



Behavioral and Social
Sciences Division



Proposal Submitted
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Statement of Need

In an effort to increase student success, the California Community College system is now participating in a national organized reform designed to improve community college outcomes. Referred to as Guided Pathways, this model is “based on coherent and easy-to-follow college-level programs of study that are aligned with requirements for success in employment and at the next stage of education.” More specifically, this attempt at reform has manifested itself in California under the title of The California Guided Pathways Project. It is directed by the California-based National Center for Inquiry & Improvement and coordinated by the Foundation for California Community Colleges.

The aim of Guided Pathways is to “to help students clarify their goals, choose and enter pathways that will achieve those goals, stay on those pathways, and master knowledge and skills that will enable them to advance in the labor market and successfully pursue further education.” This is accomplished by redesigning and/or realigning college programs, support services and instructional approaches. Using the Guided Pathways model, students are assisted in:

- Exploring academic and career options
- Choosing a program of study
- Developing a plan based on the program maps

The integrative approach to undergraduate education through the Guided Pathways model serves to:

- “Simplify student decision-making . . .”
- “Enable colleges to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently. . .”
- “Facilitate efforts by faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education . . .”

Initially, it appears that most Guided Pathways models in California focus on creating what is termed meta-majors and then group under those categories relevant associate degrees including AA/AS and ADT degrees as well as certificate programs offered. Within the context of transfer, the ADTs and/or major specific articulation agreements available on ASSIST already serve as a “Guided Pathway” for CSU-bound students. Similarly, completion of IGETC and a UC transfer pathway and/or the major preparation requirements on ASSIST serve as a “Guided Pathway” for UC-bound students. Consequently, what most community colleges seem to be leaning towards at

this point is “repackaging” what already exists while trying to increase the integration of student support services into this framework. Bakersfield Community College exemplifies this model as it has created ten meta-majors and provides a “list of completion coaches and programs of study for each category.” The programs of study are the ADTs they offer.

Additional challenges facing the Guided Pathway include but are not limited to the following:

- Transfer curriculum is prescribed and determined by UC and CSU campuses leaving community colleges with little control to determine transfer requirements. Narrowing down student course options does not exempt them from having to fulfill the requirements and may be detrimental to self-exploration.
- Transfer initiatives such as UC Transfer Pathways and SB 1440, which has triggered the design of Associate Degrees for Transfer, have provided some curricular alignment within majors, but these efforts are still under the purview of the UC and CSU systems respectively.
- External factors that affect a student’s ability to achieve their educational success are not explicitly addressed under the present Guided Pathways framework. For example, financial challenges, life responsibilities outside of education, personal and emotional challenges, and a lack of academic foundations necessary to succeed in higher education.

Finally, there is the question of the classroom itself. How can the four pillars of Guided Pathways be infused into the classroom?

Figure 1: Four Pillars of Guided Pathways



Current Practices in Behavioral and Social Science – Learning Communities

Behavioral and Social Sciences (BSS/SER) has designed and implemented theme-based equity-minded learning communities that provided participating students with an opportunity to learn in an innovative and dynamic academic setting that embeds student relevant social themes and high impact practices to facilitate student success. Themes explored in these learning communities include:

- *Heritage and Identity Across Borders: The History of Mexico and the Chicano Socio-Cultural Experience*
- *Social Justice: Racial Inequality and the Making of a New World*
- *Creating Social Change: The Power of One, The Power of Many*
- *Racial Reconstruction: The Unfinished Project*
- *The Asian Experience: From Confucius to Modern-Day America*

Learning communities are a curricular approach that links or clusters two or more courses that focus on an interdisciplinary theme or problem and are composed of a cohort of students. This curricular approach seeks to restructure a student’s time, credit, and learning experience to build a community that enhances learning and fosters connections among students, faculty, and disciplines. Learning communities bring meaning and value to a student’s educational experience. What are the benefits of learning communities?

- They enable students to make “explicit connections between the skills and knowledge learned in the linked courses” and facilitate “intellectual interaction between faculty and students, and between students and students.”
- They provide for a “coherent interdisciplinary or cross subject experience that promotes a deeper type of learning than is possible in stand-alone courses.”
- They address retention and success through the support of a community composed of faculty and students.
- They implement equity-minded and culturally responsive teaching practices

In addition, BSS/SER learning communities have embedded counselors to assist students in academic/career planning so that immediate and long range academic and career goals can be achieved. Counselors accomplish this by providing students with relevant career/transfer information and individualized education plans.

To further assist in ensuring student success, BSS/SER has integrated the PASS (Peer Assisted Study Sessions) Mentor Program into its learning communities. PASS mentors assist students with course content in the classroom and in PASS sessions by providing faculty with class mentor. In addition to discussing course content, PASS mentors also address study-related problems student may face and provide general advice on a wide range of topics relating to student equity and student success. PASS Mentors meet on a weekly basis with faculty to discuss specific issues, content or directed activities to be covered in PASS sessions and to address specific challenges students are facing in mastering course content. During this session, both faculty and PASS mentors also discuss the means by which to best secure equitable outcomes in the course.

With vision towards addressing equity gaps and the coming of Guided Pathways, these learning communities address the four pillars of Guided Pathways and student equity in the following ways:

- They introduce students to programs of studies in the Behavioral and Social Sciences.
- They integrate academic counseling and career counseling into the courses.
- They instruct students on the academic skill sets associated with the Behavioral and Social Sciences.
- They integrate high-impact, equity-minded and culturally responsive teaching practices to ensure students are learning.

Behavioral and Social Sciences Vision – myPath Designated Courses

Scalability is the greatest challenge BSS faces when making its equity-minded theme-based learning communities available to a broader student audience. BSS proposes bringing the learning community experience to stand-alone courses offered in the division and designating these sections as myPATH. myPATH designated sections are not part of a learning community, but would implement the same curricular approach. Thus myPath designated sections will:

- Infuse equity-minded/culturally responsive curriculum designs that include threshold concepts, collaborative learning experiences, student funds of knowledge and identity.
- Explore course content through big questions that matter beyond the classroom and that have an impact at the global, national, regional and local level such as social justice, individual and group rights, social policy and social change, environmental and ecological challenges and multiculturalism and globalism.
- Integrate and explore throughout the semester a theme relevant to students such as *Who Am I? The Centrality of Historical and Social Context in Constructing Identity and Community* or *Creating Social Change: The Power of One, The Power of Many* or *Social Justice: Racial Inequality and Remaking a New World*
- Embed counselors to assist students in academic/career planning so that immediate and long range academic and career goals can be achieved.
- Embed PASS (Peer Assisted Study Sessions) Mentor Program to assist students with course content in the classroom and through PASS sessions. PASS mentors also provide students with general advice on a wide range of topics relating to student success.
- Embed ECC Connect, ZOOM and Canvas and Cranium Cafe

In order for a section to be designated myPATH, faculty teaching these sections will receive training through Student Equity Reenvisioned (SER).

Table 1: myPATH Teaching and Learning Principles/Training

<i>Educational Neuroscience</i>	“Education is about enhancing learning, and neuroscience is about understanding the mental processes involved in learning.”
<i>Equity-Minded Teaching</i>	Equity-minded teaching is “the process of reflecting on and collaborating with others to improve teaching through techniques that maximize academic success for all students and that close the opportunity gaps between historically underrepresented and traditional groups in Higher Ed.”
<i>Culturally Responsive Teaching</i>	“Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.”
<i>Student Identity and Funds of Knowledge</i>	“Understanding the existing resources, knowledge, and skills embedded in students.”
<i>Threshold Concepts – Decoding the Discipline</i>	Threshold concepts “represent a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress.” Threshold Concepts are not content knowledge or core concepts, but instead are ways of thinking that are particular to disciplines and academic cultures.

