



Guided Pathways

Spring 2017



UC/CSU Intersegmental General Education Transfer Curriculum IGETC - 2011-2012		
<p>Completion of all the requirements in the IGETC will permit a student to transfer from a community college to the California State University or the University of California without the need, after transfer, to take additional lower-division general education courses to satisfy campus general education requirements. All areas must be satisfied, and all courses must be completed with a grade of "C" or better before the IGETC can be certified. See requirements for partial IGETC certification in catalog. A student is strongly advised to complete a total of 60 transferable units before transferring. These will include the IGETC requirements, "major" prerequisites, and elective courses if needed.</p> <p>(Students should request an IGETC certification from the Office of Admissions and Records before transferring.)</p>		
AREA 1 ENGLISH COMMUNICATION	AREA 3 ARTS AND HUMANITIES	
<p>CSU - 3 courses required, one each from Group A, B, and C</p> <p>UC - 2 courses required, one each from Group A and B</p> <p>1-A English Composition ENGL 1A Composition (3)</p> <p>1-B Critical Thinking / English Composition ENGL 1C Critical Reasoning and Writing (3) PHIL 4 Critical Thinking and Writing (3)</p> <p>1-C Oral Communication (CSU requirement only) CMUN 1A Introduction to Public Speaking (3) CMUN 5 Fund of Com Studies (3) CMUN 8 Interpersonal Communication (3) CMUN 10 Small Group Communication (3)</p>	<p>At least 3 courses, with at least one course from the Arts and one course from the Humanities.</p> <p>3-A Arts ART 1A Art History (3) ART 1B Art History (3) ART 6 Art Appreciation (3) HUM 6 Foreign Cinema (3) MUS 1A Music History and Literature (3) MUS 1B Music History and Literature (3) MUS 2 History of Jazz and Rock Music (3) MUS 6 Intro to World Music (3) THEA 1 Theater History (3) THEA 3 El Teatro Campesino (3) THEA 7 Theater Appreciation (3)</p> <p>3-B Humanities ENGL 1B Composition and Literature (3) ENGL 2B Intro to Multi-Cultural Literature (3) ENGL 2C Introduction to Film and Fiction (3) ENGL 2E Introduction to Women Writers (3) ENGL 2F Children's Literature ** (3) ENGL 2J Mythology (3) ENGL 4A British Literature - 449 through 1798 (3) ENGL 4B British Literature - 1798 to present (3) ENGL 5A Survey of American Literature - 1620 - 1865 (3) ENGL 5B Survey of American Literature - 1865 to present (3) * FRNH 2A Intermediate French** (5) * HIST 1 U.S. Hist through Reconstruction (3) * HIST 2 U.S. Hist Reconstruction to Present (3) * HIST 3 History of California (3) * HIST 4A Hist of World Societies Before 1500 (3) * HIST 4B History of World Societies - 1500 to Present (3) * HIST 5 Women's Lives in Early U.S. Hist (3) * HIST 6 Women's Lives in Recent U.S. Hist (3) HIST 7A History of Western Civilization (3) HIST 7B History of Western Civilization (3) * HIST 10 African American History (3) * HIST 12 Mexican American Cultural History (3)</p>	<p>HUM 3 Introduction to the Cinema (3) HUM 4 Intro to the American Cinema (3) HUM 5 Humanities Through the Arts (3) HUM 10 Approaches to Contemporary Film (3) * HUM 12 Mexican American Cultural History (3) PHIL 1 Introduction to Philosophy (3) PHIL 3A Ethics (3) PHIL 3B Contemporary Moral Issues (3) PHIL 6 Comparative Religions (3) PHIL 9 Philosophy of Religion (3) * SPAN 2A Intermediate Spanish (5) * SPAN 2B Intermediate Spanish (5)</p>
AREA 2 MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING	AREA 4 SOCIAL AND BEHAVIORAL SCIENCES	
<p>1 course, 3 semester, 4-5 quarter units</p> <p>2-A Math CSIS 26 Discrete Mathematics (4) + BUS 11 Statistics for Business & Economics (4) + ECON 11 Statistics for Business & Economics (4) + MATH 1A Single Variable Calculus & Analytic Geometry (4) MATH 1B Single Variable Calculus & Analytic Geometry (4) MATH 1C Multivariable Calculus (4) MATH 2 Linear Algebra (3) MATH 2C Differential Equations (3) MATH 5 Introductions to Statistics (3) + MATH 6 Calc for Bus / Social Sci (3) MATH 7 Finite Mathematics (3) + MATH 8A First Half of Precalculus (4) + MATH 8B Second Half of Precalculus (4) MATH 14 Math for the Liberal Arts (3)</p>	<p>Three courses from at least two disciplines or an interdisciplinary sequence. 9 semester, 12-15 quarter units.</p> <p>4-A Anthropology and Archeology ANTH 2 Introduction to Archeology (3) ANTH 3 Intro to Cultural Anthropology (3) ANTH 5 Magic, Witchcraft and Religion (3) ANTH 8 Intro to New World Archeology (3)</p> <p>4-B Economics + ECON 1 Principles of Macroeconomics (3) + ECON 2 Principles of Microeconomics (3) + ECON 10 Fundamentals of Economics (3)</p> <p>4-E Geography GEOG 2 Cultural Geography (3)</p> <p>4-F History * HIST 1 U.S. Hist through Reconstruction (3) * HIST 2 United States History: Reconstruction to the Present (3) * HIST 3 History of California (3) * HIST 4A History of World Societies Before 1500 (3)</p>	

<p>4-F History - Cont. * HIST 4B History of World Societies 1500 to Present (3) * HIST 5 Women's Lives in Early U.S. Hist. (3) * HIST 6 Women's Lives in Recent U.S. History (3) * HIST 10 African American History (3) * HIST 12 Mexican American Cultural History (3) * HUM 12 Mexican American Cultural History (3)</p> <p>4-G Interdisciplinary, Social & Behavioral Science ANTH 8 Culture and Politics of Africa** (3) CMUN 4 Intercultural Communication (3) SSCI 1 Introduction to Social Sciences (3)</p> <p>4-H Political Science, Government & Legal Institutions AJ 5 Intro to Modern Internat Terrorism** (3) POLS 1 Intro to American Government (3) POLS 3 Intro to Comparative Politics (3) POLS 4 Intro to International Relations (3) POLS 5 Intro to Modern Internat Terrorism** (3)</p> <p>4-I Psychology CD 2 Early Childhood Development (3) CD 3 Child Growth and Development During the School Years (3) PSYC 1A Introduction to Psychology (3) PSYC 1B Introduction to Psychology (3) PSYC 2 Early Childhood Development (3) PSYC 3 Child Growth and Development During the School Years (3)</p> <p>4-J Sociology & Criminology JOUR 10 Mass Media and Society (3) SOC 1A Introduction to Sociology (3) SOC 1B Intro to Sociology: Social Problems (3) SOC 3 Sociology of Race, Ethnicity and Cultural Identity (3) SOC 4 Sociology of Women and Men (3) SOC 10 Mass Media and Society (3)</p>	<p>GEOG 1 Physical Geography (3) GEOL 1 Introduction to Geology (4) GEOL 13 Environmental Geology (3) + PHYS 1 Introduction to Physics (4) + PHYS 2A General Physics (4) + PHYS 2B General Physics (4) + PHYS 4A Physics for Scientists and Engineers (Mechanics/Fluids/Waves) (4) + PHYS 4B Physics for Scientists and Engineers (Electromagnetism) (4) + PHYS 4C Physics for Scientists and Engineers (Thermodynamics/Optics/Modern Physics) (4) + POCI 1 Principles of Physical Science (3) + POCI 2 Introduction to Meteorology (3)</p> <p>5B Biological Science AH 8 General Microbiology (5) + AH 9 Human Physiology (5) + AH 15 Survey of Human Anatomy and Physiology (5) ANTH 1 Intro to Physical Anthropology (3) BIO 1 General Biology (4) BIO 4 General Zoology (4) BIO 5 General Botany (4) + BIO 7 Human Anatomy (4) BIO 8 General Microbiology (5) + BIO 9 Human Physiology (5) + BIO 10 Principles of Biology (4) BIO 12 Intro to Human Biology** (4) BIO 13 Marine Biology (4) + BIO 15 Survey of Human Anatomy and Physiology (5) ECOL 1 Conservation of Nat Resources (4) + Transfer credit may be limited by either UC or CSU or both. Please consult with a counselor.</p>	<p>CSU Graduation Requirement in U.S. History, Constitution and American Ideals.</p> <p>Not Part of IGETC (May be completed prior to transfer.) For the baccalaureate degree, CSU requires one of the following combinations: HIST 1 & 2 or POLS 1 with either HIST 1 or 2 CSU campuses have the discretion whether to allow courses used to satisfy the CSU US History, Constitution and American Ideals (AI) graduation requirement to count in both Area 3B or 4F and to meet the graduation requirement.</p>
SUPPLEMENTARY NOTES		
<p>1. A single course, even though listed in more than one place, can only be used to satisfy one subject area of the IGETC.</p> <p>2. IGETC is not advisable for high-unit majors, e.g. sciences, engineering.</p> <p>3. Eleanor Roosevelt and Revelle Colleges at UC San Diego do not accept the IGETC.</p> <p>4. IGETC may not be appropriate for students who have completed courses at a CSU or UC campus.</p> <p>5. "Double counting" of courses toward the major is not limited by the IGETC, but may be limited by other directives. The UC will also allow IGETC courses to count toward major requirements. CSU campus limitations on double counting of general education courses toward major preparation are not changed by the IGETC.</p>		
AREA 5 PHYSICAL AND BIOLOGICAL SCIENCES	AREA 6 LANGUAGE OTHER THAN ENGLISH (UC REQUIREMENT ONLY)	
<p>At least 2 courses, one Physical Science course and one Biological Science course; At least one must include a laboratory.</p> <p>Courses in BOLD include a laboratory component.</p> <p>7-9 semester, 9-12 quarter units</p> <p>5-A Physical Science ASTR 1 Intro to General Astronomy (3) CHEM 1A General Chemistry (5) CHEM 1B General Chemistry (5) CHEM 12A Organic Chemistry (5) CHEM 12B Organic Chemistry (5) + CHEM 30A Elementary Chemistry (4) CHEM 30B Elementary Organic Biochemistry (4)</p>	<p>Proficiency equivalent to two years of high school study in the same language.</p> <p>6-A Language Other Than English CHN 1B Elementary Mandarin (5) FRNH 1B Elementary French (5) * FRNH 2A Intermediate French (5) JPN 1B Elementary Japanese (5) SPAN 1B Elementary Spanish (5) * SPAN 2A Intermediate Spanish (5) * SPAN 2B Intermediate Spanish (5) * SPAN 12A Spanish for Spanish Speakers (5) * SPAN 12B Spanish for Spanish Speakers - Intermediate / Advanced (5)</p>	<p>+ Transfer credit may be limited by either UC or CSU or both. Please consult with a counselor.</p> <p>* Courses listed in multiple areas shall not be certified in more than one area except for courses in Languages Other Than English, which can be certified in both areas 3B and 6A.</p> <p>** Approved for fall 2011.</p>

