

UNDERSTANDING GUIDED PATHWAYS

DARCI CATHER
DEAN OF GUIDED PATHWAYS FOR STUDENT SUCCESS
LAKE LAND COLLEGE

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COLLEGE

OBJECTIVES

- **History** of Guided Pathways
- Discussion of Problems
- Cafeteria Model vs. Guided Pathways Model
- Guided Pathways **Essential Components and Practices**
- Lake Land College's implementation of Guided Pathways

BACKGROUND INFORMATION

- Based on work through the Gates Foundation ***Completion by Design*** and **Lumina Foundation**
- Groundbreaking research from Bailey, Jaggars, and Jenkins' ***Redesigning America's Community Colleges***
- **AACC's Guided Pathways Project**
- Designed to contribute to the country's **Completion Goals**



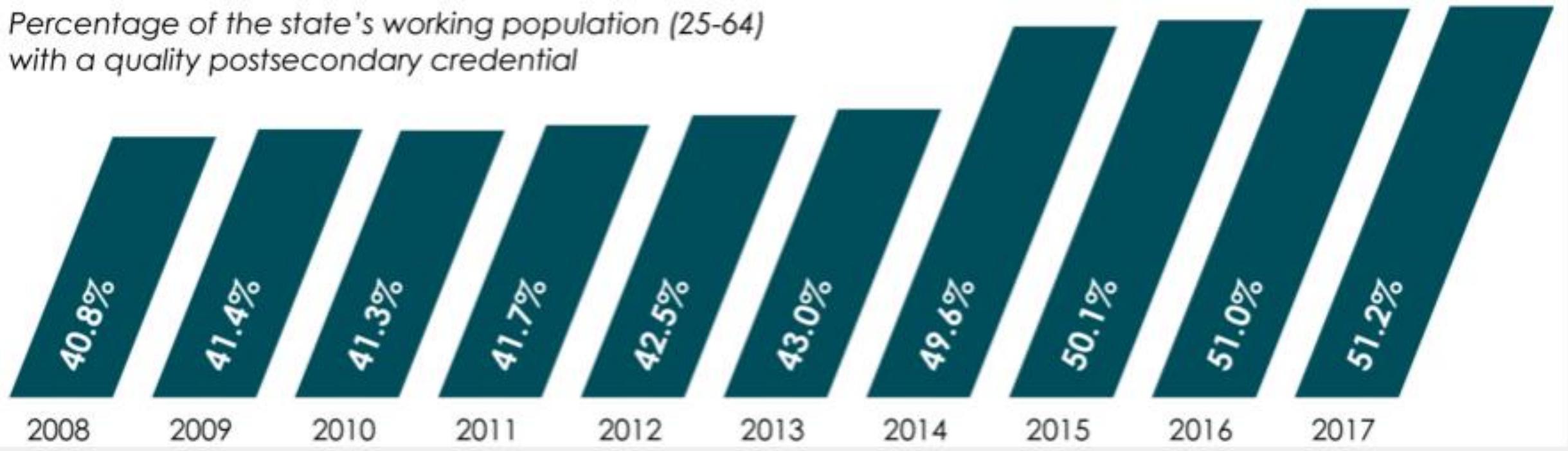
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WHAT GOAL HAS ILLINOIS SET FOR THE
POPULATION (AGES 25-64) TO HAVE A
POSTSECONDARY DEGREE OR
CREDENTIAL BY 2025?

