



The California Guided Pathways Demonstration Project

Application for Participation in the 2020-22 Phase

Cohort Two / New to CAGDP Colleges

Step 1 – CCCCO Scale of Adoption Assessment

To help us understand your college's guided pathways efforts to this point, we will review the nationally-normed scale of adoption assessment (SOAA) that you have submitted / will submit to the CCCCO by March 1. We want to share that your actual ratings on your SOAA do not “need to be high” to be accepted into this project; it will help us most if you are reflective and accurate in your self-assessment of your accomplishments and remaining challenges.

For the sake of consistency, please download your completed SOAA directly from the CCCCO submission system. You will automatically receive a PDF when you submit the SOAA; otherwise, here are the steps a project contact can use to retrieve a PDF after submission:

- Once the SOAA is in an “Approved” status, log into the module and click the “Share” button at the top right of the screen
- This will open a dialog box where the project contact may enter/search for an e-mail address. (Only those with NOVA user accounts are available.) The user will choose the e-mail address—it could be their own—and then click “Send.”
- This generates and sends a PDF version of the SOAA (like the one attached) to the selected e-mail address.
- Submit the PDF to us by March 6.

Step 2 - CAGP 2020-2022 Application Questions for New / Cohort Two Colleges (400-word limit to each question; some will require much less)

- 1. What are the 2-3 accomplishments that have occurred under a guided pathways umbrella with your CCCCO Guided Pathways funding during the last three years that you think will be the most impactful for your students' experience at the college? Why?**

At Grossmont College we use an integrated planning model as we firmly believe that funding sources should not guide planning; our strategic goals, which are aligned with the guided pathways framework and our own equity framework, should guide our planning. This integrated planning and resource

allocation system has resulted in changing the culture, practice, and structures in which students learn – and are focused on helping us be more responsive to our individual students’ needs.

The most significant accomplishments thus far, funded both by CCCC and other sources would be the following:

Establishing and agreeing to an equity framework to guide planning and resource allocation.

Identifying the Twelve “Gateway” courses, and then establishing professional development focused on the Transparency in Learning and Teaching (TILT) practices which seeks to address disproportionate impacts in these courses.

An example of this can be seen in our implementation of AB705 mandates. As of March 2019, Grossmont College stopped using math and English Accuplacer tests. Students are now asked to respond to seven questions which result in placing students into transfer level courses based on high school GPA, ease with English, and planned major area. ESL students take the Combined English Language Skills Assessment.

This change in placement resulted in need for further professional learning. One (of the many) PD activities funded was the English department Community of Practice (CoP), a professional learning series for faculty who are teaching English 120 (our 1A course). The CoP aimed to increase awareness of the of equity-focused teaching practices such as developing policies and classroom cultures steeped in radical empathy, the use of backward planning, and breaking down the skills of critical reading and thinking for all students.

In addition, CCCC funding is being used in support of establishing professional learning communities to support the expansion of Project Success interdisciplinary links into partnerships between English and other departments. Both of these professional learning communities have sought to change the culture and pedagogical practices of faculty to be more inclusive, culturally aware, and empathetic toward all students. This model of using faculty learning communities focused on changing the pedagogical practices is being investigated by a number of departments across campus.

These professional development activities were accomplished through leveraging SEA funding with Guided Pathways. These two examples illustrate how we integrate the funding sources to align with our Strategic Plan.

2. What are the top 3-4 issues that your college needs to work on in the next two years under a guided pathways umbrella to optimize the student experience? How do these issues relate to your Vision goals?

As a college through our own internal inquiries, we have identified the gaps that have been impediments to fulfilling the promise of the Vision goals. Among these gaps were the lack of a structured leadership team charged with leading the guided pathway effort. Having established a new leadership team and advisory structure, we know we address the following issues:

- 1) Establish more regular and consistent communication among all stakeholders. This issue is a top priority and is essential to the successful implementation of a guided pathways framework;
- 2) Gain access to and provide avenues for regular analysis of data to ensure that we’re on target with the annual benchmarks for our Vision Goals;

Establish stronger collaboration between discipline faculty and counselors around education planning. These collaborations would include integrating Strong Workforce and other grants obtained under this umbrella into our institution. Currently Strong Workforce initiatives are primarily focused in Career Technical Education courses. As a college we need to do a better job of integrating CTE into the planning and reporting.;

