Understanding Guided Pathways

Presentation for Division Meetings
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Guided Pathways Essential Practices

1. Clarify Paths to Student End Goals
2. Help Students Choose and Enter a Pathway
3. Help Students Stay on Pathway
4. Ensure Students are Learning
What are Guided Pathways?

- Based on the idea that if students are able to determine their interests and choose the right degree earlier on, then they will be more likely to complete their degrees in a timely fashion.

- Most colleges operate on a “cafeteria model” where students are presented with an abundance of classes, programs, and support services which are typically disconnected.

- Redesign the college’s offerings into highly structured, well-designed program maps that align with their career choices and educational goals.
Why Do We Need to Change?

Guided Pathways to Success spring from the following problems:

- Many students do not graduate
- Many students do not graduate on time
- Students are spending extra time and money on courses that do not count toward their degrees
Why Guided Pathways?

60%

20% Gone
30% Vulnerable May Fail
30% Need Guidance
20% Great

100%
Essential Components of Guided Pathways

- Students will choose coherent, whole programs instead of individual, random classes
- Students will make informed, deliberate, and simpler choices
- Students will not take credits outside of their declared major, as all credits are designed to count toward declared degrees
Essential Components of Guided Pathways

- Students will take “milestone” courses to ensure proper progression to graduation.

- Default pathways will be designed so that no student will remain undeclared.

- End-to-end design – pathways or program maps will be designed by faculty and counselors with end goals in mind.
Priorities Identified:

1. **Faculty & Staff Engagement** – Describe the purpose of pathways, meta-majors, and implications for the student experience
2. Conduct staff and student **focus groups**
3. Pilot **mapping process** in one division
4. Develop **meta-majors**
5. **Pilot PIE** and review data with CTE program coordinators in one division. Use results to inform Guided Pathways implementation.
## Guided Pathways Features

<table>
<thead>
<tr>
<th>Pathways Do:</th>
<th>Pathways Do NOT:</th>
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<tbody>
<tr>
<td>• Present <em>highly</em> recommended courses and sequence with an “opt out” feature</td>
<td>• Replace professional guidance from faculty and advisors</td>
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<td>• Recommend specific general education courses and elective courses, based on curricular relevance</td>
<td>• Limit students’ options of courses</td>
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<td>• Identify “on” and “off” ramps via embedded certificates and industry certifications</td>
<td>• Require students to take any additional courses for a specific requirement that was previously satisfied</td>
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<td>• Allow for customization and flexibility based on each student’s unique situation</td>
<td>• Require students to be full-time or part-time, college-ready or college-prep, online or on campus</td>
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<td>• Change due to scheduling or modality</td>
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Summary

Guided Pathways are:

- Designed to ensure students take only necessary courses that count toward their degree
- Different from the “self-service” cafeteria model
- Designed to clarify paths to student end goals
- Help students choose and enter a pathway
- Help students stay on path
- Ensure that students are learning
- College-Wide initiative led by faculty and staff
References


- Bowman, Margaret. “Integrating Academies and Student Support Services to Enable SPC Students to Start Smart and Finish Strong.” National Higher Education Benchmarking Conference. 4 May 2016.


Thank You