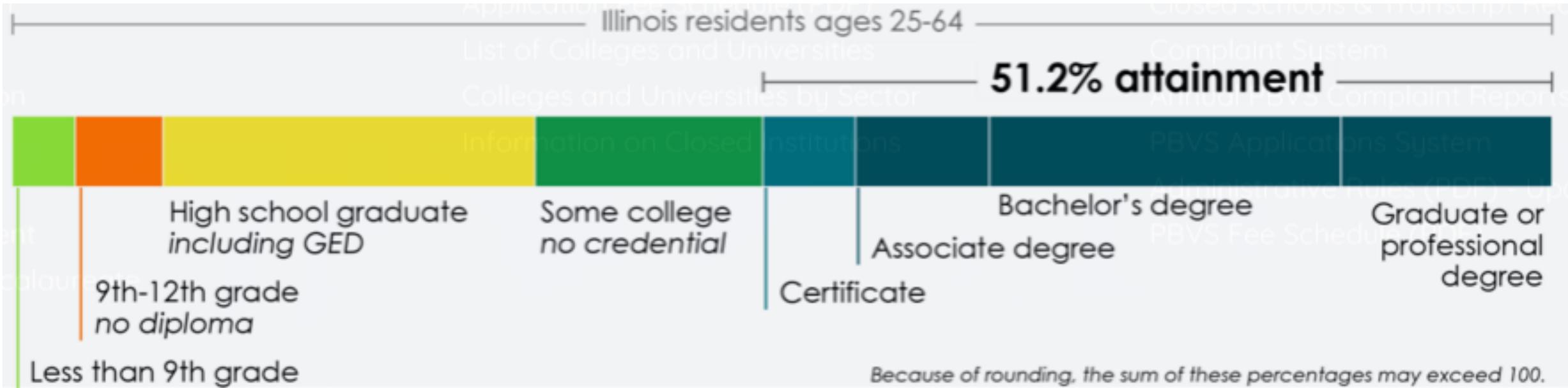
60%

CURRENT ILLINOIS EDUCATIONAL LEVELS

Percentage of the state's working population (25-64)
with a quality postsecondary credential



ILLINOIS EDUCATIONAL LEVELS

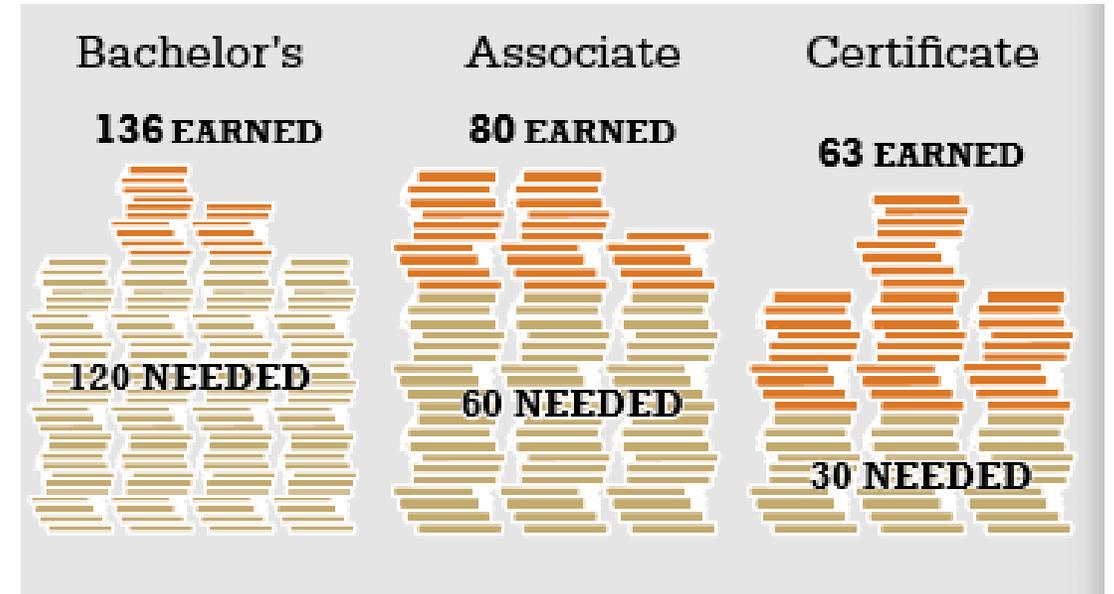
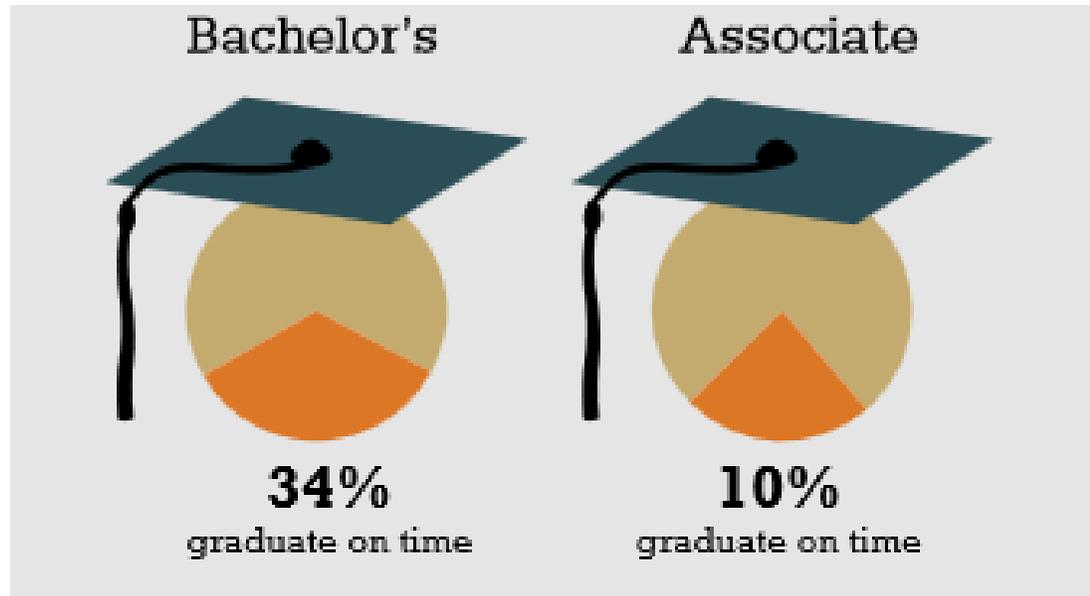


