GUIDED PATHWAYS

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Brief Presentation Outline

1. *Why?*

2. *What is it?*

3. *Brief history*

4. *Principles and Components*

5. *Comparing models*

6. *Student perspective*

7. *Snapshots of effectiveness*

8. *Closing & Discussion*

"Equity is at the core of the Guided Pathways movement"

- Dr. Sonya Christian, President of Bakersfield College

Lost in a Maze

New Students Want to Know

- What are my career options?

- What are the education paths to those careers?

- What will I need to take?

- How long will it take and how much will it cost?

- How much financial aid can I get?

- Will my credits transfer?

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Returning Students Ask

- How far along am I toward completing my program? How much more will I have to pay?

- What will I need to take next term and what will my scheduled be?

- What if I want to change programs?

- Will my credits transfer?

- How can I get work experience in my field of interest?

What Is the "Pathways Model?"

An <u>integrated, institution-wide</u> approach to student success based on intentionally designed, clear, <u>coherent and structured educational experiences</u>, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.

A National Movement

- Achieving the Dream (2004)
- Developmental Education Initiative (2009)
- Growing CCRC Research
  - College too complex & confusing
  - Gateway courses in 1st year
  - Basic Skills Acceleration
- Completion by Design (2011)
- "Redesigning America's Community Colleges" (2015)
- AACC Pathways Project (2016)
- California Guided Pathways Project (2017)
- $150M from State for GP Implementation at CCCs (proposed for 2017-18)

A National Movement

Institution type
- Community College (blue)
- University (orange)

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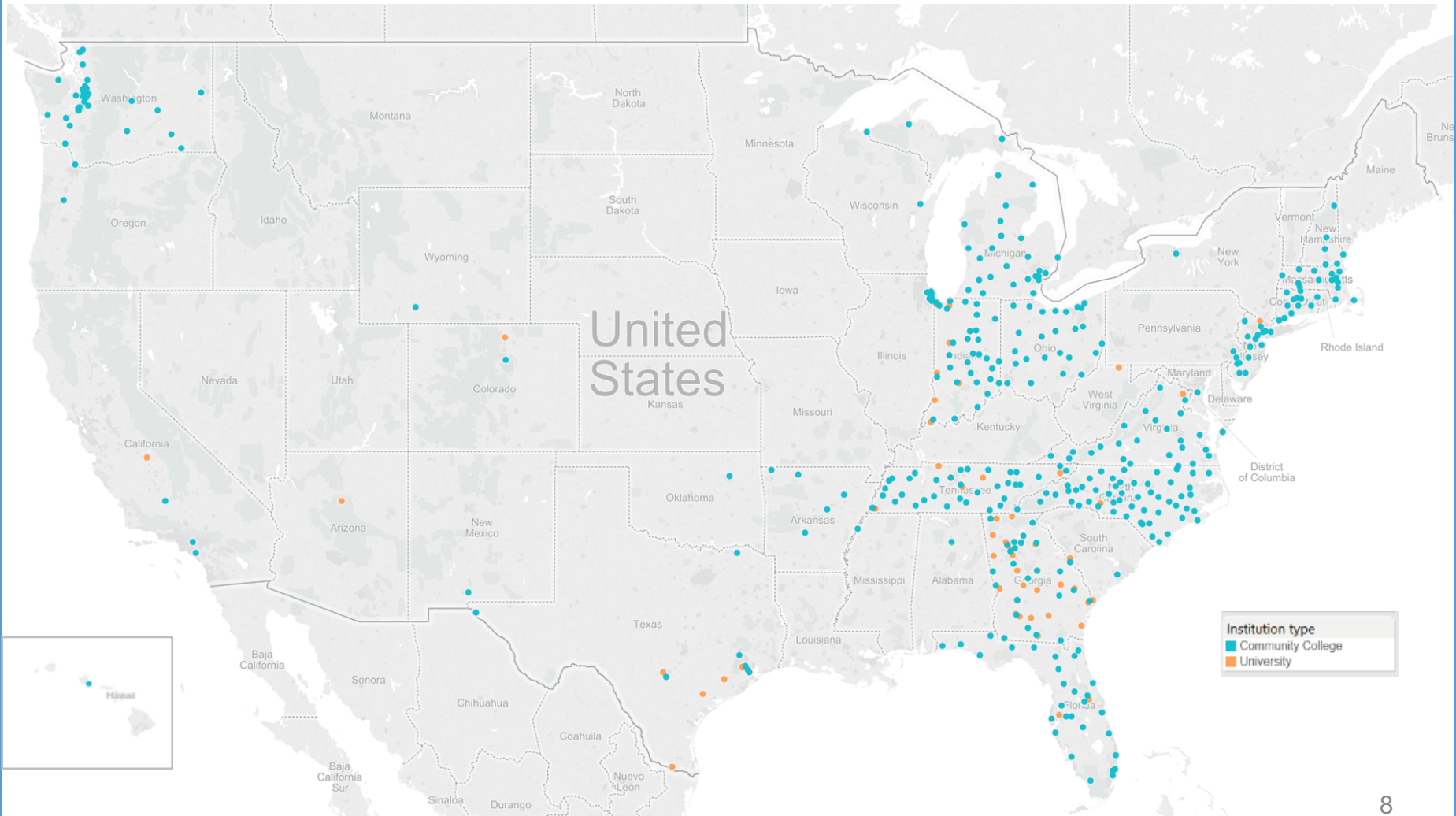
Design Principles

