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 R. Bailey
Shenna Smith-Juergens
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.
Pathways Model (Cont’d)

• 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.
• 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.
• 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?