GUIDED PATHWAYS: OUR NEXT STEPS

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OUTLINE

- Guided Pathways Essential Principles
- Identified Priorities
- Work to Date
  - Focus groups
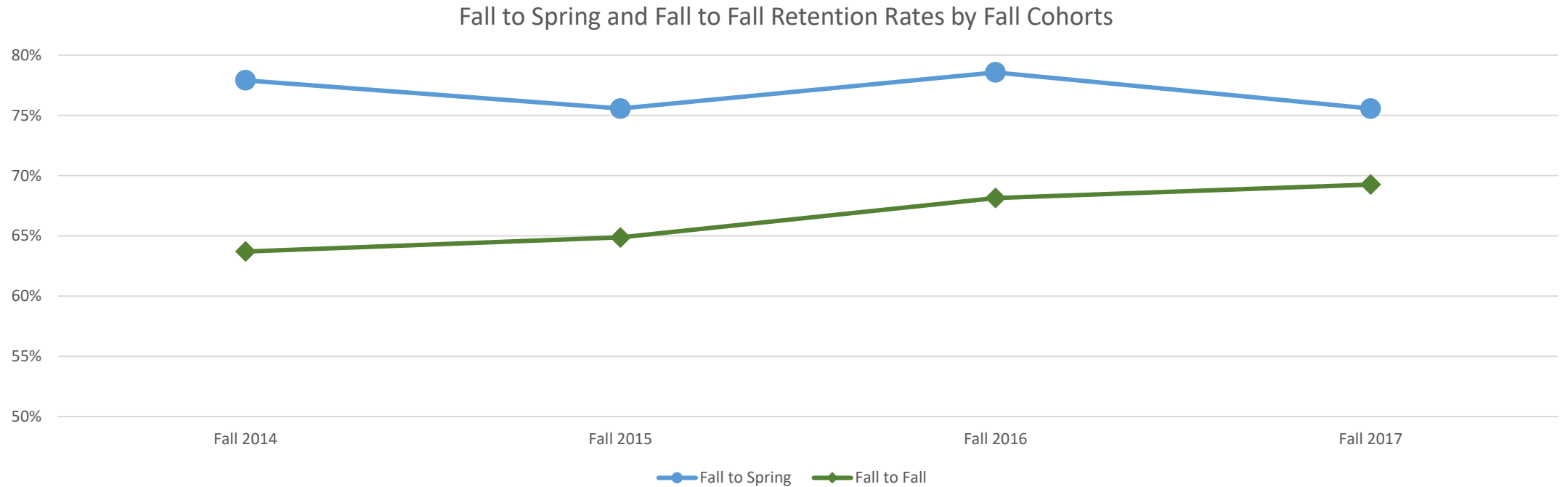 - Program mapping
  - Meta-Majors
- Next Steps

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A SYSTEMS APPROACH

The guided Pathways Model is an…

- Integrated, system-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 the selection of their high school degree program to her/his point of postsecondary entry through to attainment of high-quality credentials and careers with value in the labor market.

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RETENTION RATES FOR ALL DEGREE SEEKING STUDENTS BY FALL TERMS

Fall to Spring and Fall to Fall Retention Rates by Fall Cohorts

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COMPLETION RATES FOR FIRST TIME FULL TIME DEGREE SEEKERS

150% & 200% Time Completion Rate for First Time Full Time Degree Seekers
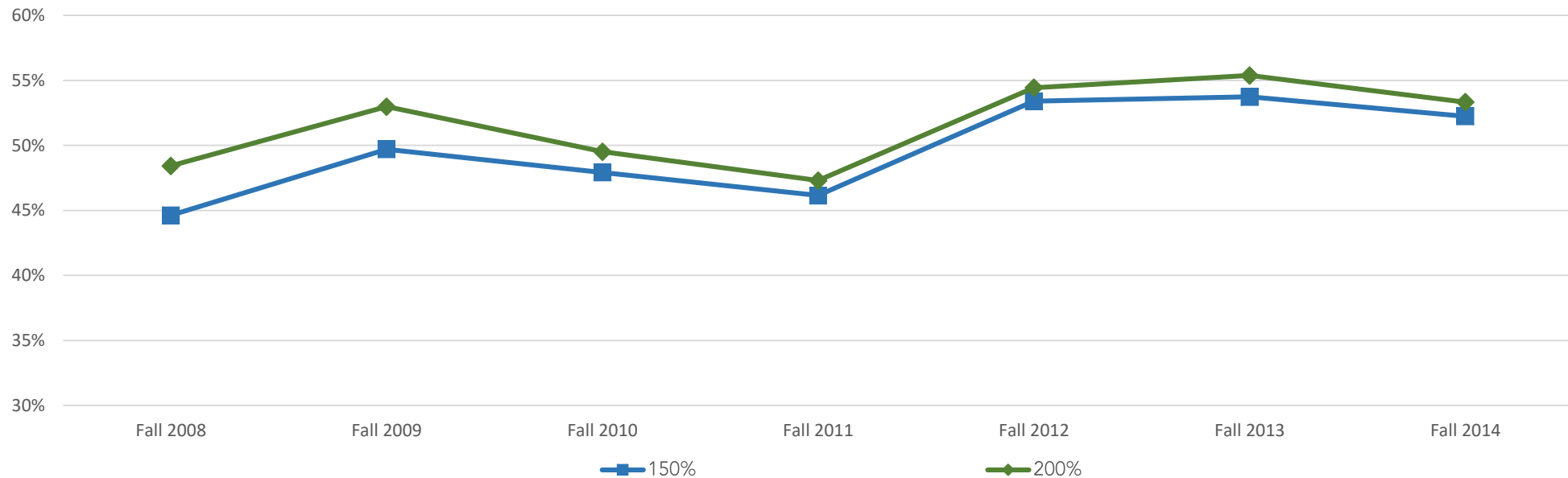
GUIDED PATHWAYS ESSENTIAL PRACTICES

