

GUIDED PATHWAYS

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A 3D maze with a person walking through it. The maze is made of white walls and is viewed from an elevated perspective. A small figure of a person in an orange shirt and blue pants is walking through the maze in the lower-left quadrant. The text is overlaid on the top half of the image.

“Equity is at the core of the
Guided Pathways movement”

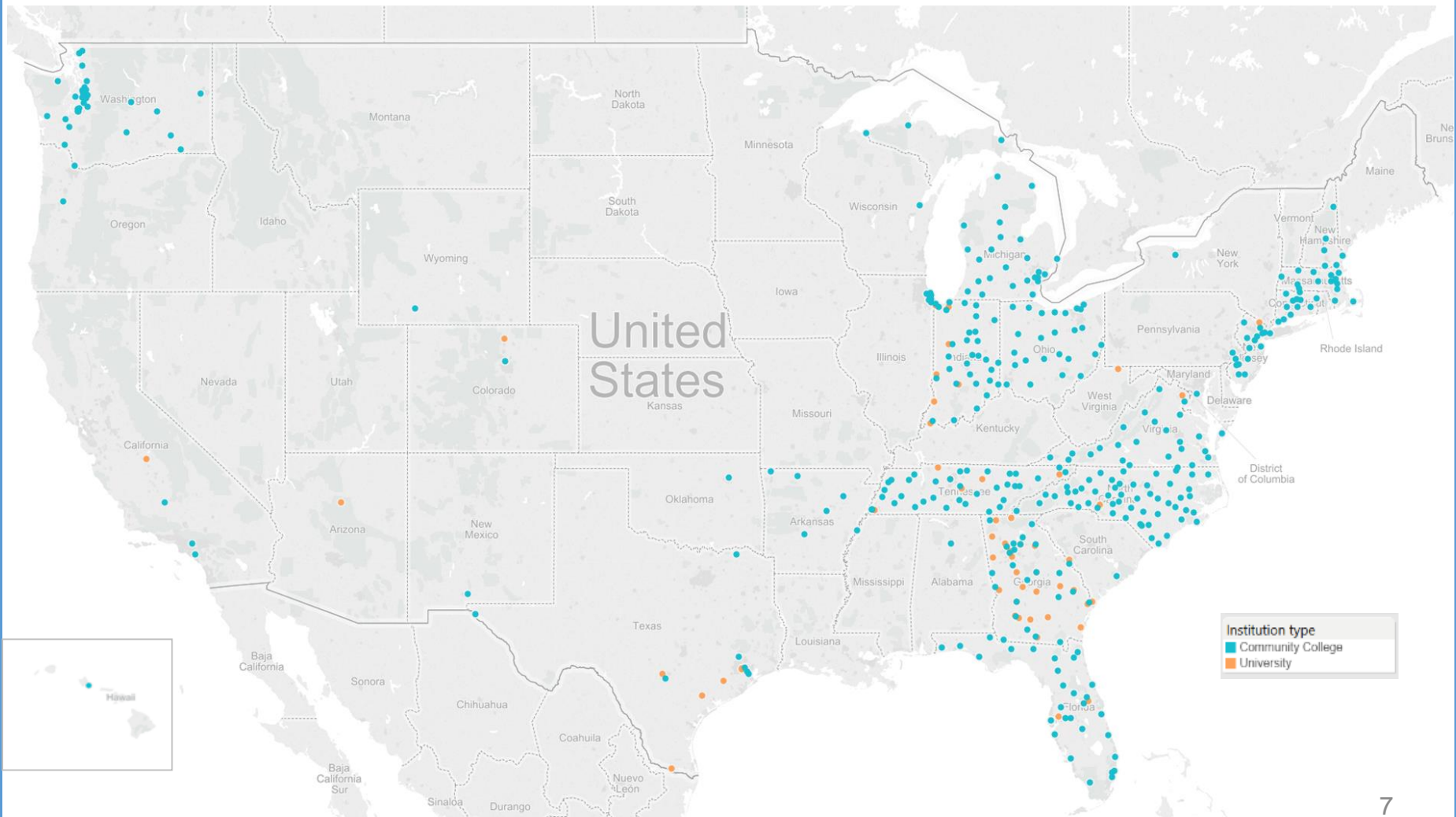
- Dr. Sonya Christian, President of Bakersfield College

Lost in a Maze

What Is the “Pathways Model?”

An integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, 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.

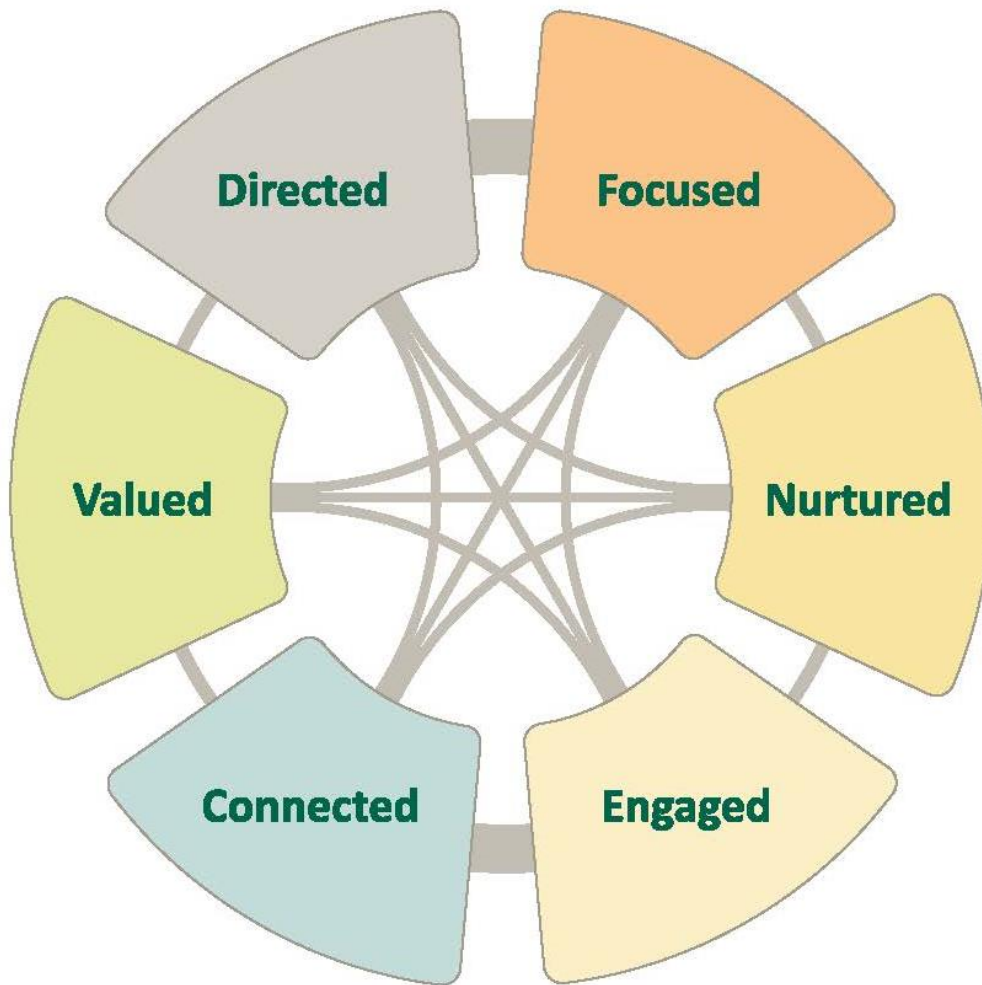
A National Movement



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)

Student Support(Re)defined RP Group



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

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

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.