1. *Entire student experience*

2. *Unifying framework for initiatives*

3. *Backward design*

Four Essential Practices of Pathways – "the Four Pillars"

1. *Clarify paths to student end goals*

2. *Help students get on a pathway*

3. *Help students stay on path*

4. *Ensure that students are learning*

Clarify Paths to Student End Goals: What Does It Look Like?

Features:

- Detailed information on target career and transfer outcomes

- Course sequences, critical courses, embedded credentials, and progress milestones

- Math and other core coursework aligned to each program of study

Help Students Get on a Pathway: What Does It Look Like?

Features:

- First-year experiences to help students explore the field and choose a major

- Full program plans based on required career/college exploration

- Contextualized, integrated academic support to help students pass program gateway courses

- K-12 partnerships focused on career/college program exploration

Help Students Stay On Path: What Does It Look Like?

Features:

- Ongoing, intrusive advising
- Systems for students to easily track their progress
- Systems/procedures to identify students at risk and provide needed supports
- A structure to redirect students who are not progressing in a program to a more viable path

Ensure That Students Are Learning: What Does It Look Like?

Features:

- Program-specific learning outcomes
- Project-based, collaborative learning
- Applied learning experience
- Faculty-led improvement of teaching practices
- Systems/procedures for the college and students to track mastery of learning outcomes

Cafeteria Model	Guided Pathways Model
Academic Program Structure	
• Paths to student end goals are unclear. • Program requirements are confusing; guidelines for progression are not clear and consistent. • There is a lack of curricular coherence across courses, and students may not acquire needed skills. • Course schedules are unpredictable and often set to accommodate college needs, not student needs. • Curriculum in high schools and other feeders is not aligned to college requirements.	• Programs are fully mapped out and aligned with further education and career advancement. • Critical courses and other milestones are clearly identified on program maps. • Student learning outcomes are specified across programs. • Predictable schedules are set based on analysis of courses students need to progress on their plans. • HS and other feeder curriculum is designed to prepare students to enter college programs in particular fields.

From CCRC's "What We Know About Guided Pathways"

Cafeteria Model	Guided Pathways Model
New Student Intake	
• Career and college planning is optional. • Undecided students are allowed to explore on their own. • Assessment is used to sort students into remediation or college- level courses. • Prerequisite remediation is narrowly focused on college algebra and English composition.	• Academic plans, based on program maps, are required. • Students are required to enter exploratory majors and choose specific programs on a specified timeline. • Assessment is used to diagnose areas where students need support. • Instruction in foundation skills is integrated into and contextualized with critical program courses.

From CCRC's "What We Know About Guided Pathways"

Two Models Compared (3 of 4)

Cafeteria Model	Guided Pathways Model
Instruction	
• Learning outcomes are focused on courses, not programs. • Instructors are often isolated and unsupported. • Metacognitive skills are considered outside the scope of instruction.	• Faculty collaborate to define and assess learning outcomes for entire programs. • Faculty are trained and supported to assess program learning outcomes and use results to improve instruction. • Supporting motivation and metacognition is an explicit instructional goal across programs.

