2019-2020
GUIDED PATHWAYS ANNUAL REPORT

PREPARED BY:
Darci Cather
Dean of Guided Pathways for Student Success

LAKE LAND
C O L L E G E

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

2019-2020 Institutional Priorities

For the 2019-2020 academic year, the Guided Pathways Leadership Team concentrated on several key initiatives in order to move the College toward full implementation of a Guided Pathways Model.

These initiatives included:

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.

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
Cassandra Porter	Allied Health Instructional Faculty
Jon Lebold	Business Instructional Faculty
Brenda Hunzinger	Math and Science Instructional Faculty
Matthew Greider	Social Science and Education Instructional Faculty
Ed Thomas	Humanities Instructional Faculty
Brain Madlem	Technology Instructional Faculty

Program Mapping Process

In the Academic Year 2019/2020, the GPLT embarked on mapping all programs with in the remaining six academic divisions which included the Divisions of Allied Health, Business, Humanities, Math & Science, Social Science & Education, and Technology. All together the GPLT analyzed and mapped 158 programs this past academic year.

Programs were mapped by the Areas of Study to ensure curricular alignment in each area. The GPLT utilized the American Association of Community College's (AACC) program mapping template which also included notations for any additional supports that students might need throughout the completion of their credential.

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 program mapping process, faculty and counselors worked together to re-examine program-level student learning outcomes to ensure relevancy and alignment. Faculty examined that each course built upon and advanced the learning outcomes, revising where necessary. Additionally, faculty and counselors also examined programs to ensure that each certificate stacked into the associates degree and that hands-on learning opportunities were embedded in each program. Maps were designed to reduce the time to degree completion, supporting two primary guided pathways goals of increasing retention and completion rates.

As such, part of this process was ensuring that students were taking courses that advanced them toward their program of choice. In doing so, the College set a goal to reduce the overall number of credit hours in AAS and certificate programs by 5% , more closely aligning with the set 60 credit hour minimum established by ICCB and recommended action by HLC.

All program maps, designed in conjunction with the program coordinator or lead faculty, were reviewed by the GPLT prior to moving to the Curriculum Committee for review and/or vote.

Throughout the program mapping process, the GPLT examined enrollment data, completion data, and average times students changed major data for each program in order to ensure program alignment with community needs and local labor markets.

During this process, there were a number of programs that the Division Chairs decided to deactivate upon closer analysis. In a similar manner, one program was selected for reactivation based upon recommendations from faculty in the field and perceived student interest. These programs are captured on the following pages, as well as the credit hour comparison and overall credit hour percentage change for the Associates of Applied Science and Certificates as a result of the process.

