Message from President Matt Wetstein

In a world where students are accustomed to no, I want their experience to be a “YES” at Cabrillo. One place we are saying "yes" is in all the work we have accomplished with Guided Pathways this year.

- **Yes** – the college has established Career and Academic Pathways, program of study “families” that will help undecided incoming students choose a major
- **Yes** – we have drafted semester-by-semester program maps of the courses needed to complete degrees, so students have clear information about what they need to take.
- **Yes**, we have changed how incoming students are placed in English and Math, so that many more will begin at college level, with additional support.
- **Yes**, we have created an accelerated curriculum to help students move through Math and English faster, along with noncredit courses, to help them brush up on skills they need for particular majors.
- **Yes** – we have provided training in Guided Pathways, both on-campus and off, for Cabrillo faculty, staff and administrators.
- **Yes** – we have created an administrative structure to implement Guided Pathways that features cross-component collaboration, with participation from across the college

Robin McFarland, Faculty Senate President:

“GP has really highlighted our ability at Cabrillo to collectively put our shoulders to the wheel to problem-solve... We are profoundly reexamining what we do from a student’s point of view—considering everything from assessment, to application and registration, to the classroom experience.”
Why Do We Need Guided Pathways?

“The educational path for students at Cabrillo is often too long, inequitable, confusing and costly.”

GP Problem Statement, created by PIT Crew

- Of first-time degree seeking students who entered Cabrillo in 2010, only 2 in 10 had transferred by 2016 and only 1 in 10 had transferred with a degree.
- The average time to completion for certificate, degrees and transfer is between 4 to 5 years looking at the data for the last five years.
- Underrepresented minority students complete a certificate, degree or transfer at significantly lower rates than their white counterparts.
- Students take too many classes that they don’t need. Though only sixty units are needed to complete most degrees, the average number of units taken by students who graduated in Spring 2017 was 100, with the lowest at 80 and the highest near 140.
- Taking too long costs both students and taxpayers money. A student who takes 9 years to learn a BA loses over one million dollars in lifetime earnings.

How are we solving the problem?

Cabrillo is one of 20 colleges selected to participate in the California Guided Pathways Demonstration Project, which provides 3 years of training to implement the model. The college has committed to having the model in place by Fall 2020.

What is Guided Pathways?

Guided Pathways is an institution-wide redesign aimed at improving student success by “creating structured educational experiences that support each student from point of entry to attainment of high-quality post-secondary credentials and careers.”

California Guided Pathways Demonstration Project
To implement Guided Pathways, six major groups - the Pathways Implementation Team (PIT Crew), and the five GP Workgroups - are undertaking specific GP tasks, along with some joint projects.

**Pathways Implementation Team (PIT Crew) –**

**Main task:** GP Oversight Group

- Created GP Problem Statement with data to illustrate it.
- Created a communication plan for sharing GP work with the rest of the college.
- Oversaw the work of each of the GP workgroups.
- Created Fall Flex week focused almost entirely on Guided Pathways.
- Created a work plan through June 2019 for the Guided Pathways Award program, the Chancellor's Office program to support Guided Pathways.
- Completed homework required for each of the 3 Institutes of the California Guided Pathways Demonstration Project.
- Facilitated student focus groups in Aptos and Watsonville to examine the student experience at Cabrillo.
- Examined college data through an equity lens.

**Entering the Path Workgroup –**

**Main task:** Help students get the best start at the college

- Scanned best practices occurring in recruitment, orientation, assessment, noncredit, financial aid, and dual enrollment.
- Evaluated 5 cohort programs that implement all on-boarding practices for scalability: ACE, Honors, International Students, Medical Assistant Accelerated program (AMAP) and Business Information Worker.
- Created Cabrillo Scholars and Pledge Program.
- Held Brown Bag activity on this group’s work.

**Defining the Path Workgroup –**

**Main task:** Clarify student paths

- Drafted Career and Academic Pathways (CAPS) and facilitated faculty approval of them.
- Surveyed students to name the CAPS.
- Held a pilot to begin the program mapping process.
- Facilitated the process used to draft one program map for each of the college’s 55 programs.
Workgroups Continued…

**Redesigning Basic Skills Workgroup—**

**Main task:** Serve as a think-tank and communication vehicle for college-wide redesign of basic skills

- Working with the MMAP Committee, implemented multiple measures assessment of all incoming students in Math and English for fall 2018.
- Working with departments, created accelerated English and Math curriculum.
- Working with departments, developed a variety of support methods (co-requisite model, supplemental instruction, noncredit modules) to help students complete transfer level English and Math in their first year.

**Staying on the Path Workgroup –**

**Main task:** Keep continuing students on track

- Scanned best practices in mentoring, student employment, methods of communication and services that support development.
- Drafted map of student support services momentum points.
- Held Brown Bag activity on this group’s work.

