Guided Pathways: What’s Research and Planning Got to Do with It?

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The RP Group
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Acknowledgements

This presentation includes content developed by:

✓ Dr. Davis Jenkins (CCRC)
✓ Dr. Rob Johnstone (NCII)
✓ AACC Pathways Project
✓ CA Guided Pathways Project
Building Urgency and the Case for Change
GENERAL EDUCATION REQUIREMENTS
(Select 12 courses from this list of more than 300)

Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]

English Communication: 6 credits; 3 credits must be in a writing course
Writing (ECw): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.
General (EC): COM 100(D), 110(D); LIB 120; PHL 101.

Fine Arts and Literature (A): 6 credits; 3 credits in Fine Arts and 3 credits in Literature
Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.
Literature: AAF 247(D), 248(D), CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

Language/Culture (FC): 6 credits
- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language).
- Two-course sequence (or one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; ITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 103, 111, 113, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102.
- Study abroad in an approved program for one semester.
- Major in a foreign language.
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean’s discretion).
- Two courses in Cross-Cultural Competence: CPL 300(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151L(D), 151Q(D), 151R; NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education.

Letters(L): 6 credits
AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 392(D), 393(D); HIS 111, 112, 113, 114(D), 115, 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 356(D), 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAR 202(D); LET 151L(D), 151Q(D), 151R; NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342, PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D).

Mathematics(MQ): 3 credits satisfied by MTH 141
BUS 111, CSC 101, 201; HPR 108, 201M, 202M; MTH 107, 108, 109, 111, 131, 141; PSC 109; STA 220.

Natural Sciences(N): 6 credits; satisfied by PHY
AFS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NFS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190; TMD 113

Social Sciences(S): 6 credits
APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HIF 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D).
New Students Want to Know

▪ What are my career options?
▪ What are the education paths to those careers?
▪ What will I need to take?
▪ How long will it take and how much will it cost?
▪ How much financial aid can I get?
▪ Will my credits transfer?
Returning Students Ask

- How far along am I toward completing my program? How much more will I have to pay?
- What will I need to take next term and what will my scheduled be?
- What if I want to change programs?
- Will my credits transfer?
- How can I get work experience in my field of interest?
Defining the Pathways Framework
What Is the “Pathways Framework?”

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 through to attainment of high-quality postsecondary credentials and careers with value in the labor market.
Guided Pathways

Four Pillars of Guided Pathways

- CLARIFY
- INTAKE
- SUPPORT
- LEARNING

Equity, Social Mobility, Economic Health

California Pathways – Redesigning California’s Community Colleges
Four Essential Practices of Pathways

1. *Clarify paths to student end goals*
2. *Help students choose and enter a pathway*
3. *Help students stay on path*
4. *Ensure that students are learning*
Clarify Paths to Student End Goals: What Does It Look Like?

Features:

• Detailed information on target career and transfer outcomes
• Course sequences, critical courses, embedded credentials, and progress milestones
• Math and other core coursework aligned to each program of study
Help Students Get on a Pathway: What Does It Look Like?

**Features:**

- First-year experiences to help students explore the field and choose a major
- Full program plans based on required career/college exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K-12 partnerships focused on career/college program exploration
Help Students Stay On Path: What Does It Look Like?

**Features:**

- Ongoing, intrusive advising
- Systems for students to easily track their progress
- Systems/procedures to identify students at risk and provide needed supports
- A structure to redirect students who are not progressing in a program to a more viable path
Ensure That Students Are Learning: What Does It Look Like?

Features:

• Program-specific learning outcomes
• Project-based, collaborative learning
• Applied learning experience
• Faculty-led improvement of teaching practices
• Systems/procedures for the college and students to track mastery of learning outcomes
Six Success Factors

- Directed
- Focused
- Valued
- Nurtured
- Connected
- Engaged
Six Success Factors

- **Directed**: Students have a goal and know how to achieve it
- **Focused**: Students stay on track—keeping their eyes on the prize
- **Nurtured**: Students feel somebody wants them to succeed as a student and helps them succeed
Six Success Factors (cont.)