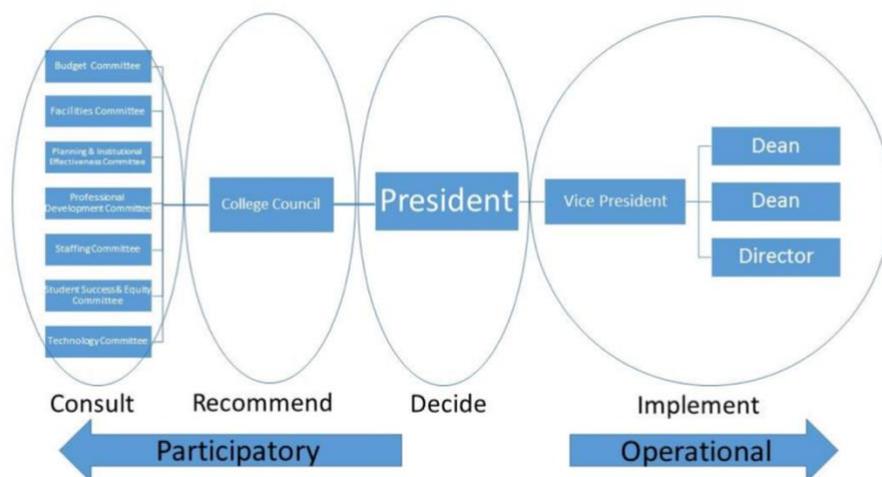
Obtain better technology for helping students complete (and modify) an education plan; as we develop a mindset around planning for students; goals with the end in mind.

3. What is your college’s decision-making process to make policy and practice changes? How will that process work with CAGP 2020-2022 to make the necessary changes to how students experience your college?

In 2019-2020, the college embarked on an overhaul and restructure of its decision-making and shared governance structure. This new governance structure promotes the vision, mission and values of the College and ensures their achievement through policies and procedures, via a structure of councils, committees, and task forces.

This new governance structure allows us to be more responsive as we make policy and practice changes at the college level. Our involvement in CAGP would further help us to facilitate dialogue around any policy/practice changes through the committee structure and out into the constituencies to ensure broad communication and shared understanding.

Participatory vs. Operational Example



One of the seven participatory governance committees is the Student Success and Equity Committee (SS&E). This committee through the integrated efforts of academic and student services, engages in data analysis and dialogue to provide a platform for collaboration and communication which focus on equity-minded student success, a culture of inclusivity, global consciousness, and a respect for diversity across all student success and equity efforts and throughout the College.

The Student Success and Equity Committee also serves in a coordinating and advisory role with administrators who implement the work of approved plans including the Guided Pathways leadership team. Any policies or practices that are recommended from this committee reports to the College Council.

A new Guided Pathways Advisory group, led by the Guided Pathways leadership team will report to the SS&E.

Because the guided pathways work has major policy and practice implications, the SS&E committee has taken upon themselves to have a report on guided pathways every month will be reported each month to SS&E committee for transparency, communication and broader awareness.

4. How does the college build collaboration, communicate and engage with multiple stakeholder groups (faculty, staff, community partners, students)? What things will you watch out for in those collaborations?

GC has demonstrated its commitment to using the Guided Pathways framework to guide its activities as it redesigns the student experience at scale by organizing its efforts around big, broad areas of institutional work – including its Strategic Goals and Student Equity Plan. The Guided Pathways framework is also being woven into the college’s key performance indicators, institutional planning, and professional development activities, so that all personnel can see how departmental level actions contribute to students’ progress.

In addition to GC’s commitment to this redesign, the college has a demonstrated ability to engage in difficult and courageous conversations that lead to critical reflection and improved practices. Evidence of this ability can be seen in the examination and redesign of the governance structure. The new structure for institutional governance, planning, and decision-making was intentionally designed to be inclusive and provide spaces for diverse perspectives. Each of the college’s four main constituency groups (students, staff, faculty, and administrators) have equal representation on each of the college’s eight governance committees. Decisions are made by consensus to ensure all voices are heard. This new structure sets an expectation for inclusive dialogue with diverse stakeholder groups and provides a mechanism for communication with constituencies that will be useful as the college accelerates its Guided Pathways momentum. The college also understands that this work requires active and sustained support from leaders at every level of the institution to maintain momentum. To that end, the Guided Pathways leadership team is comprised of two deans and three faculty (two instructional faculty and one counselor). The steering committee includes key “middle leaders” (faculty, classified, and administrators) from instructional and non-instructional areas who are actively engaged in the implementation of student-centered redesign work in their respective areas.

