board. Specifically, the DEI Implementation Workgroup will maintain momentum and progress on Tier 1 recommendations, which are believed to be achievable within existing resources. The DEI Implementation Workgroup members will communicate, coordinate, and collaborate with statewide associations to advance the DEI Integration Plan. The DEI Implementation Workgroup will support the work of statewide associations in the implementation of the DEI Integration Plan by serving as the primary liaison responsible for reporting and tracking progress, providing assistance and identifying resources needed.

Equity vs Equality:

Equality means treating every student or individual the same while equity means making sure every student or individual has the support they need to be successful.

Equity-Minded Definition at College of the Canyons:

Acknowledge, and *empathize* with disparate life-experiences contributing to inequalities/gaps in educational outcomes. *Attribute* those inequalities/gaps *to* unfair structural/political/environmental/ social/cultural/historical *practices and policies* that have created barriers (deliberately or unintentionally) for individuals to improve their life opportunities through educational achievement. *Respond* to these barriers with deliberate efforts to eliminate them, and co-create more fair and just higher education institutional policies and practices that account for disparate life-experiences and foster healthy inclusion *through inquiry, shared dialogue and reflection*.

Equity-Minded Practitioners:

A cross-functional Institutional Effectiveness and Inclusive Excellence (IE)[2] workgroup charged to strategize efforts to address disproportionate impact and review institution-wide policies/practices in light of reducing equity gaps.

Integrated Plan:

CCCCO consolidation in 2017 of the Basic Skills, 3SP (Student Success & Support), & Student Equity through crosswalked plan elements. This effort was intended to better align and integrate these programs in recognition of mandate fatigue and confusing overlap of deadlines, budgets, plans, and reports. This alignment was anticipated by the work of the Institutional Effectiveness & Inclusive Excellence (IE)[2] Committee at COC, which preceded this change, and (IE)[2] continued the integrated planning for these programs as part of its attention to scaling student impact across silos.

Student Equity & Achievement (SEA):

The SEA Program requires colleges to implement the Guided Pathways framework offering a clear path to a stated goal, to provide all students with an education plan based on that goal, and to toss aside outdated and inaccurate placement policies that are keeping far too many from completing their goals in a timely manner. Colleges must also maintain a student equity plan. Equity plans are focused on boosting achievement as measured by specific "success indicators" (access; course completion; ESL and basic skills completion; degrees and certificates awarded; and transfer rates) and require each college to

develop detailed goals and measures addressing disparities that are discovered. It's all about giving every student an equitable chance. (from [Student Equity | California Community Colleges Chancellor's Office (cccco.edu)](https://cccco.edu))

Local Goal Setting (LGS):

As part of the Vision 2022, each college develops a distinct set of five-year goals to propel student achievement forward. The nine metrics for SEA and LGS are as follows:

| Disproportionate Impact Metrics	Plan
Access: Percentage of students who enroll after applying	SEA
Number of students completing transfer-level math and English in Year 1 (first-time at COC)	SEA; LGS; Vision for Success
Percentage of exiting CTE students employed in field of study	LGS; Vision for Success
Percentage of students retained from fall to spring	SEA; LGS; Vision for Success
Number of unduplicated students earning degrees, including Assoc. Degrees for Transfer	LGS; Vision for Success
Number of unduplicated students earning Certificates (12+ units)	LGS; Vision for Success
Number of unduplicated students earning Assoc. Degrees for Transfers	LGS; Vision for Success
Number of unduplicated students earning degrees or CCCCO Certificates (12+ units)	SEA; LGS; Vision for Success
Number of unduplicated* students Transferred to UC/CSU/Private/Out of state	SEA

Disproportionate Impact:

When the percentage of persons from a particular racial, ethnic, gender, age, disability group (etc.,) experience outcomes or are directed to particular services or placements at rates that are significantly different from the representation of that group in the general population being assessed.