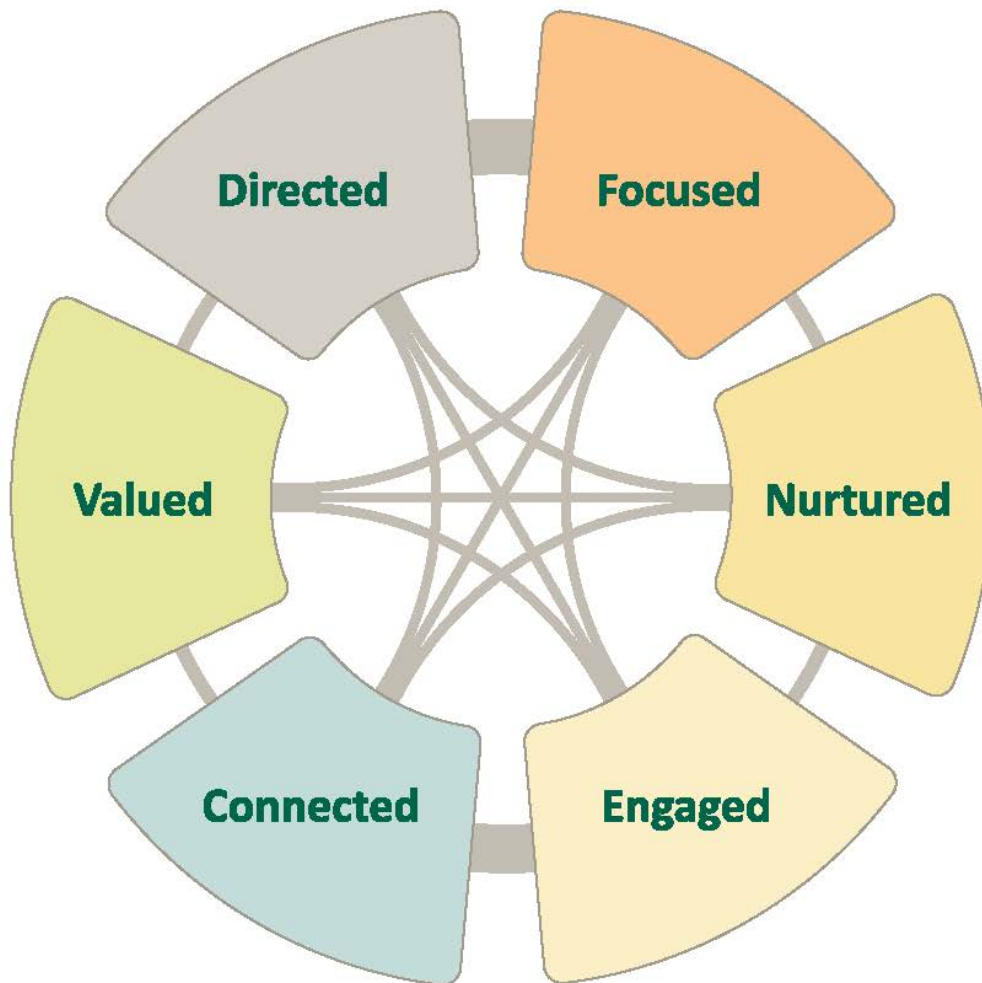*From CCRC's "What We Know About Guided Pathways"*

Cafeteria Model	Guided Pathways Model
Progress Monitoring and Support	
• Student progress is not monitored, or there is limited feedback on progress. • Students do not have a clear idea of what they need to do to complete program requirements. • Students' performance in critical program courses is not closely monitored. • Communication between advisors and academic departments is poor; advisors lack accurate program information.	• Student progress on academic plans is closely monitored, with frequent feedback. • Students can see how far they have come and what they need to do to complete programs. • Early warning systems identify students at risk of failing critical courses and initiate timely interventions. • Advisors work closely with program faculty, with a clear division of labor for monitoring student progress.

From CCRC's "What We Know About Guided Pathways"

Student Support(Re)defined
RP Group

Directed · Focused · Nurtured · Valued · Connected · Engaged

The RP Group asked nearly 900 students from 13 CCCs what supports their educational success, paying special attention to the factors African Americans and Latinos cite as important to their achievement.

Six Success Factors

- **Directed**: Students have a goal and know how to achieve it

- **Focused**: Students stay on track—keeping their eyes on the prize

- **Nurtured**: Students feel somebody wants them to succeed as a student and helps them succeed

Six Success Factors (*cont.*)

- **Connected**: Students feel they are part of the college community

- **Engaged**: Students actively listen and participate in class and are involved in extracurricular activities

- **Valued**: Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

Crosswalk: Success Factors and Guided Pathways

1. Clarify paths to student end goals
   - *Directed*

2. Help students choose and enter a pathway
   - *Directed, Focused, Connected, Nurtured, Engaged*

3. Help students stay on path
   - *Directed, Focused, Connected, Nurtured*

4. Ensure that students are learning
   - *Directed, Focused, Engaged, Connected, Valued, Nurtured*

Evidence of Effectiveness

Full Pathways Implementation. Following Florida State University's implementation of default academic plans, exploratory majors, and proactive advising, four-year graduation rates at the university increased from 44 percent to 61 percent and the share of students graduating with excess credits declined from 30 percent to 5 percent.

New Pathways-Based Program. Guttman Community College in New York (a new, pathways-based college) achieved a 30 percent two-year graduation rate, compared with a median of 13 percent for community colleges in large cities.

Pathways With Comprehensive Supports. The City University of New York's Accelerated Study in Associate Programs (ASAP)—which combines structured academic programs, an array of support services and incentives, and full-time study—documented 2-year and 3-year graduation rates nearly double those for comparison groups. The ASAP students also were 50 percent more likely to enroll in a 4-year college by the end of their third year.

Entering a Major Early On. Among students in one statewide community college system, more than half of those who entered a major in their first year earned a credential or transferred within 5 years, compared with around 20 percent of students who did not enter a major in their first year.

Taking Major Courses Early On. In Tennessee, 40 percent of community college students who earned at least 9 semester units in a major within their first year earned a college credential within 6 years, compared with 16 percent of those who did not attempt at least 9 units.

From LAO's Higher Education Analysis for the 2017-18 budget

Acknowledgements

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More Opportunities for Discussion

Guided Pathways Roundtable Series
- Invitation emails sent to GCC
- April 14, May 5, May 19
- glendale.edu/guidedpathways
- Funded by Title V Abriendo Caminos

Thank You!!

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