Pathways

Program Mapping: Credit hour comparisons
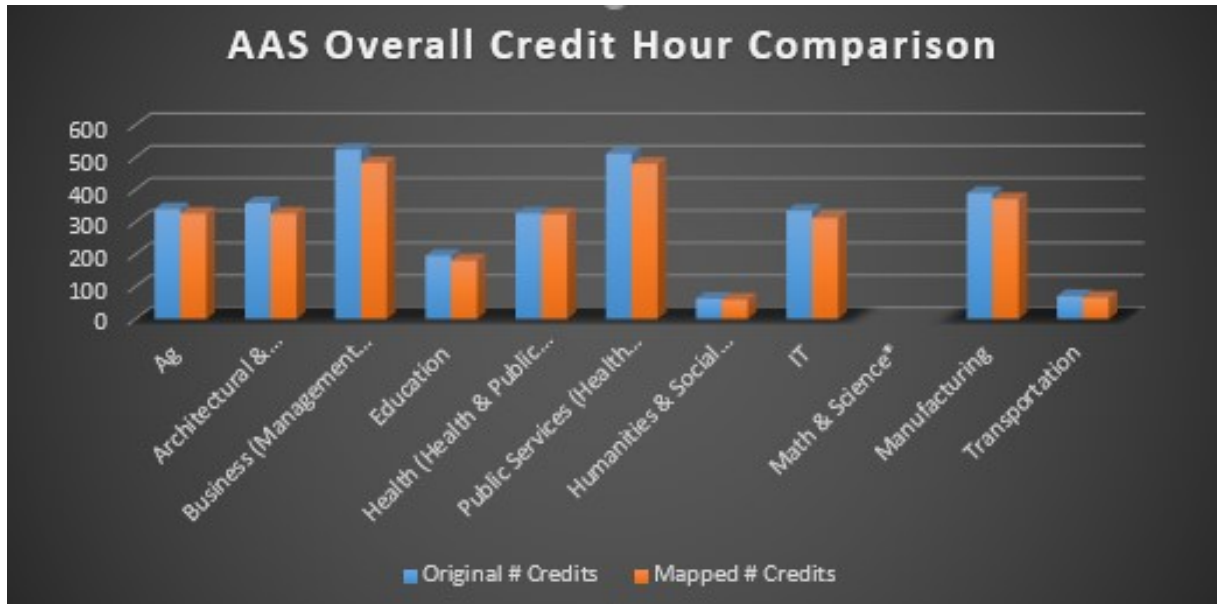
5.99% Reduction in Overall AAS Program Credit Hours
Average of 3.97 Credit Hours Decrease per AAS program
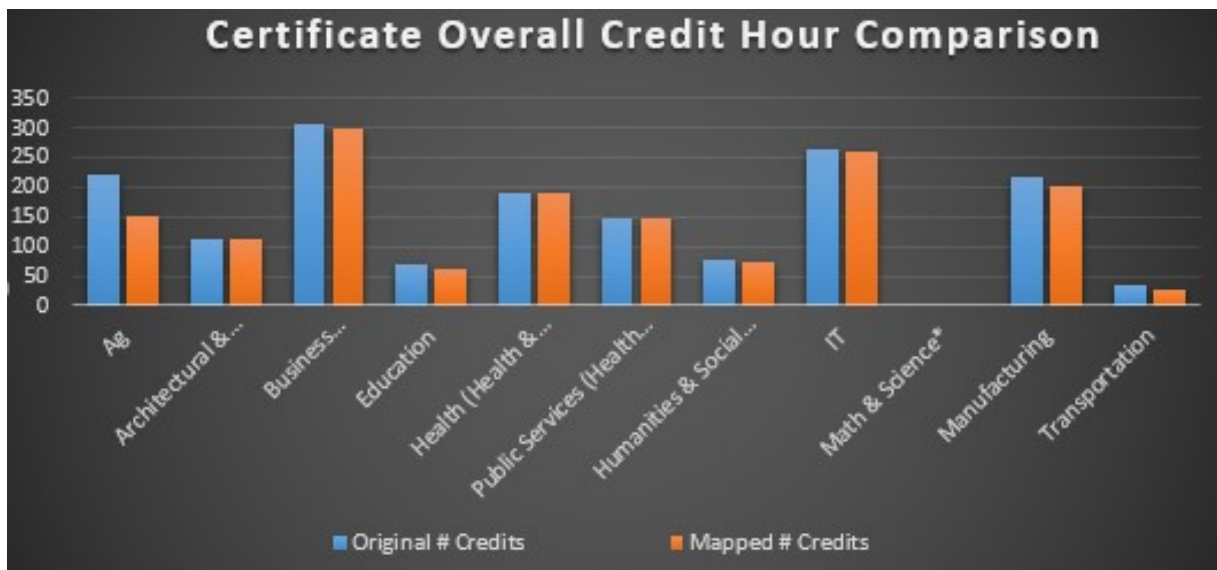
7.41% Reduction in Overall Certificate Program Credit Hours
Average of 2.09 Credit Hours Decrease per Certificate program