Data Disaggregation:

The process of examining outcomes separately by groups. Disaggregation breaks down information into smaller subpopulations, such as racial/ethnic categories. Disaggregating student data into subpopulations can help schools and communities plan appropriate programs, decide which evidence-based interventions to select, use resources where they are needed most, and see important trends in achievement. (Figure follows)

Figure 1. Example of the data disaggregation process
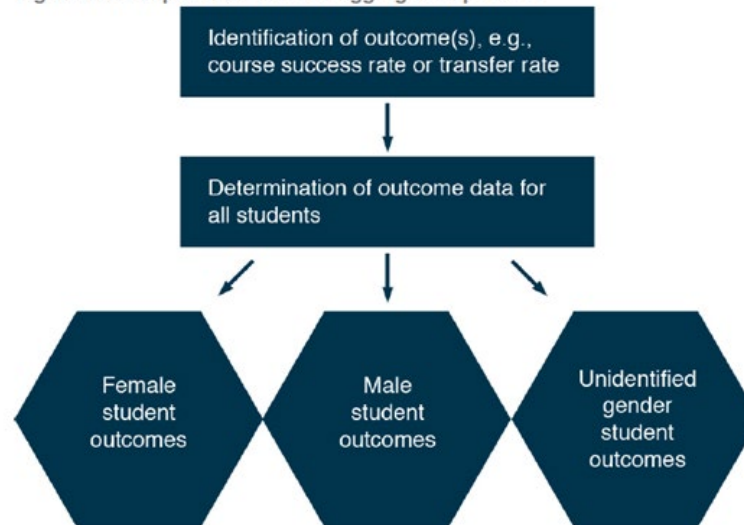
Data Highlights:

The Institutional Research, Planning, and Institutional Effectiveness (IRPIE) Office at COC provides access to quality data for planning and assists departments in using data to inform decision-making processes, including periodic summary documents such as the following pathways-oriented "data highlights." Data Highlights 2020 https://tinyurl.com/3rbzjzql. Additional IRPIE materials are available at www.canyons.edu/data.

Scale of Assessment Adoption (SOAA):

The Scale of Adoption Assessment (SOAA) is the second version of the statewide Guided Pathways assessment planning tool used by the California Community Colleges and was adopted by the system in Spring 2019. The SOAA is an assessment tool designed by the Community College Research Center (CCRC) from Columbia University Teachers College as a tool designed to help stakeholders at the college assess and address how far along they are in adopting essential guided pathways practices at scale.

The primary purpose of the SOAA is for colleges to be able to reflect on their guided pathways journey and progress to date, and use it as a tool for meaningful strategic planning as they move forward to meeting their Vision for Success goals for student success and equity. In fall 2019 the SOAA was updated to include "Equity Considerations" in each practice area so pathways teams can discuss and articulate connections between the college's pathways reforms and equity goals.

Scale of Adoption	Definition
Not occurring	College is currently not following, or planning to follow, this practice
Not systematic	Practice is incomplete, inconsistent, informal, and/or optional
Planning to scale	College has made plans to implement the practice at scale and has started to put these plans into place
Scaling in progress	Implementation of the practice is in progress for all students
At scale	Practice is implemented at scale – that is, for all students in all programs of study

Other References:

- [Institutional Research, Planning and Institutional Effectiveness (IRPIE)](#) [www.canyons.edu/data](#)
- [Canyons Completes](#)
- [Data Highlights 2020](#)
- [Pathways Placemat](#)
- [GPSC Updates January 2021](#)
- [Cal-PASS Plus - GuidedPathways](#)
- [Cal-PASS Plus - Student-Success-Metrics](#)
- [Vision for Success | California Community Colleges Chancellor's Office](#)
- [Guided Pathways | California Community Colleges Chancellor's Office](#)
- [Diversity, Equity and Inclusion | California Community Colleges Chancellor's Office](#)
- [ASCCC Guided Pathway Glossary](#)