[View Rates](#)
[Metric Profile](#)

Completion

[Click here to view trend data](#)

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2009-10 tracked for six years through 2014-15 who completed a degree, certificate or transfer-related outcomes.

COLLEGE PREPARED		UNPREPARED FOR COLLEGE		OVERALL	
63.2%		39.3%		46.4%	
N=250		N=593		N=843	
Gender	%	Gender	%	Gender	%
FEMALE	66.4	FEMALE	41.1	FEMALE	48.9
MALE	59.1	MALE	37.1	MALE	43.3
Age	%	Age	%	Age	%
UNDER 20	66.1	UNDER 20	44.3	UNDER 20	51.4
20-24	33.3	20-24	22.7	20-24	25.0
25-39	42.9*	25-39	16.3	25-39	20.0
40 OR OVER	66.7*	40 OR OVER	29.6	40 OR OVER	33.3
Ethnicity/Race	%	Ethnicity/Race	%	Ethnicity/Race	%
AFRICAN AMERICAN	25.0*	AFRICAN AMERICAN	33.3	AFRICAN AMERICAN	31.3
AMERICAN INDIAN/ ALASKA NATIVE	0.0*	AMERICAN INDIAN/ ALASKA NATIVE	100.0*	AMERICAN INDIAN/ ALASKA NATIVE	33.3*
ASIAN	85.7	ASIAN	30.4	ASIAN	51.4
FILIPINO	72.7	FILIPINO	60.0	FILIPINO	66.7
HISPANIC	59.3	HISPANIC	42.8	HISPANIC	46.1
PACIFIC ISLANDER	0.0*	PACIFIC ISLANDER	0.0*	PACIFIC ISLANDER	0.0*
WHITE	63.5	WHITE	34.9	WHITE	46.5