In terms of what to watch out for: we need to make sure we are communicating through multiple channels, so that the message hits more than the “usual suspects” that have been engaged all along. Our aim is for every collaborative meeting to end with clear expectations for next steps so that we keep the momentum going and show progress toward the goal. We need to be more intentional about celebrating our success and progress – especially the smaller wins that show progress toward the big goal. Finally, we need to ensure the student voice is reflected in our design work – engaging real students in design and testing where possible. THEY are the stakeholders.

5. Equity will be intentionally woven into the CAGP 2020-2022 project, most notably through integration of the topics and thought capital from ten Equity Through Pathways discussion guides to be released in April 2020. What are 2-3 aspects of the student experience at your

college that may be experienced inequitably by historically underserved students (e.g., students of color, first-generation students) that you would like to address in CAGP 2020-2022?

To support its institutional transformation and pursuit of equitable outcomes, Grossmont College has been actively engaged in strengthening its culture, practice, and structures related to equity. A key step toward developing a culture of equity has been the creating of shared definition of equity. At Grossmont College, educational equity is defined as equal outcomes achieved by individualizing the instruction and support for each and every student.

However, to improve the practice around equity, we also recognize that our capacity to adequately analyze data is limited because we have only one-campus based researcher. For example, our most recent data from Fall 2019 is showing us that although (in English) our new placement policy, and opening access to transfer level English has improved throughput for all students, and positively affecting students of color the most, students in our most disproportionately impacted groups (Latinx, black, two or more) are still experiencing the same disproportionate impact in the transfer level course. In other words, more students are making it through, but the gaps remain. Although we don't have year to year math data, we might surmise the same thing will happen there.

Quantitative data has helped us to identify a problem, but a lack of qualitative data makes it harder to understand why it is a problem and what we can do to address the problem. To this end, we are planning to use our GP funds to help support our research needs including the capacity to collect qualitative data such as student focus groups and other qualitative measures that would help us to better understand not only how students are experiencing accelerated and co-requisite math, English and ESL courses but also our college as a whole. As we work now to address the continuing equity gaps we are seeing in our transfer-level courses we want to make sure we are taking multiple perspectives and avenues to attempt to address these continued racial-ethnic inequities, As a result, we believe a climate survey is necessary to better understand the mechanisms behind the gaps we are observing.

6. Describe your two best examples of using data to explore and address a key student success issue. Indicate (a) what issue the college was exploring, (b) what the data revealed, (c) what you did differently after reflecting on the data, and if possible, (d) any subsequent outcomes data.

We are sharing what might appear to be only one example here, but it is important to note that this one example of using data to explore and address a key student success issue has affected and impacted student success in equity in a number of meaningful ways.

In Fall 2017, the Student Success and Equity Committee began examining course success rates. Comprised of (at various points) 42 Grossmont College staff, faculty, and administrators, including members of the SSSP, Basic Skills, and Equity teams, the SS&ETF engaged in examining student course success data – including of our student focus group data – and discussion focused on the following questions: Are we seeing trends where students are struggling in particular course? Are there areas where we can focus and scale our efforts? This inquiry resulted in the identification of 12 high enrollment, gateway courses.

These “12 Gateway Courses” represent 24% of the college-wide enrollments, account for 29% of all nonsuccesses, and have equity gaps that largely parallel the broader college success data. That these

courses serve so many of our students and serve them early in their academic careers (as these are mostly general education or pre-requisite courses) made them a prudent target for focused, supported, and scaled efforts. As an institution, we decided focusing on these courses is where we – individually and collectively – could have the most significant impact. That data analysis led to further questions related to how we can engage with faculty and staff around student success in meaningful ways? This presented an opportunity to create a sense of urgency through data- but also practical.

Having an intentional audience for professional development, utilizing our equity framework to engage in larger college-wide discussions around changing culture, practice and structures.

We just hosted our fourth 12 gateways forum this past month engaging faculty, staff and students around equity and pedagogy. A number of professional development activities, including campus-wide PD series focused on using pedagogical practices established by the Transparency in Learning and Teaching (TILT) group have been central to our campus's goal of addressing how students experience these courses.

7. Give us a brief overview of your college culture, including not only positive features but at least two challenges that the culture presents for redesigning the student experience at scale—and how you plan to address them if accepted for CAGP 2020-2022.

Grossmont College is in the midst of purposeful and deliberate transformation as it seeks to answer a single question: How would we behave if we truly believed that every student, regardless of their background, has the capacity to reach their goals when given appropriate opportunity and support? Our college has challenged itself to achieve that ideal, through self-motivated changes to our culture, practice, and structures, and by a relentless pursuit for educational equity.