Program Mapping credit hour comparisons

AAS & Certificates Overall Credit Hour Comparison
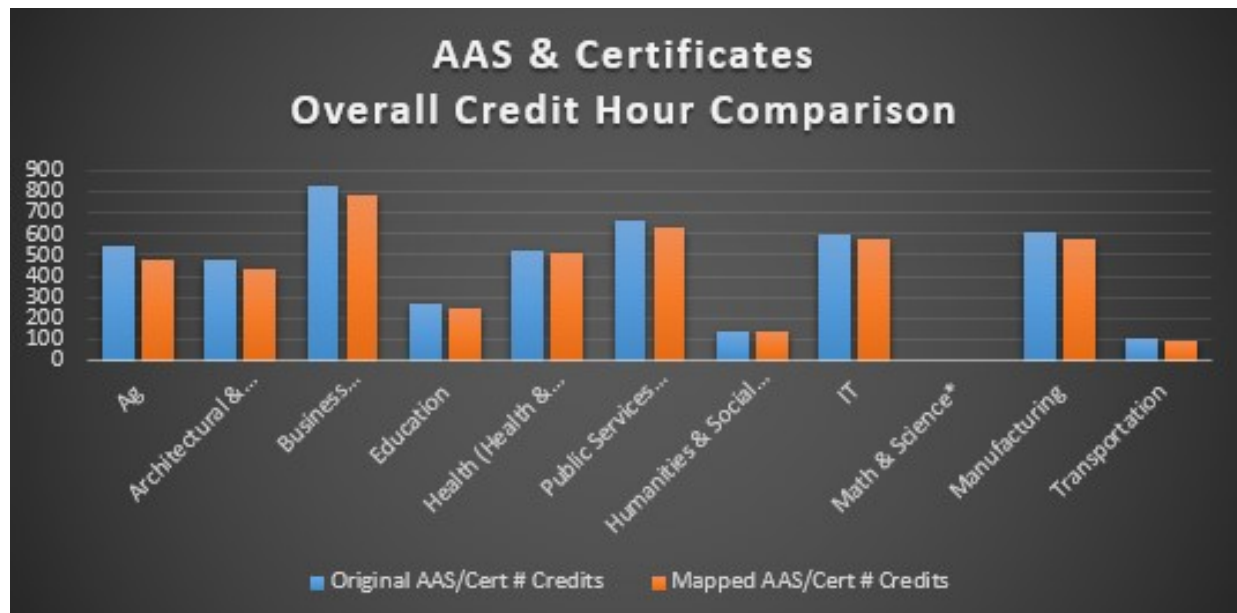
6.02% Reduction in Overall AAS & Certificate Program Credit Hours
Average of 2.66 Credit Hours Decrease per AAS and Certificate program

Deactivated programs

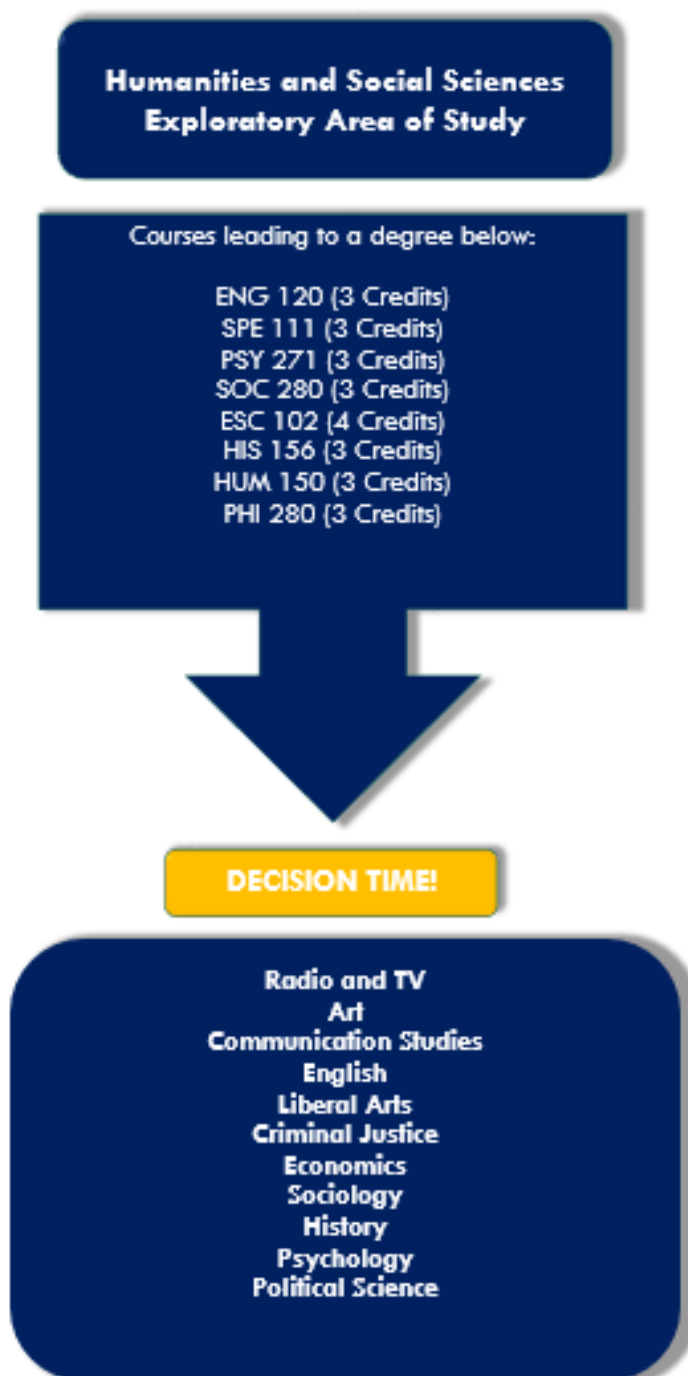| PROGRAM TITLE	CODE	DIVISION	DATE
Fire Science Technology	AAS.FST	ALLIED HEALTH	October 9, 2019
Public Safety Telecommunicator	NDP.PST	ALLIED HEALTH	October 9, 2019
Basic Manufacturing	NDP.BMAN	TECHNOLOGY	February 12, 2020
CNC Operator	NDP.CNCO	TECHNOLOGY	May 13, 2020
CNC Programmer	NDP.CNCP	TECHNOLOGY	May 13, 2020
Electronics System Specialist	AAS.EETES	TECHNOLOGY	December 11, 2019
Production Technician	AAS.PRTE	TECHNOLOGY	Scheduled for September 2020