0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

*: Cohort fewer than 10 students

Percentage of Unprepared Students: 70%

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level

UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level

OVERALL: Student attempted any level of Math or English in the first three years

Cafeteria College

Paths to student goals unclear



Intake sorts, diverts students



Students' progress not monitored



Learning outcomes not defined
and assessed across programs



↑ *Churning*

↑ *Early transfer*

↓ *Completion*

↑ *Excess credits*

↑ *Time to degree*

↓ *Skill building*



What are Guided Pathways?

Guided Pathways College

Clear roadmaps to student goals



Intake redesigned as an on-ramp



Students' progress closely tracked



Learning outcomes/assessments aligned across programs



↓ *Churning*

↓ *Early transfer*

↑ *Completion*

↓ *Excess credits*

↓ *Time to degree*

↑ *Skill building*

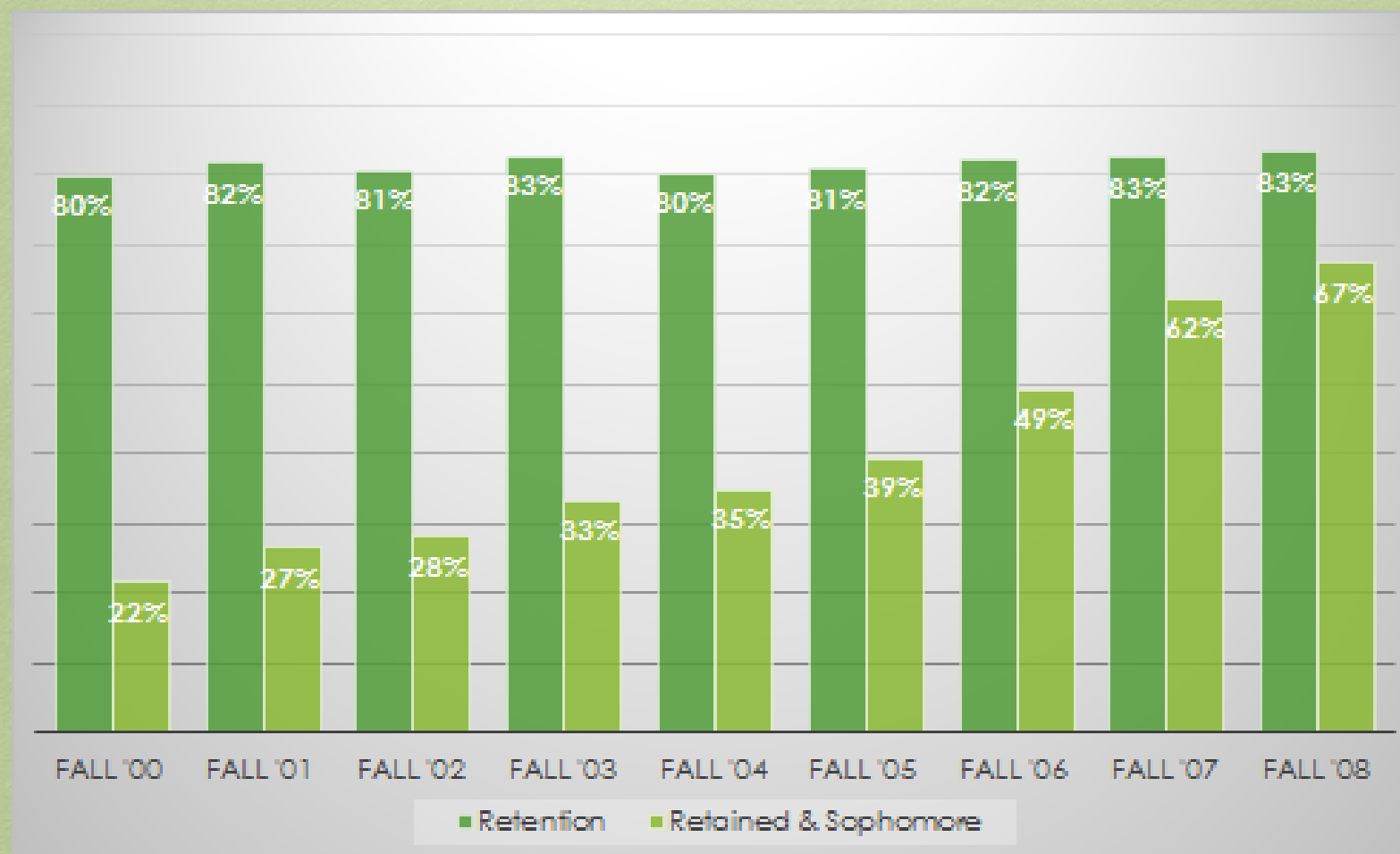


With guided pathways, Georgia State University
(33,000 undergraduates)

dramatically improved its six-year graduation rate
from 32% in 2003 to 54% in 2014

while increasing enrollment of traditionally
underserved students from 31% to 58%

First Year Retention & Sophomore Status Rates - Georgia State University





No single initiative is responsible for the dramatic gains at GSU; the university's improvement represents the accumulated impact of a dozen or more relatively modest programs.

Table 1. Selected GSU Student Success Initiatives

Initiative	Year Started	Summary	Scale
Freshman Learning Communities	1999	First-year students sorted into cohorts of 25 based on meta-major; take all courses together in block schedule.	95% of first-year students in 2013-14
Supplemental Instruction	2005	Students who are most successful in courses hired as peer tutors for other students in the course; many tutors eligible for work-study.	9,700 students in 2013-14
Mathematics Interactive Learning Environment	2006	Redesign of introductory math courses (algebra, statistics, and pre-calculus) using a hybrid, emporium model of face-to-face and machine-guided instruction.	7,500 students in 2013-14
Keep HOPE Alive Scholarship	2008	Small grants to students who lose eligibility for Georgia's HOPE merit scholarship, combined with academic and financial counseling.	377 students since 2009
Panther Retention Grants	2011	Small grants (combined with academic and financial counseling) to juniors and seniors who are on-track academically, but are required by a state of Georgia rule to be dropped from classes because they have small outstanding balances on tuition or fees.	4,200 students since 2011
Graduation and Progression System	2012	Sophisticated dashboard for advisers that displays real-time analyses of student academic progress and raises alerts calling for intervention; coupled with consolidating undergraduate advising and more than doubling the number of advisers.	Prompted 43,000 student-adviser meetings in 2013-14
Summer Success Academy	2012	Opportunity for the most academically at-risk 10 percent of incoming freshmen to take 7 credit hours and receive intensive academic advisement and financial literacy training during the summer before their first year.	320 students in Summer 2014



THE FOUR PILLARS



1. Clarify the Path
(Mapping Pathways to Student End Goals)
2. Get Students on the Path (Intake)
3. Keeping Students on Path (Intrusive Advising and Academic Support Support)
4. Learning with Intentional Outcomes

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT

Redesigning America's Community Colleges: A Clearer Path to Student Success, by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015)

Cafeteria Model

Academic Program Structure:

- Unclear pathway with unlimited options
- Unpredictable scheduling
- Curriculum not always intentionally or comprehensively aligned

New Student Intake:

- Often optional
- Emphasis on self-exploration
- Assessment testing for placement
- Optional guidance/intrusive suggestions

Instruction- Student Learning:

- Learning outcomes focus on courses
- Instructors independent contractors
- Student metacognitive skills outside of discipline scope

Progress - Keeping Students on Track:

- Not coordinated for most students
- Little intrusive support
- Academic departments disconnected from counseling and student tracking

Guided Pathways Model

Academic Program Structure:

- Clear program pathway easily identifiable by students
- Program mapped to outcomes
- Alignment between departments and disciplines
- Predictable scheduling and availability

New Student Intake:

- Required academic plans (comprehensive & brief)
- Multi-tool meta-majors
- Diagnostic assessment and multiple measures placement
- Basic skills, contextualized real-world applications

Instruction-Student Learning:

- Faculty collaborate to define/assess learning outcomes for programs
- Faculty trained and supported, metacognition explicit instructional goal

Progress - Keeping Students on Track:

- Students closely monitored for progress
- Early warning systems in place coupled with timely interventions
- Advisors and program faculty work closely

A map of the San Joaquin Hills area, showing various cities and towns including Tracy, Manteca, Escalon, Lathrop, Summer Home, Eugene, Chinese Camp, Groveland, Colfax Spring, Harder Flat, Coulterville, Merced, Planada, Lingard, Le Grand, Nido, Minturn, Sharon, Chowchilla, Ta Park, Dairyland, Madera, Firebaugh, Hamburg, Palos, Hollister, Dunneville, Miller, Old Gilroy, River Oaks, Gilroy, Lonoke, Martin, Hill, Clara, Copernicus Peak, Crow, Pat, Westley, Ceres, Hickman, Waterford, Empire, McHenry, Salida, Vernal, Solyo, Granite Springs, La Grange, Barrett, Snelling, Hornitos, Indian Gulch, Agua Fria, Cathey, Ben Hu, and Merced. The map also shows major highways like 120, 49, 5, and 101, and geographical features like the San Joaquin Hills and the Merced River. A red box with the number 3 is located near Colfax Spring, and a green box with the number 1 is located near Hollister.

What are program maps or meta-majors?

Meta-majors are categories of interest designed to help students focus on academic pathways aligned with intended careers and transfer programs.

City Colleges of Chicago Academic/Career Focus Areas



ADVANCED
MANUFACTURING

HEALTHCARE



BUSINESS AND
PROFESSIONAL SERVICES

INFORMATION
TECHNOLOGY



CONSTRUCTION
TECHNOLOGY AND DRAFTING

LIBERAL ARTS



CULINARY ARTS
AND HOSPITALITY

LIFE AND PHYSICAL
SCIENCES



EDUCATION

TRANSPORTATION,
DISTRIBUTION, AND LOGISTICS



 REINVENTION

We then developed collateral to help educate students on each Focus Area



Focus Area Overview:
Business & Professional Services

From the corner bakery to a Fortune 500 company, every successful business is the result of many professional disciplines working in tandem. Someone must work with the accounts, analyze data to interpret trends, create a marketing strategy, and manage the overall business plan. Whether you prefer keeping track of numbers or you want to let your creativity shine, all of these things can happen in the right business role. If you are interested in accounting, management, marketing, real estate, or starting your own small business, this is the right focus area for you.

Certificate and Degree Pathways Offered:
Harold Washington College Emphasis

	Basic Certificate	Advanced Certificate	Degree
Accounting (All but MK – HW emphasis)	X	X	X
Business Administration – General Business (DA / TR)		X	
Business/Economics (All – HW emphasis)			X
Insurance (HW)			X
Library Technical Assistant (WR)	X		X
Mgmt./Marketing (All but MK – HW emphasis)	X	X	X
Paralegal (WR)	X		X

Students in the Business and Professional Services focus area are likely to take classes like the following:

MATHEMATICS 125 Introductory Statistics
May require taking math readiness courses

BUSINESS 111 Introduction to Business

ECONOMICS 201 Principles of Economics I

BUSINESS 181 Financial Accounting

From College to Career

Some career opportunities CCC prepares students for are listed below:

Bookkeeping, Accounting, and Auditing Clerks
Starting Salary: \$21,646.00
Compute, classify, and record numerical data to keep financial records complete.

Manager of Retail Sales
Starting Salary: \$23,899.20
Directly supervise and coordinate activities of retail sales workers in an establishment or department. Duties may include management functions, such as purchasing, budgeting, accounting, and personnel work, in addition to supervisory duties.

