Guided Pathways: An Introduction

A Presentation to the Board of Governors of the California Community Colleges

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Purposes of Presentation

• To **outline concepts** presented in *Redesigning America’s Community Colleges*.

• To **provide a summary** of national and state activities related to pathways for community college students.

• To **provide an update** on the California Guided Pathways Project and additional efforts related to pathways implementation within CCCs.
Leading Research on Pathways

Redesigning America's Community Colleges

Thomas B. Bailey
Shonna Smith Jolig
Davis Jenkins

A CLEARER PATH TO STUDENT SUCCESS
What is the Pathways Model?

- A **whole-college redesign** of the student experience, with changes to the way programs, instruction, and support services are structured and integrated.

- Different from self-service or “cafeteria” model in that students do not select from abundance of disconnected courses and programs. Learning outcomes are **program-specific**, not course-specific.

- Based on the understanding that students will complete degrees **more efficiently** if they know exactly what courses are necessary to graduate, and if they receive guidance and support along the way.
• Starts with the **end goals** in mind (degree, certificate, employment).

• Community colleges partner with **local high schools** to ensure that graduating seniors are prepared for rigors of college coursework.

• Community colleges partner with **four-year institutions** and **employers** to ensure that their programs are preparing all students for future success.
Implementation

• Generally takes **four to five years**.
  • **Year One** involves high-level planning and communicating vision and goals.
  • **Year Two** involves laying the groundwork.
  • **Year Three** involves large-scale implementation.
  • **Year Four** involves refinement and expansion upon implementation.
  • **Year Five** involves determination of processes for evaluation and improvement.
Implementation (Cont’d)

• Collaboration is key.
  • Faculty and advisors team up to map program pathways, and then guide, monitor, and support students.
  • Faculty work together to assess learning outcomes so that students build skills as they progress through curriculum.
National Pathways Efforts

• AACC Pathways Project
  • Reform practice based on student-centered approach.
  • Aim to dramatically increase number of credentials completed and close equity gap (by gender, race, and socio-economic status) for those completing.
**California Pathways Efforts**

- **SB1440 legislation** established the associate degree for transfer.
- **Student Success Scorecard** tracks success rates among all types of students.
- **Santa Barbara CCD’s “Get Focused...Stay Focused!” dual enrollment program** allows 9th graders to develop ten-year academic plan and take college-level courses before graduating high school.
California Efforts (Cont’d)

• Common Assessment Initiative’s Multiple Measures Assessment Project determines high school student college preparedness by placement exam score in conjunction with GPA.

• California Acceleration Project is a strategy to move students through remediation quickly so that they are prepared to take college level and/or classes of greater interest to them sooner.

• Technology tools like Starfish (a component of the Education Planning Initiative) enable students and advisors to track student progress through programs.
California Efforts (Cont’d)

• RP Group research project **Student Support (Re)defined** yielded six factors for student success. Colleges across the state have incorporated factors into student equity and basic skills plans as well as other institutional effectiveness efforts.

• **Norco College** restructured its programs by creating six meta majors designed to simplify student intake and decision-making and boost completion rates.

• **California Career Pathways Trust** provides competitive grants to districts to support career pathways programs, strengthen K-14 alignment, and build scalable work-based learning infrastructure.
Have You Heard These Student Stories?

1. I took Intermediate Algebra in High School and I am starting in a Basic Math course.
2. I am transferring with 85 credits and still have to take lower division courses at Cal State.
3. I waited for my last semester to take my math. And then had to take it twice to pass the class.
4. I am not sure why I took this forestry course since my major is graphic design.
5. I am sure you have more stories.
What is.....

Guided Pathways
**Guided Pathways**

Relentless Clarity on *Pathways*

  Connected, clear pathways with on ramps and off ramps

Expert coaching to provide **Guidance**

  Demand high performance in a supportive environment

Significant integration of what we do with the end in mind

  Student success is the business of everyone

Organizational learning (professional development)

  Re-learning what we do. Building on prior knowledge.
Four Pillars of Guided Pathways

- Clarify the Path
- Enter the Path
- Stay on the Path
- Ensure Learning
Questions?