

Guided Pathways Report

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A Systems Approach



- Integrated, **institution-wide approach** to student success,
- Intentionally designed, **clear, coherent and structured educational experiences**, informed by available evidence, and
- Guides students effectively and efficiently from selection of their **high school degree program** to point of postsecondary entry through **to attainment of high-quality credentials** and careers with value in the labor market.



Four Pillars of Guided Pathways



Create clear
curricular pathways
to employment and
further education.



Help students
choose and enter
their pathway.



Help students
stay on
their path.



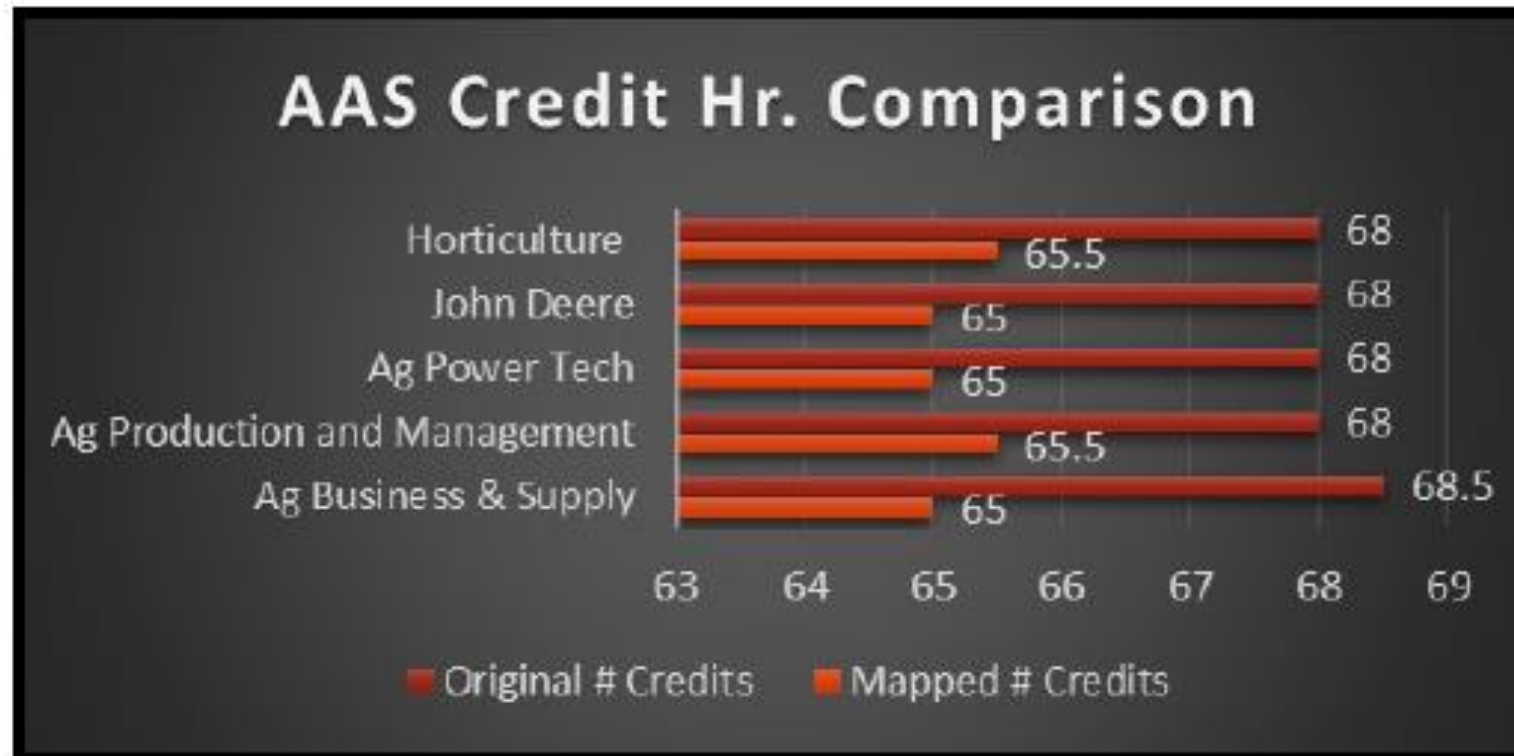
Ensure that
learning is
happening
with intentional
outcomes.