This work began when the college joined the Achieving the Dream (ATD) network. Since then, the college community had fundamentally redesigned systems for governance, planning and decision-making to be more inclusive and equity focused. We have improved practices for using our institutional data to take meaningful, evidence-based actions. We have challenged ourselves to eliminate opportunity gaps between groups of students by 2029. The unifying thread running through this increasingly purposeful transformation is a stated pursuit of educational equity. This thread is visible in the college vision and mission statements, in official documents such as the Strategic Plan and the 2019 accreditation self-evaluation. It has inspired us to challenge ourselves to eliminate opportunity gaps related to degree completion, transfer, and workforce metrics within 10 years.

One challenge is that some still operate from a lack of trust. While our new governance system is based on equal representation, this lack-of-trust mentality, left over from our old governance structure that rewarded over-representation by one group or another, which led to a belief by some that if they were not at the table, they did not have a voice, which led to more distrust, and more over-representation, remains. Even in our new more representative structure, this remaining sense of mistrust has certainly slowed our implementation of guided pathways.

Similarly, like many change initiatives, for some there is still fear of change that gets in the way of true critical reflection and improvement. We fear change, and we do not always feel “safe” enough to point out areas for improvement especially when they emerge in our peers.

This CAGP proposal acknowledges that fear of change is real and is also an impediment to real growth. CAGP can help us establish more effective communication methods, to develop and deliver professional learning activities to all constituent groups, and to access and analyze qualitative and quantitative data to better understand how students experience our college.

8. How have you used professional development in concert with your guided pathways efforts under the CCCC Guided Pathways funding? To whom was it offered and to what end? How would you use it intentionally during CAGP 2020-2022?

The Office of Professional Development has sponsored two initiatives aimed at improving outcomes in the classroom that ultimately contribute to equitable success and completion. The “We’re All In” campaign focuses on five evidence-based practices for increasing student engagement and success. When the campaign launched in 2016-2017, 429 faculty signed pledge cards committing to engage one or more of these strategies. Of these faculty, 253 agreed to allow their students to be surveyed about the effect of these practices. As an outgrowth of this work, the “12 Gateways Courses” project has engaged faculty from 12 high-enrollment general education courses with significant areas disproportionate impact in a series of workshops to investigate equity practices for their courses, plan key interventions and modification and develop evaluation plans to support ongoing reflection and improvement.

Additionally, progress towards educational equity is discussed at college wide convocation, structured into every governance committee, and embedded in college wide planning. Professional development offerings focus on concrete strategies and practices that empower individual faculty and staff to engage in the work of creating equitable outcomes, inside and outside the classroom. These workshops support discussions on equitable teaching and learning strategies that lead to student success, including transparent assignment design, culturally responsive teaching pedagogy, and purposeful syllabi redesign. Some examples include the expansion of professional learning communities focus on equity practices to other departments, sending groups of faculty and staff to the Equity Institute to discuss critical competencies for student success and participating in the Caring Campus initiative. In addition, as of fall 2019, all college constituencies are actively engaged in courageous conversations designed to result in a shared definition of equity and statement of equity beliefs. We anticipate that we will be engaged in our equity work for years to come, and we will need to continually offer professional development to all constituencies so that all college employees are able to see how their work connects to our larger goals for sustained improvement in equity and student success.

9. After engaging with faculty, staff administrators during the CCCC Guided Pathways period, what have you learned? How would you address engagement, communication and working across traditional siloes in CAGP 2020-2022?

In the past few years, we have learned a lot about what DOESN'T work here. The original GP structure was not working, and in response to that we changed the structure of the leadership team, so that is now made up of two administrators, three instructional and counseling faculty, whose work is informed by an advisory group made up with a broad-base of those who represent aspects of the campus that are already highly involved in guided pathway work, but who were not communicating with each other on a regular basis. The restructuring of our leadership team and advisory was entirely driven by our desire to address engagement, communication and breaking traditional silos. Within this new structure, the team is hiring a

program coordinator and an institutional effectiveness specialist through the auxiliary to help provide additional support to move this work forward.

We know we need clear directions from our leadership team, and a sense that it's okay to try something, make mistakes, and improve. We've learned that we need clear understanding of the "why" and a sense of how each of us, in our own way, fits into that bigger vision.

Applications are due via email to Rob Johnstone at [**rob@ncii-improve.com**](mailto:rob@ncii-improve.com) by close of business on Friday, March 6th. You may submit the application using PDF or Word formats.

Note: If you are a Cohort One / 2017-2019 CAGP college, your application was sent to your CAGP Team Leads and your president; if you need a copy you can also email me directly at rob@ncii-improve.com