Re-activated programs

PROGRAM TITLE	CODE	DIVISION	DATE
Social Science Education	AA.SS	Social Sciences	Scheduled for September 2020

AREAS OF STUDY AND DEFAULT PROGRAM MAPS

Areas of Study (or meta-majors) 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 and common curriculum, 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.

This year the GPLT identified common courses that would go into each of the various programs of study within the nine (9) areas of study. A sample is provided below.

Humanities and Social Sciences Exploratory Area of Study

Courses leading to a degree below:

ENG 120 (3 Credits)
SPE 111 (3 Credits)
PSY 271 (3 Credits)
SOC 280 (3 Credits)
ESC 102 (4 Credits)
HIS 156 (3 Credits)
HUM 150 (3 Credits)
PHI 280 (3 Credits)

DECISION TIME!

Radio and TV
Art
Communication Studies
English
Liberal Arts
Criminal Justice
Economics
Sociology
History
Psychology
Political Science

Determining an appropriate student planning/ tracking tool that supports the GPS model

As part of the development and implementation of the outlined strategic goals, the Guided Pathways Leadership Team (GPLT) was tasked to identify elements needed in a student tracking system to monitor student success along the pathway and develop a plan for the College to identify students at- risk of falling off-track and supports to intervene in ways to help students get back on track. Additionally, as part of these strategic initiatives, the Director of Data Analytics worked with the GPLT to identify an appropriate tool that would transition numerous data silos to a unified platform and work seamlessly with the current student records system, Colleague. As such the GPLT, in conjunction with the Director of Data Analytics, have reviewed four different software platforms that would uniformly serve each of the identified needs. Each tool was evaluated using a predetermined rubric.

In reviewing software products, the GPLT was looking for a Student Success Management system that supports the four principles of Guided Pathways and has certain key capabilities.

1. Clarifies paths to student end goals through academic planning and incorporation of program maps and areas of study (meta-majors).

2. Helps students choose and enter a pathway through career exploration, major comparison, and guided onboarding.

3. Helps students stay on the path toward graduation through academic planning, customizable early alerts, off-path notifications, and an integrated/intrusive advising/ case management system.

4. Ensures that students are l earning through customizable reports and predictive analytics.

Essentially, the GPLT was looking for a robust Student Success Management System that will support the entire college in allowing students to fully map their goals to completion and enable counselors, faculty, and staff to support them along their journeys. The College is looking for a system that takes a proactive approach in identifying high-risk or off-path students to support them in completion of their goals.

After extensive research and evaluation of the various software packages, the GPLT recommended that the College consider moving forward with EAB's Navigate. This product most fully aligns with the Guided Pathways model and meets the College's outlined needs.

PRODUCTS REVIEWED:

Guided Pathways: Our Next Steps

For the upcoming 2020-2021 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. Finalize default program maps and develop a framework for helping students decide upon a particular program of study.
2. Redesign website, catalog, and reporting processes to support the GPS model.
3. Update advising, orientation, and student onboarding processes to support Areas of Study and the GPS model.

The College is on track for a full implementation in Fall 2021. This final year of Phase I will include making sure all of our processes, marketing materials, and support services are prepared to support the change to a guided pathways model.

CONTACT:

Darci Cather

Dean of Guided Pathways for Student Success

Phone: 234-5273

Email: dcather@lakeland.cc.il.us

Office: Webb Hall, 026

https://www.lakelandcollege.edu/guided-pathways/