2018/2019 Priorities



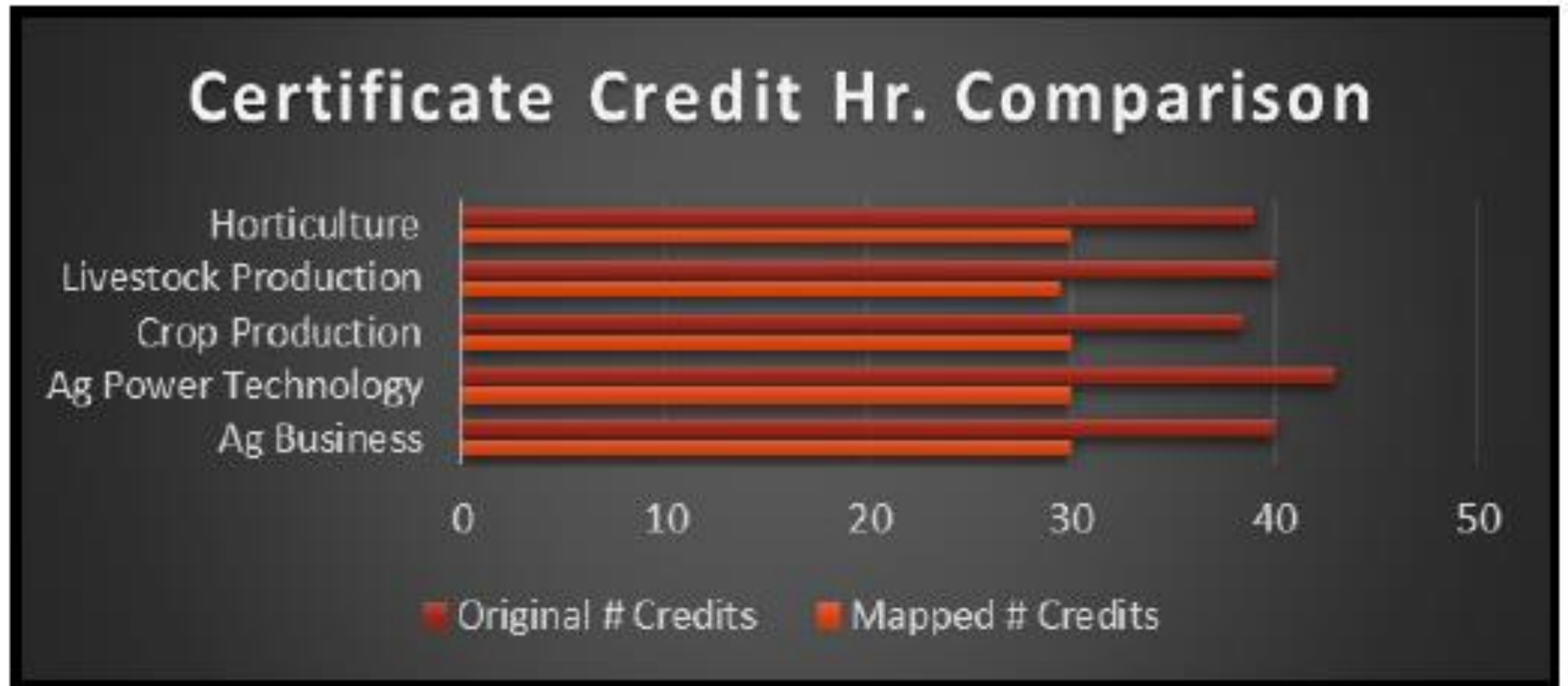
1. Faculty & Staff Engagement
2. Conduct staff and student **focus groups**
3. Pilot **mapping process** in one division
4. Develop **areas of study**

Program Mapping Agriculture



4.3% Reduction in Overall Ag AAS Degree Credit Hours
Average Savings of \$474.25 per AAS Agriculture Student

Program Mapping Agriculture



25.4% Reduction in Overall Ag Certificate Credit Hours
Average Savings of \$1499.23 per Certificate Ag Student
12.1% Overall Credit Hour Reduction in Ag AAS and Certificate

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Areas of Study

- Lake Land College has developed 10 Areas of Study
 - Business
 - Math and Science
 - Education
 - Agriculture
 - Health and Public Services
 - Transportation
 - Information Technology
 - Manufacturing
 - Architectural and Construction
 - Humanities and Social Sciences



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Guided Pathways and High School Partnerships

- Align **high school pathways**, including dual credit courses and student learning outcomes, with community programs
- Bridge K-12 to higher education by assuring **early remediation in the final year of high school**
- Redesign **traditional remediation as an on-ramp** to a program of study
- **Align math** and other foundational skills coursework with a student's program of study
- Provide **accelerated remediation** to help the least prepared students succeed in college-level courses as soon as possible

2019/2020 Priorities

1. Complete **program mapping** in all remaining academic divisions.
2. Identify **necessary supports** to help academically underprepared students.
3. Identify and finalize **redesign needs** in scheduling.
4. Identify gaps, research best practices, and determine appropriate student planning/tracking tool that will support a GPS model.

Table Discussions

- What obstacles or barriers do you see that keep students from successfully transitioning into higher education?
- What new pathways or supports are needed to help these students who do not successfully transition into higher education?
- How do you envision dual credit fitting in the pathways?



**ANY
QUESTIONS?**

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