Spring Discussion Series

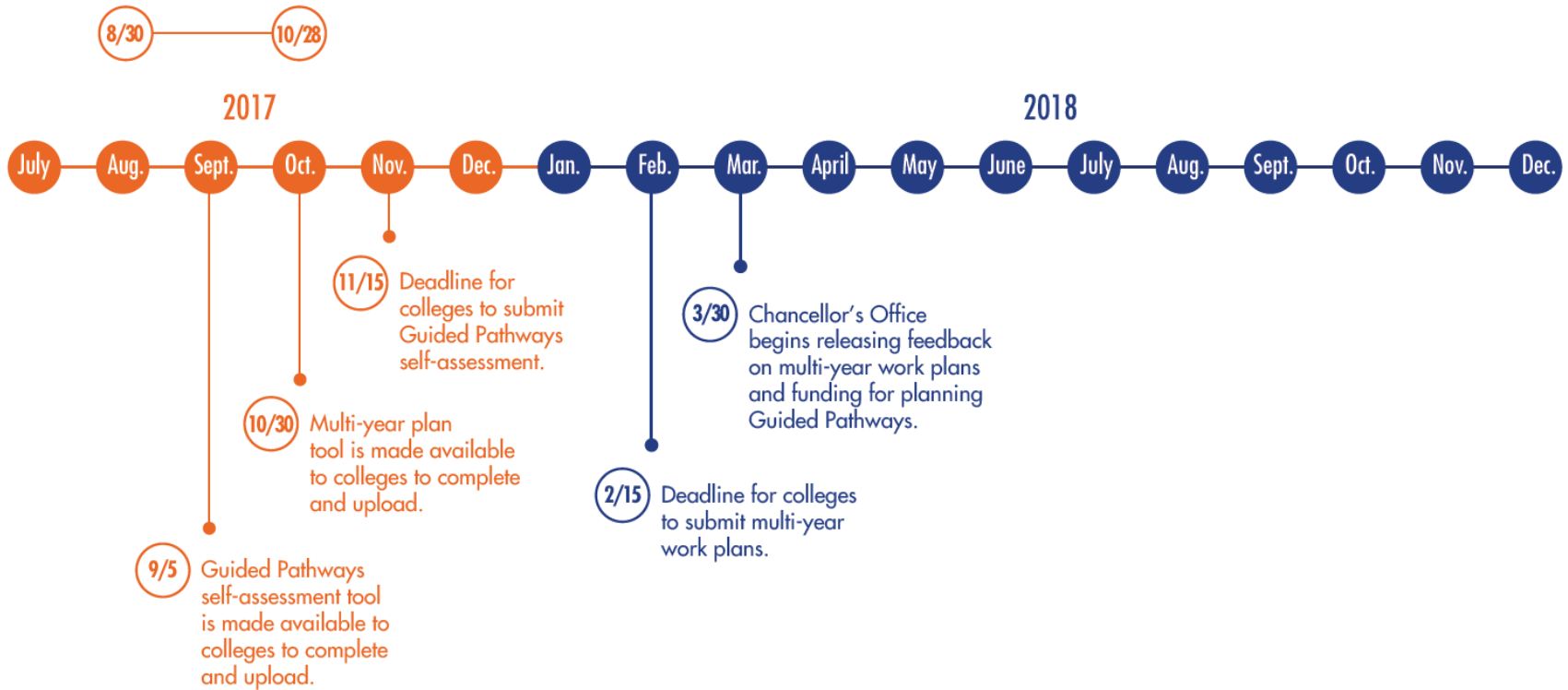
- Many successful and effective services and programs in place now
- Need framework for coordination and integration of student support mechanisms
- Enhancing communication on multiple levels is essential
- All hands on deck needed

State GP Award Program

- \$150M shared by all participating colleges
- Stressed integration of existing student success programs and a team approach
- Recently published timeline with requirements

State GP Award Timeline

Register for and attend a required Institutional Effectiveness Partnership Initiative (IEPI) workshop in your region.



Acknowledgements

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- glendale.edu/guidedpathways
- iepi.cccco.edu/guided-pathways

Thank You!!

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