<i>Reading Apprenticeship Framework</i>	“The Reading Apprenticeship Framework trains faculty to integrate literacy instruction with subject instruction which in turn facilitates student engagement and persistence. It is also a model that provides strong social-emotional foundations and reframes the way students think about, talk about, and read texts in their classrooms.”
<i>Signature Work</i>	“A signature work project allows a student to use “his or her cumulative learning to pursue a significant project related to a problem she or he defines.” The signature work is a semester long project that is under the student’s control. This project will make it possible for students to express insights and learning gained from the inquiry and to demonstrate the skills and knowledge she or he has acquired.”
<i>eLearning</i>	“eLearning involves the thoughtful integration of technology and pedagogy. Incorporating technology in teaching and learning offers an opportunity to engage learners in different ways. Using eLearning strategies and best practices can help students reach their learning goals in an effective and efficient manner.”
<i>Lexile Reading Framework</i>	“The Lexile Framework is a system for measuring texts and readers in the same metric. When a reader's Lexile measure and a book's Lexile measure are both known, a forecast can be made about the success that the reader will have with that book.”
<i>Essential Questions</i>	“How to style questions, and its impact on transforming instructional inquiry.”
<i>Affective Domain</i>	“Learning objectives in the affective domain focus on the learner’s interests, emotions, perceptions, tones, aspirations, and degree of acceptance or rejection of instructional content. Attitude of student toward learning is shaped by Affective domain. “

In addition to focusing on principles learning and teaching, myPATH faculty will be exposed to or revisit campus initiatives and state initiatives that correlate to teaching, Guided Pathways and student success.

Table 2: myPATH Relevant State and Campus Initiatives

<i>Learning Outcomes</i>	Student Learning Outcomes (SLOs) are learning outcomes that we expect students to achieve after they have completed a course. Program Learning Outcomes (PLOs) are learning outcomes we expect students to achieve after completing a degree or path of study at ECC. Institutional Learning Outcomes (ILOs) measure the core competencies achieved by students completing a course of study at ECC.
<i>Chancellor’s Office Guided Pathways</i>	“The Guided Pathways framework creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success. The Guided Pathways framework also integrates support

services in ways that make it easier for students to get the help they need during every step of their community college experience.” Guided Pathways create clear curricular pathways to employment and further education, help students choose and enter their pathway, help students stay on their path and ensure that learning is happening with intentional outcomes.

Chancellor’s Office Student Equity “College student equity plans focus on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the CCC Student Success Scorecard, and other measures developed in consultation with local colleges. “Success indicators” are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity.

Chancellor’s Office Basic Skills Initiative “The Basic Skills Initiative (BSI) was a grant funded initiative from the California Community Colleges Chancellor's Office (CCCCO) which began in 2006 as part of the strategic planning process. The goal of the BSI was to improve student access and success. The Strategic Plan guides California Community Colleges as they serve over 2.9 million students annually at 110 colleges.

Chancellor’s Office Student Success and Support Program “Student Success and Support Program (SSSP) is a process that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of Student Success and Support Program are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the student success & support program process: admissions, orientation, assessment and testing, counseling, and student follow-up.”

Governor AB 705 “AB 705 is a bill signed by the Governor on October 13, 2017 that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.”

General Education Patterns Intersegmental General Education Transfer Curriculum (IGET) and the CSU GE-Breadth Requirements

ASSIST “ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California’s public colleges and universities and provides the most accurate and up-to-date information about student transfer in California.”

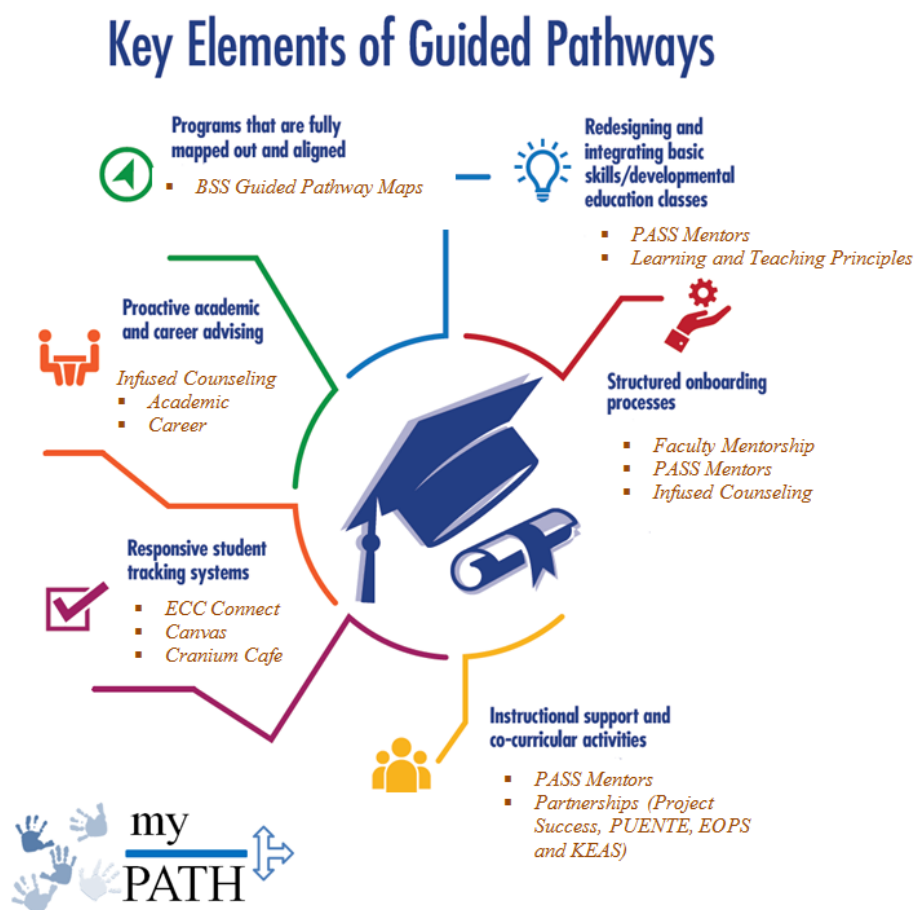
Articulation Agreements “An articulation agreement is an agreement with a four-year institution that specifies which El Camino College classes may be transferred to meet general education, elective, or major requirements. The purpose of articulation is to facilitate the successful transfer of students from the community colleges to the baccalaureate colleges and universities.”

CSU Associate Degree for “The California Community Colleges (CCC) Associate in Art for Transfer

Transfer (AA-T) and the Associate in Science for Transfer (AS-T) degrees are two-year associate degrees that are fully transferable to the CSU and are no more than 60 semester units or 90 quarter units. With these Associate Degrees for Transfer (ADT) students who meet the CSU’s minimum eligibility requirements are guaranteed priority admission to a CSU campus, though not necessarily to a particular campus or major.”

UC Transfer Admission Guarantee “Six UC campuses offer the Transfer Admission Guarantee (TAG) program for California community college students who meet specific requirements. By participating in TAG, you may receive early review of your academic records, early admission notification and specific guidance about major preparation and general education coursework.”

Figure 2: myPATH and Guided Pathways



Once having completed this training, participating faculty will have a myPATH designation in the schedule of classes for the sections they teach or wish to teach as a myPath section. This designation in the schedule of classes serves a twofold purpose:

1. It identifies for students courses that are integrating equity-minded/culturally responsive teaching and the four pillars of Guided Pathways.
2. It serves as an incentive for faculty in BSS to go through SER training to have their courses designated as a myPATH section.

The addition of this model would make equity across BSS scalable while bolstering the four pillars of Guided Pathways in the Division. It also provides students who cannot enroll in a BSS learning community the opportunity to engage in an equity-minded/culturally responsive learning experience.

To identify which courses to recruit for myPATH designation, BSS will collaborate with institutional research to see which BSS IGTEC and CSU GE courses in designated GE areas are most populated by students. Once this has been accomplished, BSS will begin recruiting and training faculty interested in implementing an equity-minded/culturally responsive/Guided Pathway framework into these courses. Thus, El Camino College students enrolling in BSS courses will have two options to experience innovative learning environments: learning communities and designated myPATH stand-alone courses. Through this model, BSS will address the four pillars of the Guided Pathway model at a classroom level.

Behavioral and Social Sciences , myPATH and Partnerships

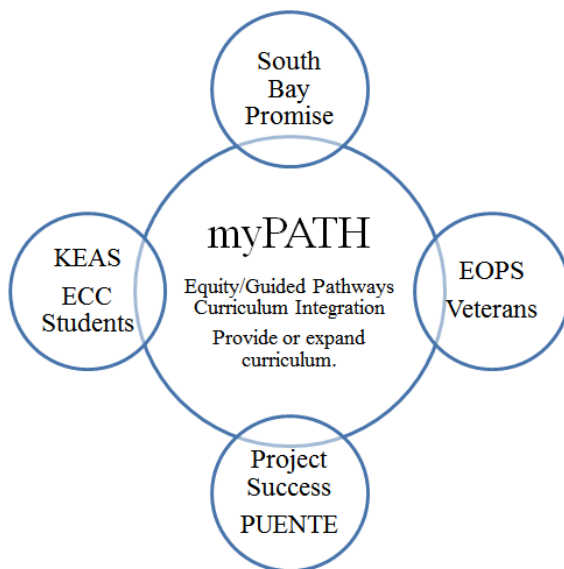
Since myPATH is not a program but a curriculum model, it affords BSS the opportunity to pursue partnerships with existing programs while still making its classes accessible to all students on campus. For example:

- myPATH classes can help expand the curriculum of Project Success and PUENTE
- myPATH classes can provide curriculum to EOPS and Veterans Services Program
- myPATH classes can continue the work of the South Bay Promise once students have completed their first year
- myPATH classes are open to all students on campus and expose these students to some of the elements that students belonging to programs experience

Critical to myPATH classes is the integration of student support. Students enrolled in myPATH classes who are also enrolled in ECC programs that have selection criteria will continue to use their designated counselors. For students not enrolled in a program, myPATH will establish a partnership with the Knowledgeable, Engaged, and Aspiring Students

Program (KEAS). This program provides “equitable support services to reduce the academic achievement gap and increase persistence rates among our college community.” It is an open enrollment program with no selection criteria that includes academic counselors.

Figure 3: myPATH Partnerships



Evaluation Metrics

Data generation to measure myPATH’s success in helping students persist and succeed will be done both quantitatively and qualitatively and will include formative and summative information. In addition to using ECC existing evaluation measures, myPATH courses gather additional data generated by students through surveys and self-evaluations. Additional possibilities will be explored with Institutional Research.

Pilot Proposal Budget

Estimated Budget proposal for a pilot of 10 myPATH sections for one semester: \$36,148.70. Five faculty members will be recruited and new to equity-minded/culturally responsive teaching. Five additional faculty members from SER will participate who are currently infusing equity-minded/culturally responsive teaching. These latter five will not need training.

MyPath Stand Alone Courses

Position	# of Faculty	Hours Per Semester	Rate	Amount
MyPath Faculty- Prep for new participating faculty only	5	10	\$50.58	\$2,529.00
MyPath Stand Alone Participating Faculty BSS per Semester	10	15	\$50.58	\$7,587.00
				\$10,116.00
Benefits 18%:				\$1,820.88
Total with Benefits :				\$11,936.88

MyPath participating faculty participating in Spring and Fall will receive 15hrs per semester at the \$50.58 rate to meet with a PASS mentor. New participating faculty will receive special assignment for 10 prep hours at the \$50.58 rate.

myPATH Faculty Training Costs

Position	# of Faculty	Hours Per Semester	Rate	Amount
myPATH Faculty Training	5	4	\$67.45	\$1,349.00
				\$1,349.00
Benefits 18%:				\$242.82
Total with Benefits :				\$1,591.82

The estimated cost with Benefits for two trainings with 10 participants is \$3,183.64

myPATH PASS Mentors

Position	# of Mentors	Hours per week	Weeks	Rate	Amount
myPATH PASS Mentors	10	10	15	\$13.00	\$19,500.00
					\$19,500.00
Benefits 16%:					\$3,120.00
Total with Benefits:					\$22,620.00