



# Guided Pathways

# At

# GCC

A SYSTEMS APPROACH TO CHANGE  
THROUGH INTEGRATION

# What are Guided Pathways?

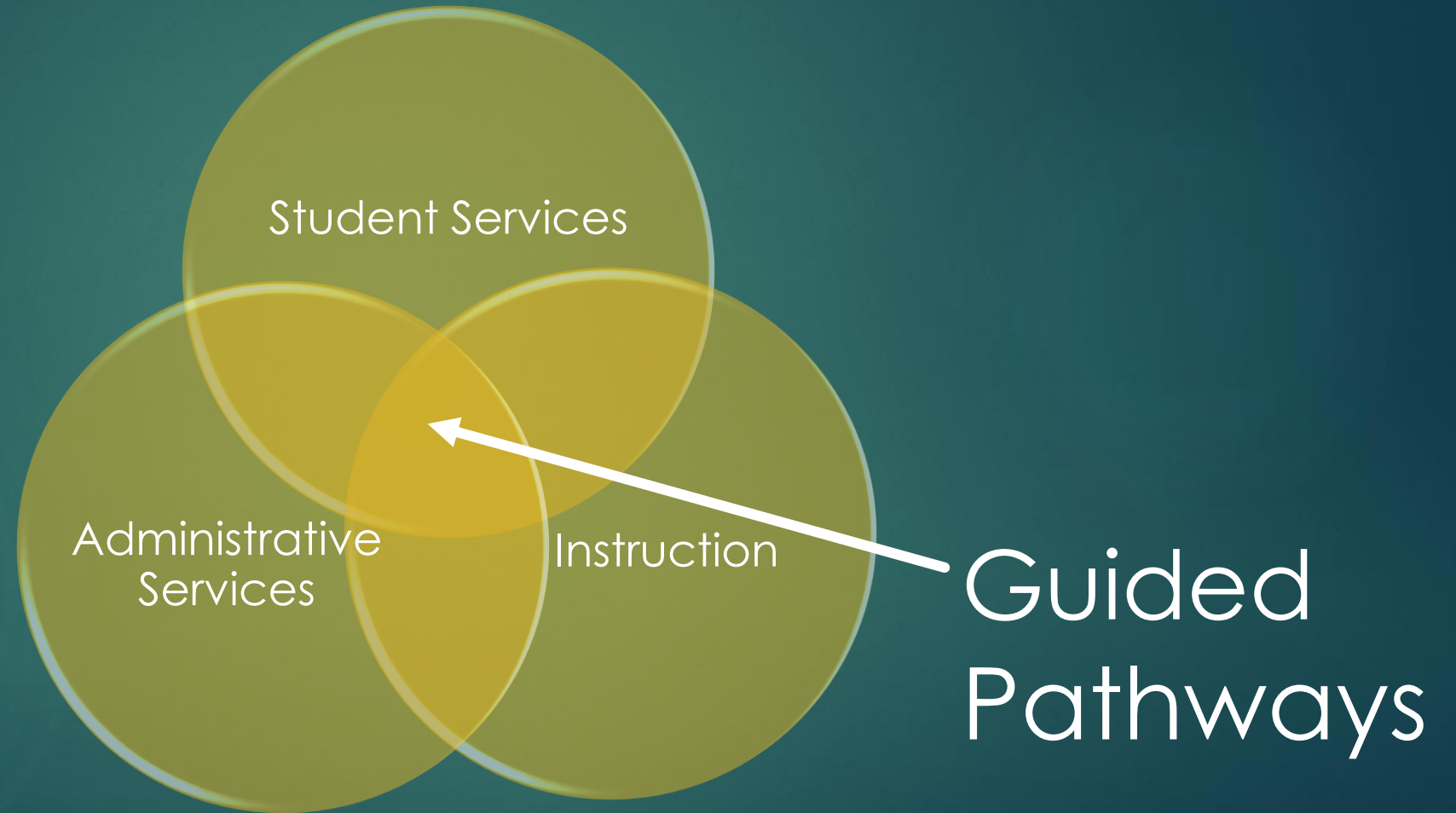
- ▶ Guided Pathways are a "redesigning academic programs and support services to create more clearly structured and educationally coherent program pathways to student end goals, with built-in progress monitoring, feedback, and support at each step along the way" (Jenkins, 2014, p.1).