IS AMERICA DREAMING?



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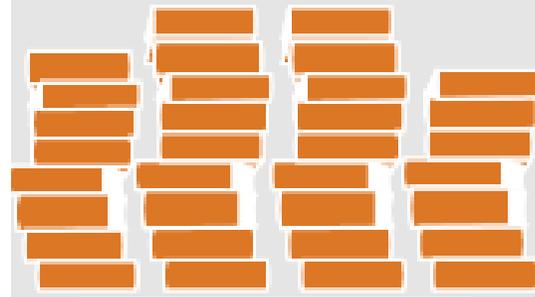
WHAT'S THE PROBLEM?



AS A RESULT...

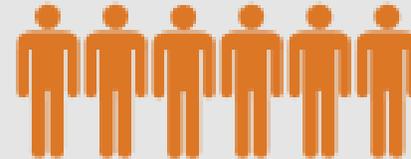
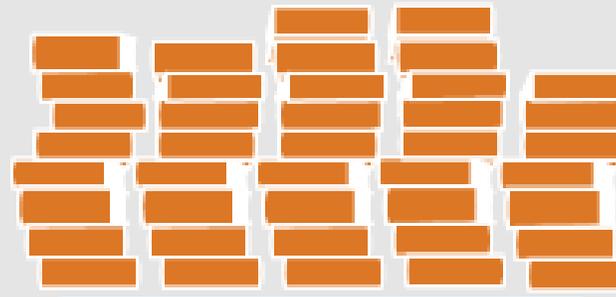
**\$19 billion spent on
excess credits**