Some careers in Business require education beyond an associate degree. Below are the regional four year schools with the highest graduation rates for students in Business:

- University of Illinois at Urbana-Champaign
- University of Wisconsin- Madison
- Bradley University
- Indiana University
- Illinois State University
- DePaul University
- University of Illinois at Chicago

Brief Focus Area Overview

Sample Career Options

Specific CCC Program Offerings

Recommended Transfer Options

Sample Courses



Pathways Work



Three Design Principles

1. Colleges' program redesigns must pay attention to the entire student experience, rather than to just one segment of it (such as developmental education or the intake process)



Alignment

2. A Guided Pathways redesign is not the next in a long line of discrete reforms, but rather a framework or general model that helps unify a variety of reform elements around the central goal of helping students choose, enter, and complete a program of study aligned with students' goals for employment and further education.



Backwards Design

3. The redesign process starts with student end goals for careers and further education in mind and 'backward maps' programs and supports to ensure that students are prepared to thrive in employment and education at the next level.

Year 1: Engagement

- Make Case for Change
- Broadly Engage Faculty and Staff in scrutinizing current practice, planning redesign
- Constantly Communicate Vision and Goals



Year 2:

In-Depth Planning

Initial Implementation

- Map Pathways for Largest Programs
- Plan Redesign of Intake System, Including Dev Ed, into Program 'On-Ramp'
- Train Advisors and Faculty for Implementation



Year 3: Initial Scale Implementation

Begin Scale Implementation of:

- Redesigned Pathways for Largest Programs
- Reorganized Intake System
- Program Advising System
- Training to Support Initial Implementation



Year 4: Improved Scale Implementation

- Refine and Expand
- Continue Training
- Formative Evaluation
- Broad Communication and Engagement



Year 5: Scale Implementation

**Institutionalize Structures
and Processes for Formative
Evaluation and Improvement**

Pathways Opportunities for Gavilan

- Form Leadership Team (Pathways FIG)
- Leverage grant and district resources to begin integrated planning and redesign process
- Consider working with Career Ladders Project to facilitate pathways planning (currently working with Skyline and Hartnell Colleges)
- California Promise Grant Initiative Grant Application: \$750,000 to develop pathways for future educators from high school to Gavilan and transfer



Reflections

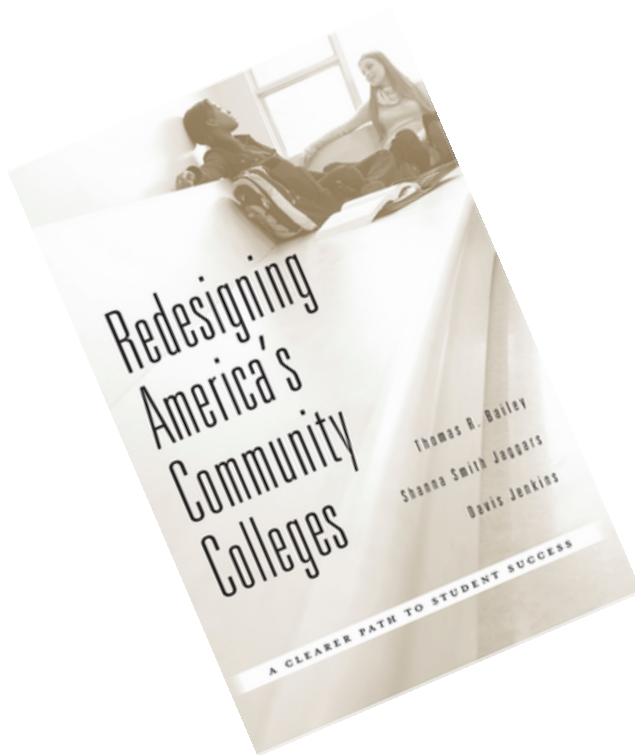
- What about the guided pathways approach excites you?
- What are we currently doing that a guided pathways effort might build on?
- What were your main takeaways from today?



Moving Forward

- What questions do you still have about guided pathways?
- What kinds of professional learning do we need to engage in to move ahead with pathways exploration?
- What are you going to take back to your department or constituents?
- What are our next steps?

Resources



Gavilan's Guided Pathways Website



Redesigning America's Community Colleges

10 copies in the Library
available for check-out