# Fundamental shift in approach

- ▶ Cafeteria model (Bailey, Jagers, & Jenkins, 2015)
  - ▶ A focus on courses
  - ▶ Thousands of options that result in poor decisions
  - ▶ Individuals are not necessarily aware of their own needs
- ▶ Guided pathways model
  - ▶ A focus on programs
  - ▶ Student decisions about programs and courses depend to some extent on how the options are presented
  - ▶ Structuring but not limiting student options

# INTEGRATION



# Seeing the college from the perspective of the student

A clear point of entry

A single entity, not discreet units

Defined pathways to goals



Scheduling that supports progress

Integrated and available support



# 4 pillars of Guided Pathways

- ▶ Clarify pathways that lead to student goals
- ▶ Help students choose and enter a pathway
- ▶ Help students stay on the path
- ▶ Ensure students are learning

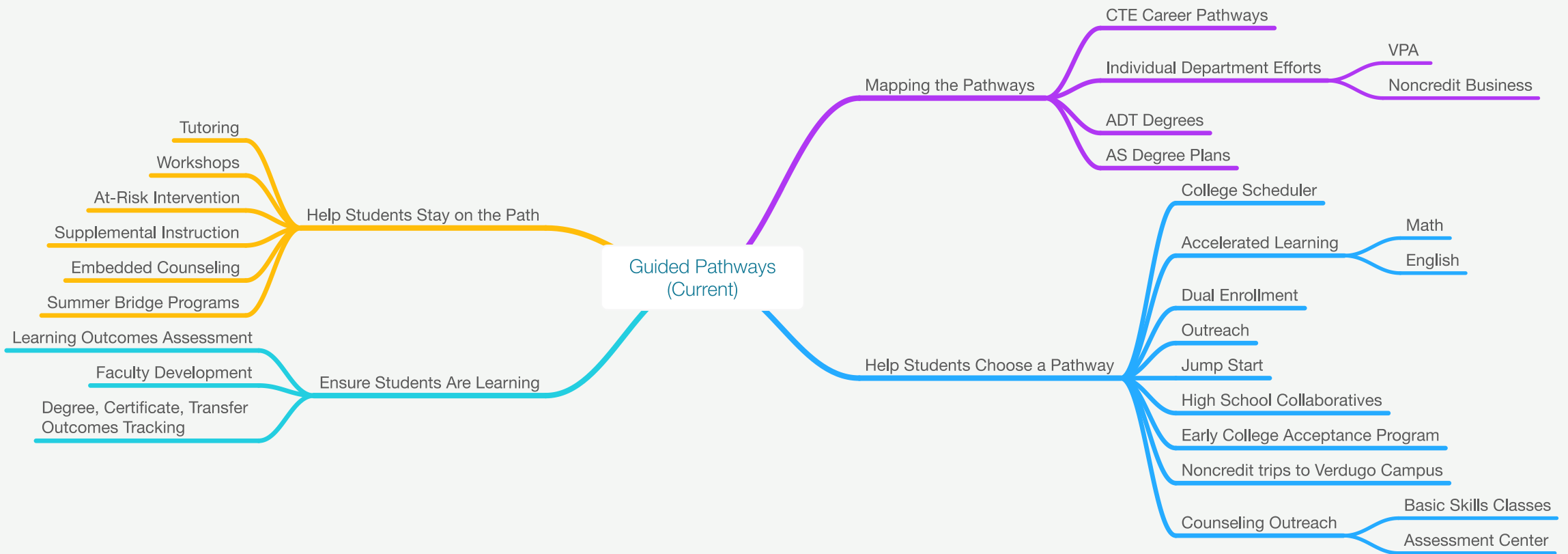


# So, Are guided Pathways ...

- ▶ Outreach
- ▶ Dual Enrollment
- ▶ Career Pathways
- ▶ Counseling
- ▶ Active Learning
- ▶ Contextualized Learning
- ▶ Associate Degree Pathways
- ▶ Associate Degree for Transfer Pathways

