<u>April 28 Guided Pathways Summit: What have we learned?</u>

I.   What we learned? What worked?
    a. Attendance was huge. Attendance may reflect interest. Sign-up sheets were full.
    b. How much we don't understand about each other's programs.
    c. Why do classes overlap?
    d. Student activity was critical to see what students have to go through. Need to take into consideration different aspects of who our students are. Seeing first-hand how challenging a schedule can be. Still a challenge for those who are familiar with the schedule.
        i.   Limitations on classes brought out what we might need to think about – time-conflict form, etc. There are processes we do have to overcome barriers that might not be fully understood.
        ii. Regarding classes between here and EGC, how do students get there? Could we have a shuttle? In the past, we were told to treat the EGC as just another building on campus, but times have changed and now we have other services at EGC.
    e. Data: it helped with folks from Bakersfield going to their data. We need to know what indicators will be regarding the project.
        i.   If we remove barriers, more students would be expected to enroll. The unit data provided BC would be helpful for us now. It looks that with the ESL cohort, something different was happening.
    f. Can we package our report card with strengths that we find? (for example ESL) It can help the skeptic, and help us build momentum.

II.   What worked?
    a. Second breakout- Question: What happened with the groups?
        i.   First breakout- we don't have a philosophy how to best treat students not at college level. First intent will be to put into English and Math, but we don't know what is best. If you put those students in summer, they may fail and drop out? If students do take those courses in summer, do they move on? If we put off English and Math, there may be other consequences to consider. We have to demonstrate pretty quickly to various constituencies that accelerating really does work.
        ii. High Schools are not covering the depth of academic study at the collegiate level with respect to courses and majors not offered at the high school level (HONORS, Economics).
    b. There is data in English that acceleration does matter. If we put students into courses that require writing, that can still be difficult. A thoughtful acceleration model does help rather than just starting students at 3 levels below transfer.

          i. If we take a 6 – 8 week math week course right away, what's best? Is what happens in English different than what happens in math? Colleges which have accelerated in Math to have data.

c. If we are going to innovate, we don't have a history to build upon. Acceleration should be thoughtful. "Doing it right."
          i. What's working at other institutions? The way the placement works now, you get a slightly better data to register, but that doesn't change the test score. Could we have a pre-test? How do we get students to understand the weight of the test? How do we fix the assessment and placement process?
          ii. Currently, a student can re-test and take summer Math boot-camp. We are also moving to CAI and multiple measures.
          iii. Some colleges do put money and resources into how students approach assessment. Can we start at the high school? Math is on the path to do this with EGUSD in Fall 2018.
          iv. If Math understands the data regarding assessment, that can be communicated with the community. This will help the skeptics. We need to get out of our silos. Engaged faculty, administrators, and staff need to continue to communicate with the college community.

d. If Sierra has it, let's get the data and get the story told.
          i. If there's data, we should be able to see it.
          ii. AACC – some colleges in guided pathways do have four years of data. Can we find out from these college what intended consequences might exist? There needs to be a complicated story to be told.
          iii. Multiple measures in English and Math are being pursued regardless of and independent of the pathways. We need to see this data. The tactics stem from pretty robust discipline data.

III. We celebrate our victory. We show how we are not succeeding. We show how other institutions are succeeding. But, how can we build in success with other data that doesn't show victory or not success?
a. In the initial evaluation of multiple measures, programs decided to move forward with the State model even if we knew the model didn't always fit what we wanted.
b. We should have a much more complicated story than this is the good part and this is the not so good part. Are we seeing success? Are there caveats?
c. With colleges with large N's we need to paint a picture of unintended consequences. Some colleges at AACC do have lessons learned.
d. Currently, with our small sample sizes in multiple measures, we cannot necessarily draw conclusions, but we should continue to look at what we are learning.
          i. In English, the research department helps decide what needs to be collected so everyone can more thoughtfully know how to move

forward.

IV. Over the next year, part of the discussion will be what does it mean to have a successful program in terms of pathways?
   a. We need to have all the data for our baseline so we can do some measures (demographics, enrollment, success, persistence). Is there something else to gather?
   b. We need short term indicators. Number of college credits in first term, first year, completion of gateway Math and English. We can start here and add to them. Application yield can also be a metric.
   c. Can we look at the indicators look back and trend it and use an average from each cohort? Can we see through trends how this innovation might be working?
   d. Are we accounting for changes (switch to from one area to another are) that can inflate or deflate our results? We can disaggregate the data in a variety of ways. The more we disaggregate, we can perhaps just see random trends. We can programs are different even when they are statistically not.
   e. A fundamental baseline may be when students in basic skills English or math or ESL hit the college level courses. For example, how many students are college ready in specific class after going through the sequence?

In two weeks, Paul and Sabrina will bring back a rough evaluation plan.

A summary of what happened in each session of the second breakout