- **Connected**: Students feel they are part of the college community

- **Engaged**: Students actively listen and participate in class and are involved in extracurricular activities

- **Valued**: Students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated
Crosswalk: Success Factors and Guided Pathways

1. Clarify paths to student end goals
   • *Directed*

2. Help students choose and enter a pathway
   • *Directed, Focused, Connected, Nurtured, Engaged*

3. Help students stay on path
   • *Directed, Focused, Connected, Nurtured*

4. Ensure that students are learning
   • *Directed, Focused, Engaged, Connected, Valued, Nurtured*
Early Outcomes Data on Guided Pathways Reform

Tennessee Community College System
Community College Graduation Rates

1st yr - Did not attempt 9hrs in focus area

1st yr - Attempted 9hrs in focus area

1st yr - Earned 9hrs in focus area
Incoming Freshmen who successfully completed at least 9 hours in their focus during their 1st Academic Year

Community College Freshmen

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Community College Minority Freshmen

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Demystifying Guided Pathways: Exploring Ten Commonly Asked Questions about Implementing Pathways
Demystifying Guided Pathways Paper
By Rob Johnstone

- Released in November 2015 by NCII
- Companion to CCRC Pathways book
- Designed to address questions NCII, CCRC, JFF, and Public Agenda have heard in hundreds of guided pathways sessions with faculty, student services professionals, and administrators
- Not the defining word – just food for thought!
Top 10 FAQs - Redesigning for Completion

Q2 – Isn’t “free choice” the cornerstone of American higher education?

- Behavioral economics and social psychology research on number of choices and rationality
Top 10 FAQs – Redesigning for Completion

Q5 – Won’t faculty lose control over what is taught in their discipline?

- Ownership over what is taught in programs vs. individual courses
Top 10 FAQs – Redesigning for Completion

Q6 – Won’t we lose enrollment at our college if we decrease swirl with increased structure or by making things mandatory?

- Potential to increase units per student significantly
Top 10 FAQs - Redesigning for Completion

Q8 – Don’t students benefit when they “find themselves” by what looks like wandering to an observer?

• Works for some who can afford to – not as often for low-income students and FTIC
Top 10 FAQs – Redesigning for Completion

Q9 – How can students be expected to make career decisions at age 18?

Q10 – Don’t students change careers 4 to 7 times – why then guided pathways?

• Guided pathways can focus attention on GE skills that will help students navigate careers and career changes
Example of College Redesigning for Completion

Broward College
What’s Research and Planning Got to Do with It?
Making the Case

• You will be providing the data that will make or break the argument for pursuing pathways at your college
  ✓ Completion rates
  ✓ Time to completion
  ✓ Basic skills completion
  ✓ Equitable outcomes
  ✓ Who makes it and who does not?
  ✓ Why don’t students make it?
Expertise

• People on your campuses will be looking to you to:
  ✓ Help interpret college data and draw connections to pathways as a possible solution
  ✓ Locate data from other colleges that demonstrate pathways work
Questions Beget Questions

• As you begin to provide these data, people will come with more and more questions to be answered through the data

✓ Answer one question, leads to five more questions
✓ Increased workload
Giving Students a Voice

• You can give students a voice in the consideration of pathways through surveys and focus groups
  ✓ Stress value and importance of qualitative research
  ✓ Advocate for resources to conduct labor-intensive research
Can’t Do Pathways without Planning

• Pathways have significant implications for planning
  ✓ Requires true integrated planning
  ✓ Pathways affect everything colleges do
Evaluation Is Key

• You will play an integral role in evaluating your college’s efforts
✓ People need to know if what they are doing is working
The AACC and CA Pathways Initiatives
AACC Pathways Project

• National project focused on building capacity for community colleges to design and implement structured academic and career pathways for all of their students

• 30 community colleges from across the country will send teams to attend the six institutes in 2016-2018, where each institute focuses on a critical aspect of institutional change and pathway design/implementation
CA Guided Pathways Project

• Will help 20 California community colleges implement an integrated, institution-wide approach to student success by creating structured educational experiences that support each student from point of entry to attainment of high-quality postsecondary credentials and careers

• Following institute model of AACC Pathways Project

• **NOT** the same as the Pathways line item in Governor’s January budget
Final Thoughts
So What Does All This Mean?

• Your colleges are already doing a lot of work in the four essential pathways pillars and six success factors!

• Pathways is not another initiative or project, it’s a comprehensive approach or framework that brings efforts together in a cohesive way

• Design pathways with the end in mind
References

• Guided Pathways Demystified
  ✓ http://www.inquiry2improvement.com/publications-resources

• AACC Pathways Project
  ✓ http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Pages/default.aspx

• CA Guided Pathways Project
  ✓ https://www.caguidedpathways.org/
Thank You!