1. **Clarify paths** to student end goals
2. Help students **choose and enter a pathway**
3. Help students **stay on a path**
4. Ensure that **students are learning**

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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.

PRIORITY

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STUDENT FOCUS GROUPS

- **3 Student Focus Groups**
  - ➤ Held at **Mattoon and Kluthe campuses**
  - ➤ **Volunteered** to participate
  - ➤ Student pool was **85% White**
  - ➤ **55 participants** total, 44 % female
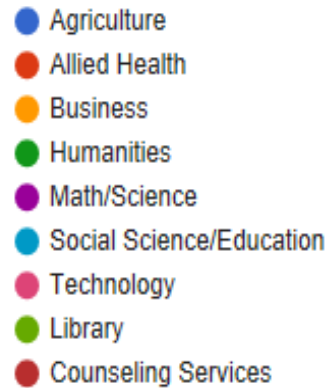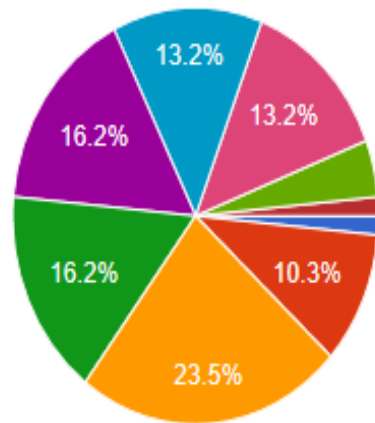
- **Questions focused on:**
  - choice of college
  - attendance barriers
  - choosing classes
  - schedule availability
  - modality preferences
  - registration bottlenecks
  - major selection and change
  - stop-outs

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STUDENT FOCUS GROUP THEMES

- Students attend lake land college because it is **affordable and close to home**

- Early morning classes are difficulty to attend

- Desire to see schedule open further in advance to **register for fall and spring classes at once**

- **Preference for traditional classes** but desire for a **variety in modalities**

- Unsure of how to use degree Audit

- Use Career data to determine major

- Most students have **changed their major at least once**

- Desire for **more instructors to utilize Canvas** and place grades regularly online

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FACULTY SCALE OF ADOPTION (SELF-ASSESSMENT)

- Agriculture
- Allied Health
- Business
- Humanities
- Math/Science
- Social Science/Education
- Technology
- Library
- Counseling Services

- **Focused on four major areas:**
  - ➤ Mapping Pathways to Student End Goals
  - ➤ Helping Students Choose and Enter a Pathway
  - ➤ Keeping Students on the Path
  - ➤ Ensuring that Students Are Learning

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Scale of Adoption Results

1. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.	85.9%
2. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	78.6%
3. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	67.7%
4. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	67.6%
5. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	67.2%

Scale of Adoption Results

6. Special supports are provided to help academically unprepared students to succeed in the "gateway" courses for the college's major program areas—not just in college-level math and English.	66.2%
7. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	65.7%
8. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	63.4%
9. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	59.2%
10. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	59.1%

NEXT STEPS:

1. Develop an **Implementation Plan** from the Scale of Adoption

2. Complete **program mapping** in remaining 5 Ag programs

3. Identify **common curriculum in proposed meta-majors** and receive feedback from divisions

4. Identify **redesign needs** in scheduling

THANK YOU

ANY QUESTIONS?

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