

A photograph of a dirt path winding through a dense forest of tall, thin trees with green foliage. The path leads into the distance, slightly to the right. A large, solid red arrow is positioned on the left side of the image, pointing horizontally towards the right, overlapping the forest background.

# Understanding Guided Pathways

Presentation for Division Meetings

October 3, 2018

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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?

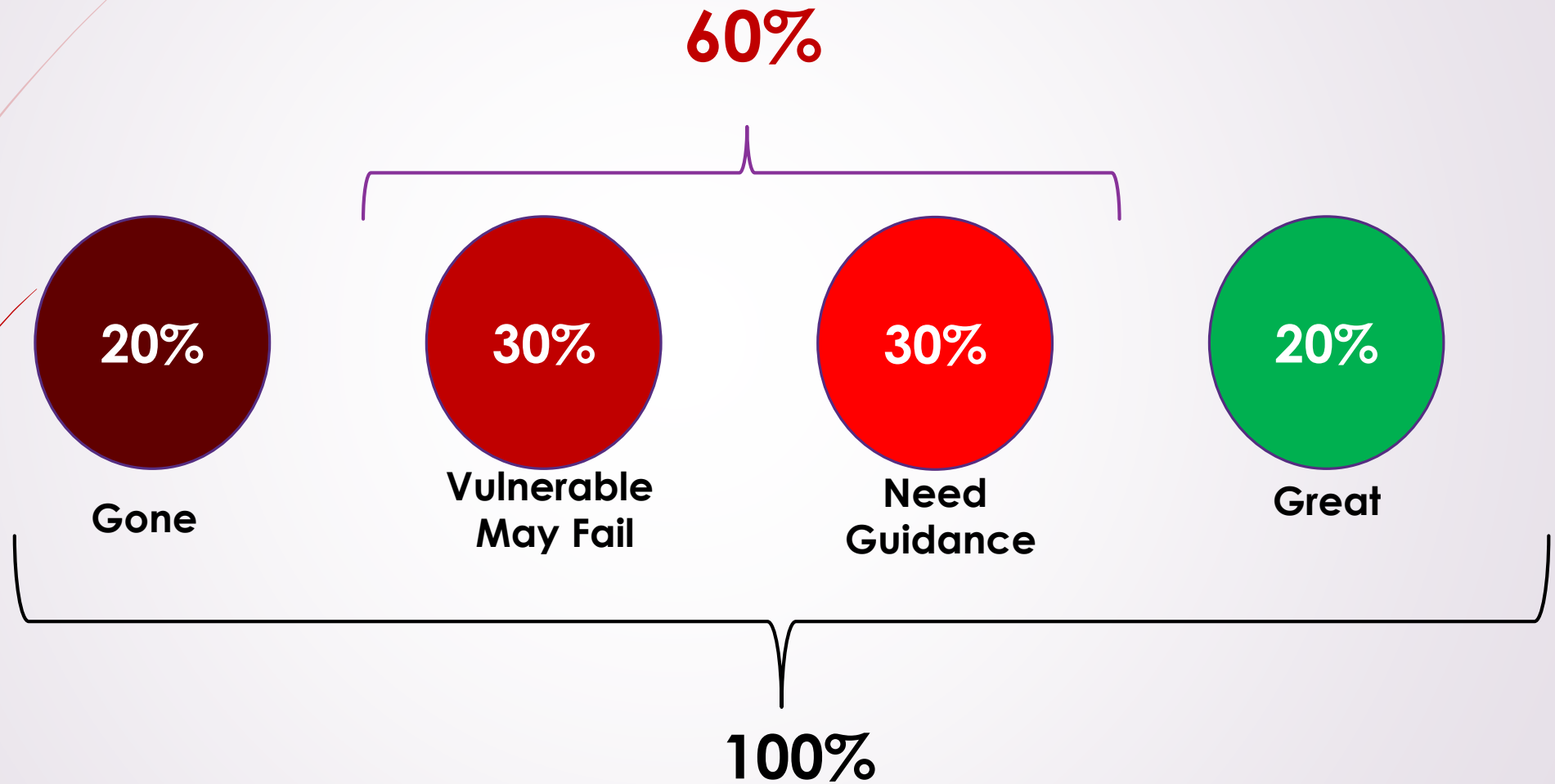
- Based on the idea that if students are able to **determine their interests and choose the right degree earlier on**, then they will be more likely to complete their degrees in a timely fashion.
- Most colleges operate on a **“cafeteria model”** where students are presented with an abundance of classes, 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?





# 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

<b>Pathways Do:</b>	<b>Pathways Do NOT:</b>
<ul style="list-style-type: none"><li>• Present <i>highly</i> recommended courses and sequence with an “opt out” feature</li><li>• Recommend specific general education courses and elective courses, based on curricular relevance</li><li>• Identify “on” and “off” ramps via embedded certificates and industry certifications</li><li>• Allow for customization and flexibility based on each student’s unique situation</li></ul>	<ul style="list-style-type: none"><li>• Replace professional guidance from faculty and advisors</li><li>• Limit students’ options of courses</li><li>• Require students to take any additional courses for a specific requirement that was previously satisfied</li><li>• Require students to be full-time or part-time, college-ready or college-prep, online or on campus</li><li>• Change due to scheduling or modality</li></ul>

# 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

- ▶ Bailey, Thomas R., Shanna Smith Jaggars, and Davis Jenkins. *Redesigning America's Community Colleges: A Clearer Path to Student Success*. Cambridge, Massachusetts: Harvard University Press, 2015.
- ▶ Bailey, Thomas R., Shanna Smith Jaggars, and Davis Jenkins. “What We Know about Guided Pathways.” *CCRC*. April 2015. Accessed 17 June 2018.
- ▶ 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.
- ▶ Johnstone, Rob. “Guided Pathways Demystified I.” *National Center for Inquiry & Improvement*. Nov. 2015. Accessed 17 June 2018.
- ▶ Johnstone, Rob. “Guided Pathways Demystified II.” *National Center for Inquiry & Improvement*. Sept. 2017. Accessed 17 June 2018.

A red ribbon with a textured, woven appearance is draped across the top and sides of the image, framing a central black rectangular area. The words "Thank You" are written in a white, elegant cursive script within this black area.

*Thank You*