\$8 billion



students

\$11 billion



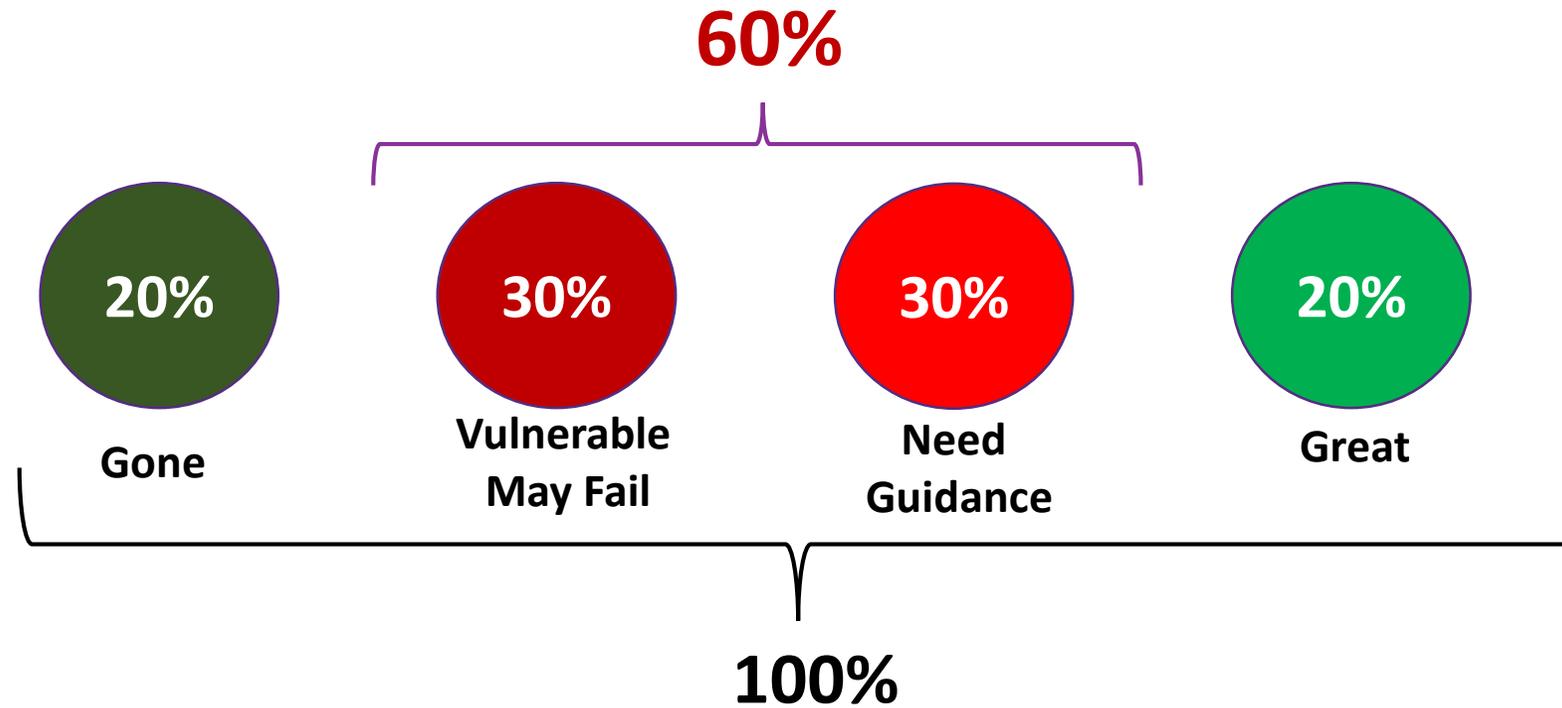
taxpayers

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WHY ARE STUDENTS TAKING SO LONG TO GRADUATE?

- Students make **poor choices and take credits that don't count** toward declared degree
- **Courses are not available** when students need them, and thus they take other courses to maintain financial aid eligibility
- Students **withdraw or fail courses**, having to retake them
- **Broken transfer policies** undermine students' success and progress

WHY GUIDED PATHWAYS?



WHAT ARE GUIDED PATHWAYS?

- Guided Pathways spring from 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.
- Currently most colleges operate on a “**cafeteria model**” in which students are presented with an abundance of classes, programs, and support services which are typically disconnected.

WHAT ARE GUIDED PATHWAYS?

- Redesign the college's offerings into **highly structured, well-designed program maps** that align with their career choices and educational goals.

WHAT'S THE DIFFERENCE?

Cafeteria Style

- Many courses, programs, and supports
- Students navigate resources on their own
- Focus is on maximizing student access

Guided Pathways

- Clearly structured
- Educationally coherent
- Created by faculty and student services professionals
- Active instruction and aligned student support
- Access *with* success

ESSENTIAL PRACTICES

1. Clarify Paths to Student End Goals:

- Simplify students' choices by providing default **program maps**;
- Develop **transfer pathways** by aligning pathway courses with expected learning outcomes with transfer institutions;
- Align **high school pathways** including dual credit courses and student learning outcomes, with college certificates and/or degree programs.

ESSENTIAL PRACTICES

2. Help Students Choose and Enter a Pathway:

- Bridge **K-12 to higher education** through early remediation in the final year of high school;
- Redesign traditional remediation as on “**on-ramp**” to a **program of study**;
- Provide **accelerated remediation** to help unprepared students succeed in college-level courses.

ESSENTIAL PRACTICES

3. Help Students Stay on Pathway:

- Support students through a strong **advising** process;
- Embed **academic and non-academic** supports throughout the students' program to improve student learning and persistence.



ESSENTIAL PRACTICES

4. Ensure that Students are Learning:

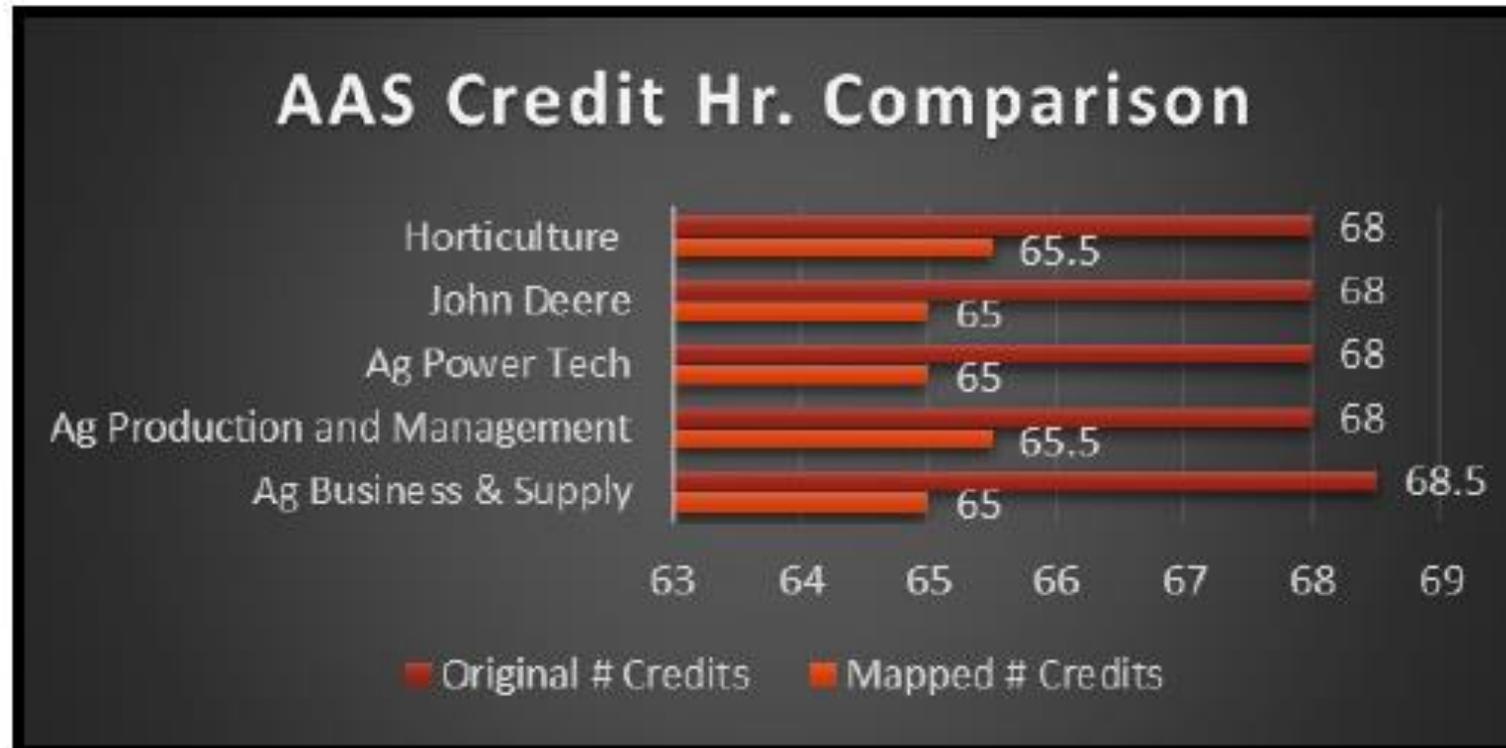
- Establish program-level **learning outcomes** aligned with the objectives for successful employment and further education;
- Integrate **group projects, internships, and other applied learning experiences** to enhance instruction and student success;
- Ensure incorporation of **effective teaching practices** that promotes student engagement.

2018/2019 PRIORITIES



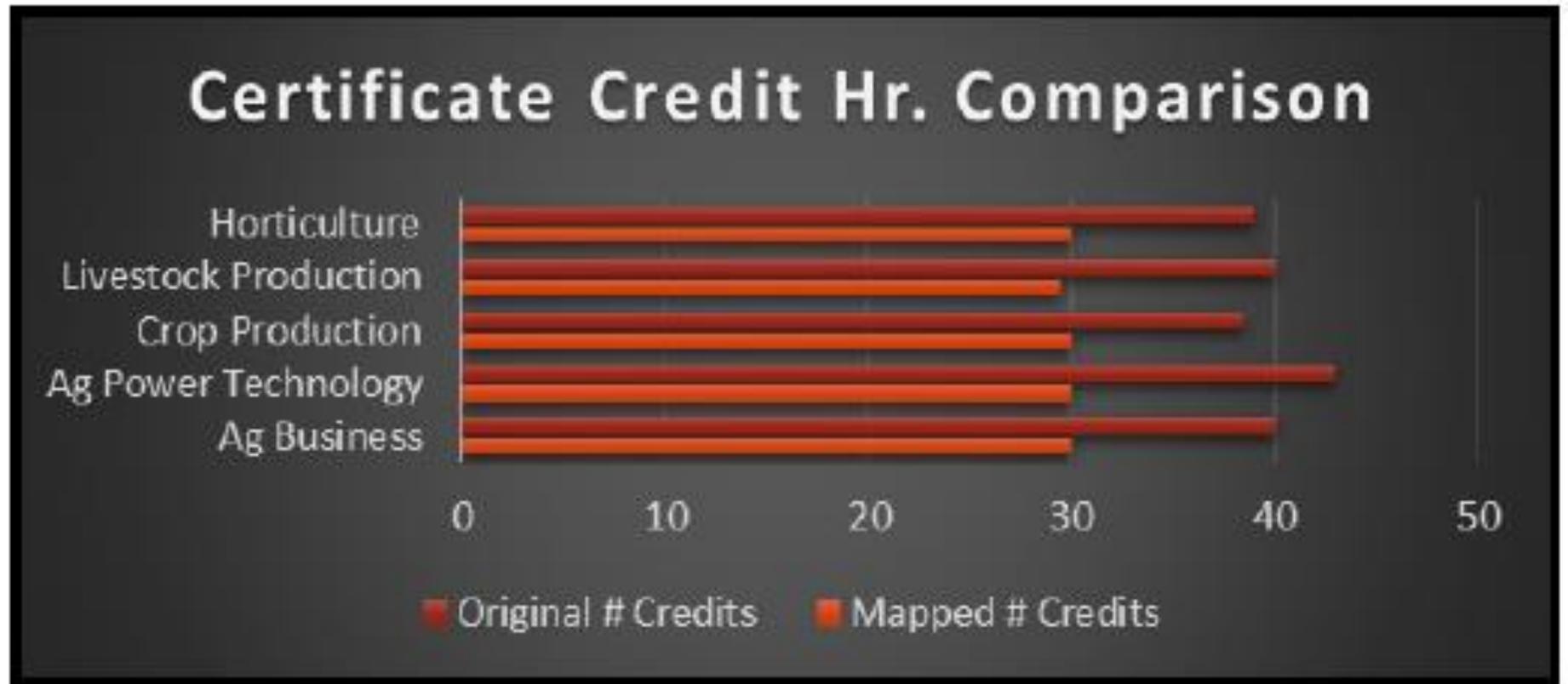
1. Faculty & Staff Engagement
2. Conduct staff and student **focus groups**
3. Pilot **mapping process** in one division
4. Develop **areas of study**

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

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



GPS 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

REFLECTION

- 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?

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- 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.
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