**YES**

# What are we doing?

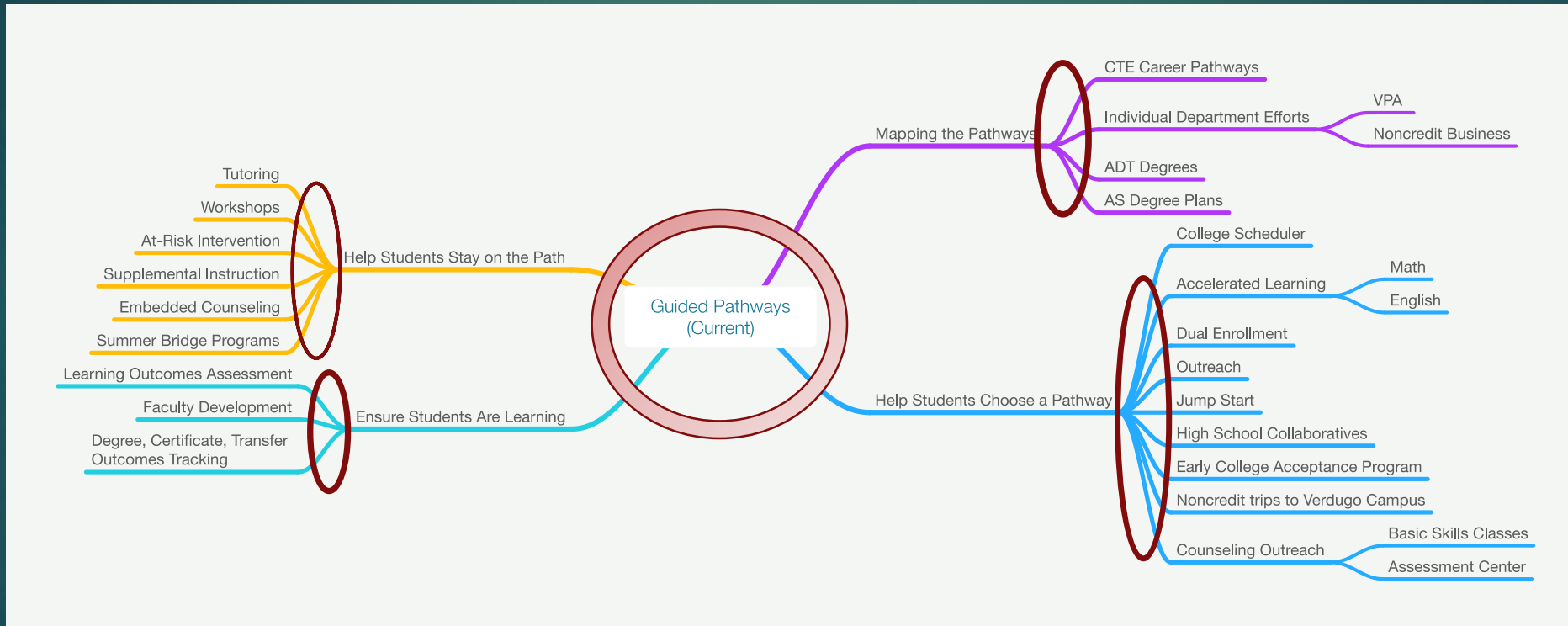




# What is needed

- ▶ Comprehensive clearly defined pathways
  - ▶ A focus on programs over classes
  - ▶ Meta-majors
- ▶ Make pathways accessible to students
  - ▶ More extensive use of technology and design to make pathways accessible
- ▶ Help students stay on the path
  - ▶ High impact practices
  - ▶ Integrated support
- ▶ Ensure that students are learning
  - ▶ Data and outcomes tracking

# Systems: Connections rather than entities



# Collaboration

(Bailey, Jagers, and Jenkins, 2015)

- ▶ "... research suggests that to substantially improve rates of student progression and completion requires changes in practice throughout the students' experience within the college and not just at the front end".
- ▶ "...to improve outcomes on a substantial scale in an environment very different from the past, colleges must undertake a more fundamental re-thinking of their organization and culture."
- ▶ High Performing organizations implement their core functions in a coordinated, complementary fashion that is aligned with organizational goals."

# Urgency

- ▶ Abundance of categorical funding all with an implicit commitment to Guided pathways
- ▶ The need to institutionalize valuable categorical programs, making them a part of our fabric and a more visible and integrated into the student experience
- ▶ A partnership Among all aspects of the college



# Funding sources

- ▶ SSSP
- ▶ Student Equity
- ▶ BSI
- ▶ Strong Workforce
- ▶ Perkins
- ▶ Title V
- ▶ AEBG
- ▶ Governor's 1x Funds

# Five Year Timeline

(CCRC, Implementing Guided Pathways, 2015)

- ▶ Spring 2017
  - ▶ Preliminary discussion
- ▶ 2017 – 2018
  - ▶ Making the case for change
  - ▶ Engagement of faculty, staff, and administration
  - ▶ Vision for goals and change
- ▶ 2018 – 2019
  - ▶ Program mapping
  - ▶ Intake and advising modification
  - ▶ Faculty and staff training



# Five Year Timeline

(CCRC, Implementing Guided Pathways, 2015)

- ▶ 2019 – 2020
  - ▶ Initial Pilots of program design, meta-majors, and redesigned intake and advising
  - ▶ Formative evaluation
- ▶ 2020 – 2021
  - ▶ Broaden implementation
  - ▶ Formative evaluation
- ▶ 2021 – 2022
  - ▶ Begin full-scale implementation
  - ▶ Implement continuous improvement

# Models for Implementation

- ▶ California (AACCC)
  - ▶ Bakersfield College
  - ▶ Irvine Valley College
  - ▶ Mt. San Antonio College
- ▶ Guttman College
- ▶ Miami Dade Community College
- ▶ Arizona State University

Questions?