**Ensuring Learning Workgroup—**

**Main task:** Help the college use practices that assess and enrich student learning

- Scanned resources on campus to support student learning and outcomes assessment.
- Applied for and received approval from the Faculty Senate to revise program SLOs (PSLOs).
- Completed pilot of revising PSLOs for two programs.
CABRILLO CAREERS AND ACADEMIC PATHWAYS

Creative Arts & Design
Art History
Art Photography
Art Studio
Dance
Digital Media
Engineering Technology
Music
Music Technology & Recording Arts
Theatre Arts

Science, Technology, Engineering & Mathematics

Astronomy
Biology
Chemistry
Computer Networking & System Administration
Computer Science
Computer Support Engineering
Engineering Engineering Technology
Environmental Science
General Science
Geography (Physical)/Meteorology
Geology
Horticulture/Agricultural Plant Sciences
Math
Oceanography
Physics

Entrepreneurship & Business
Accounting/Finance
Business
Computer Applications & Business Technology
Construction & Energy Management
Culinary Arts & Hospitality Management
Digital Media
Economics
Horticulture
Music Technology & Recording Arts
Welding

Global & Human Studies
Anthropology
Art History
Bilingual & Bicultural Studies
Communication Studies
Criminal Justice
Early Childhood Education
Economics
Elementary Teacher Education
English
Geography – Cultural History
Human Services
Journalism
Latin American Studies
Philosophy
Political Science
Psychology
Sociology
Women’s Studies
World Languages

Health and Public Service
Criminal Justice
Dental Hygiene
Fire Technology/
Emergency Medical Technician
Health Science
Kinesiology
Medical Assisting
Nursing
Radiologic Technology
<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Activity</th>
<th>Name of Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/21/17</td>
<td>Flex Week</td>
<td>Guided Pathways: The Musical</td>
<td>The Wizard of Oz, through a Guided Pathways lens.</td>
</tr>
<tr>
<td>8/21/17</td>
<td>Flex Week</td>
<td>Defining the Path: Exploring Cabrillo’s Possible Career and Learning Pathways</td>
<td>Roll out of our draft metamajors</td>
</tr>
<tr>
<td>10/13/17</td>
<td>Brown Bag</td>
<td>The Student Experience of Guided Pathways</td>
<td>Two speakers from Bakersfield College explain their approach to GP and how it benefits students</td>
</tr>
<tr>
<td>11/17/17</td>
<td>Brown Bag</td>
<td>Playing with GP Data</td>
<td>An analysis of student course taking patterns based on transcripts of 12 students who graduated last year in six different majors</td>
</tr>
<tr>
<td>1/23/18</td>
<td>Flex Week</td>
<td>Matching Curriculum to Careers</td>
<td>How to use O*NET to discover skills and abilities listed by employers</td>
</tr>
<tr>
<td>1/24/18</td>
<td>Flex Week</td>
<td>Guided Pathways Next Steps: ABCs of Program Mapping</td>
<td>The basics of Program Mapping</td>
</tr>
<tr>
<td>1/23/18</td>
<td>Flex Week</td>
<td>Engineering as a Pathway to Transfer</td>
<td>One model of creating and presenting program maps to students.</td>
</tr>
<tr>
<td>1/24/18</td>
<td>Flex Week</td>
<td>Guided Pathways Next Steps: ABCs of Program Mapping</td>
<td>The basics of program mapping</td>
</tr>
<tr>
<td>3/16/18</td>
<td>Brown Bag</td>
<td>Entering the Path: Evaluating and Redesigning the New Student's Experience</td>
<td>A review of the work of the Entering the Path workgroup with activities to illustrate the student experience</td>
</tr>
<tr>
<td>4/20/18</td>
<td>Brown Bag</td>
<td>Student Roadblocks to Staying on the Path</td>
<td>A review of the work of the Staying the Path workgroup with activities to illustrate the student experience</td>
</tr>
</tbody>
</table>
### Guided Pathways Off-Campus Conferences & Trainings

#### 2017-2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Sponsor</th>
<th>Name</th>
<th>Who Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 24, 2017</td>
<td>IEPI</td>
<td>Leadership Matters: Reimagining Leadership to Sustain Transformative Change through Guided Pathways</td>
<td>Marcy Alancraig, Michelle Donahue, Leticia Maldonado, Isabel O’Connor, Karen Reyes, Tootie Tzimbal</td>
</tr>
<tr>
<td>September 17-19, 2017</td>
<td>California GP Demonstration Project</td>
<td>Institute #1: Leadership for Transformational Change</td>
<td>Marcy Alancraig, Sue Gochis, Laurel Jones, Robin McFarland, Isabel O’Connor, Kathy Welch</td>
</tr>
<tr>
<td>October 23, 2017</td>
<td>IEPI</td>
<td>Guided Pathways Workshop</td>
<td>Marcy Alancraig, Carrie Mulcaire, Becky Morgan, Alta Northcutt, Isabel O’Connor</td>
</tr>
<tr>
<td>November 30 to December 2, 2017</td>
<td>California GP Demonstration Project</td>
<td>Institute #2: Mapping Pathways Through the Institution</td>
<td>Marcy Alancraig, Gerlinde Brady, Sue Gochis, Carolyn Jackson, Laurel Jones, Isabel O’Connor, Anna Zagorska</td>
</tr>
<tr>
<td>February 8-10, 2018</td>
<td>California GP Demonstration Project</td>
<td>Institute #3: Pathways to Transfer and Employment</td>
<td>Marcy Alancraig, Sue Gochis, Isabel O’Connor, Kim Mansfield, Francine Van Meter, Matt Weiss, Matt Wetstein</td>
</tr>
<tr>
<td>April 3, 2018</td>
<td>IEPI</td>
<td>Advanced Guided Pathways Workshop</td>
<td>Marcy Alancraig, Leslie DeRose, Angela Hoyt, David King, Isabel O’Connor, Barbara Schultz Perez, Jim Weckler</td>
</tr>
</tbody>
</table>
Thanks to all who participated in Guided Pathways this year!

Names listed in alphabetical order: