2018-2019

# GUIDED PATHWAYS ANNUAL REPORT


PREPARED BY:
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Dean of Guided Pathways for Student Success

LAKE LAND
COLLEGE

IN THIS REPORT



2018-2019 INSTITUTIONAL PRIORITIES:

1. Faculty & Staff Engagement
2. Conduct staff and student focus groups
3. Pilot mapping process in Agriculture Division
4. Design meta-majors/areas of study

# Understanding Guided Pathways for Student Success

For the FY 2019-2021 Strategic Plan, Lake Land College has identified two Key Focus Areas, which are meant to unite the College community in the pursuit of a few systemic, crucial strategies. The first Key Focus Area is to implement Guided Pathways to Success (GPS), while expanding K-12 and university partnerships, to provide a clear pathway to meaningful educational or career outcomes. The Guided Pathways Model is an integrated, institution-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 her/his point of entry to attainment of high-quality postsecondary credentials and careers with value in the labor market.

Central to the pathways model are clear, educationally coherent program maps—which include specific course sequences, progress milestones, and program learning outcomes—that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field. Students are helped from the start to explore academic and career options, choose a program of study, and develop a plan based on the program maps. These plans simplify student decision-making, and they enable colleges to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently. They also facilitate efforts by faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

## Guided Pathways Essential Practices

- Clarify Paths to Students' End Goals
- Help Students Choose and Enter a Path
- Help Students Stay on the Path
- Ensure that Students are Learning

# Guided Pathways Leadership Team

| Team Member | Area of Representation |
|---|---|
| Darci Cather | Guided Pathways Leadership Team Chair |
| Jennifer Melton | Academic Counselor |
| Bryan Burrell | Academic Counselor |
| Ryan Wildman | Agriculture Instructional Faculty |
| Dyke Barkley | Agriculture Instructional Faculty |
| Cheryl Beam | Allied Health Instructional Faculty |
| Cassandra Porter | Allied Health Instructional Faculty |
| James Munger | Business Instructional Faculty |
| Brenda Hunzinger | Math and Science Instructional Faculty |
| Matthew Greider | Social Science and Education Instructional Faculty |

# Scale of Adoption Faculty Self-Assessment

The Guided Pathways Scale of Adoption were facilitated by the Guided Pathways Leadership Team. The questions were drawn from the CCRC's Guided Pathways Essential Practices: Scale of Adoption Self-Assessment. The assessment 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

CCRC's tool is designed to help colleges assess how far they are toward adopting essential guided practices at scale. The essential practices are examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). This assessment is designed to help colleges establish a baseline and develop a plan for implementing guided pathways at scale.

All seven (7) instructional divisions completed the self-assessment as well as two non-instructional divisions – Counseling Services and Library Services. Some divisions completed the assessment as a group, while others completed it individually. Participants identified if practices were not occurring, not systemic, planning to scale, scaling in progress, at scale, or did not know. Priorities were determined from those practices identified as not occurring, not systemic, or not aware.

| Scale of Adoption Priorities | % Identified as Not Occurring/ Not Systemic/ Don't Know |
|---|---|
| 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% |
| 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% |

# Student Focus Groups

The Guided Pathways Student Focus Groups were conducted by the Dean of Guided Pathways. The questions for the focus groups were drawn from EAB's "Student Focus Group Guide" and Career Ladders Project's "Bringing Student Voices to Guided Pathways Inquiry and Design." All students volunteered to participate and responses were recorded anonymously. Four (4) focus groups were held on two (2) Lake Land College campuses: Mattoon Main Campus and Effingham Kluthe Center. Fifty-five (55) students participated in the focus groups. Of these students, 44% were female and 56% were male. 94.5% of students were full-time and 5.5% were part-time. Moreover, 1.8% were Asian, 5.5% were Hispanic, 7.3% were African American, and 85.4% were White.

Students were asked questions about choice of college, attendance barriers, choosing classes, schedule availability, modality preferences, registration bottlenecks, major selection and change, and stop-outs. Out of the focus groups, the following themes were identified.

# Student Focus Group Themes

| | |
|---|---|
| Choice of College | Students chose to attend LLC because it is affordable, close-to-home, and familiar. They also attend LLC for small classes, one-on-one instruction, and re-training opportunities. |
| Attendance Barriers | Students identified challenges with transportation and work schedules. Students interviewed had a preference for every other day schedule and 9-3 times. |
| Choosing Classes | Students determine major and transfer requirements when choosing classes. They complete research on their own and take General Education classes first. They employ degree audit and work with their advisors. |
| Obstacles in Choosing Classes | Students identified that advisors sometimes want students to take classes that they do not need and that advisors tend to follow catalog which is written for one primary transfer institution. Students also stated that sometimes necessary classes are only offered yearly or not offered at the needed campus. |
| Schedule Availability | Students indicated that they would like to see spring schedule available when registering for fall that they could plan out an entire year. Students also would like to know when classes are going to be cancelled earlier and would like to speak to their faculty advisor earlier. |
| Modality Preference | Students stated a preference for traditional classes, but appreciate a variety of modalities offered for flexibility. Students are interested in block schedule if it would provide greater structure and eliminate excessive gaps in between classes. Some students preferred 50 minute classes. |
| Registration Bottlenecks | Some students identified they do not know how to use Degree Audit, are not sure how to sign up for Mod classes, and have previously signed up for classes that do not count as General Education requirements. Others indicated a preference for reminders on when Mod classes start. Students expressed appreciation for the 10-day drop rule. |
| Choosing a Major | Students utilized the following to choose a major: career data, Bureau of Labor Statistics, completed classes they enjoyed, and advisors. **Over half of the students had changed majors at least once** with one student changing his major eight (8) times. |
| Stop-Outs | Students identified other students who had quit or stopped out for the following reasons:<br>• Student did not want to complete the work.<br>• Work was too difficult.<br>• Student was too distracted/needed to mature.<br>• Student desired to go straight to work. |
| Other Comments | Students expressed a desire that instructors would place grades, syllabi, and dates in Canvas. Students expressed concern over online textbooks. Students commended several individual faculty members including Matt Landrus, Andrea Bright, Jodi Birdwell, Ben Cohen, and Scott Rhine. |

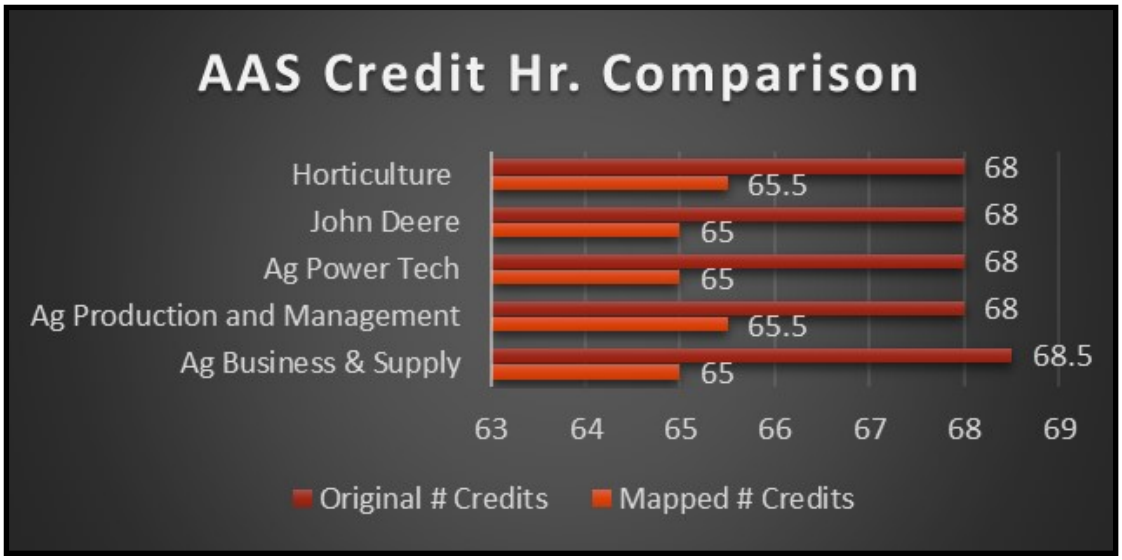
# Program Mapping Agriculture

In Spring 2019, the GPLT embarked on mapping all programs within the Agriculture Division. The GPLT worked with the Agriculture Division Chair and Program Coordinators to map five Associates of Applied Science, two Associates of Arts, and five certificates.

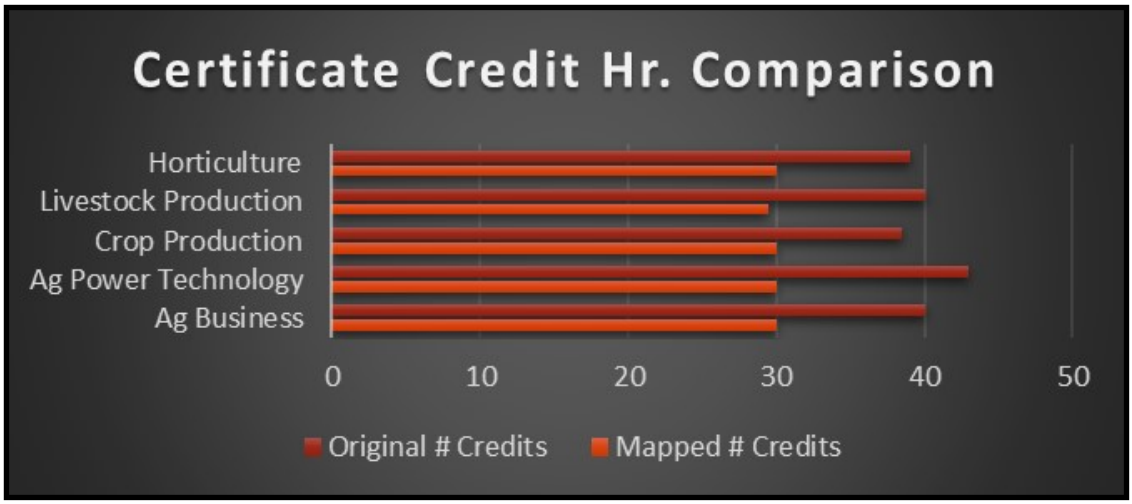
The Goal of Program Mapping is two-fold:

1. Create clear curricular pathways aligned to requirements for further education and/or career goals.
2. Ensure that learning is happening with intentional outcomes.

Program maps are designed to chart out the exact sequence of courses students need to complete a credential, and offer students structure in the form of a clear and direct path to graduation. During the mapping process, faculty and counselors work together to ensure that each certificate stacks into the associates degree and that hands-on learning opportunities are embedded in each program. Maps are designed to reduce the time to degree completion.




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




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/Meta-Major Creation

Meta-Majors ,or Areas of Study, are a collection of academic programs that have common or related content. Areas of Study are designed to cluster groups of majors around related career goals, giving students an opportunity for early career exploration. They are designed to:

1. Provide students a clear pathway to graduation;
2. Help students make connections between their studies and different career tracks;
3. Help improve student retention;
4. Streamline the process of major selection by limiting choice at the onset.

# Guided Pathways: Our Next Steps

For the upcoming 2019-2020 academic year, the Guided Pathways Leadership Team will concentrate on several key initiatives, as the College moves toward full implementation of a Guided Pathways Model. These initiatives include:

1. Complete program mapping process 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 Guided Pathways model.

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