

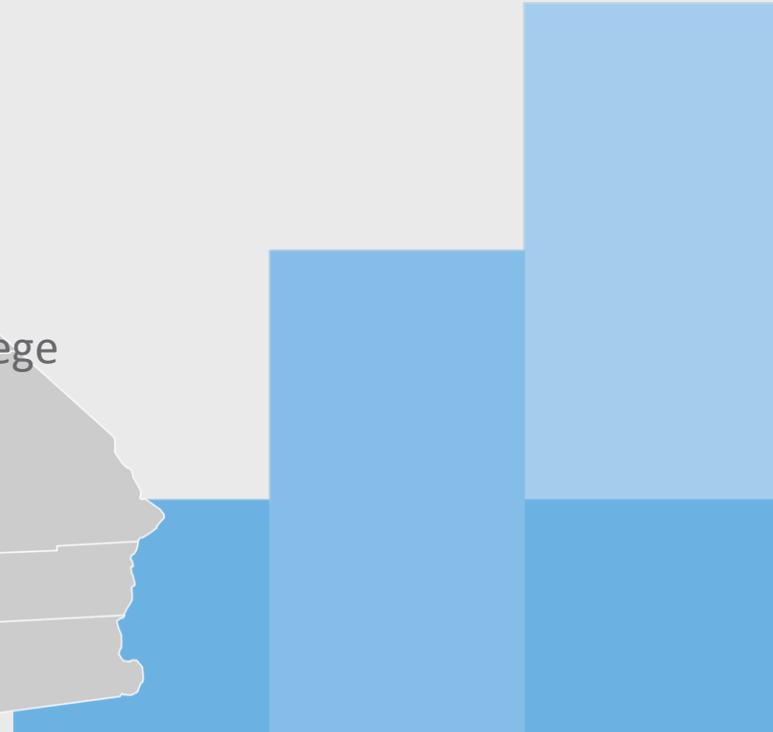


Guided Pathways: A Framework for Integrating College Plans

October 11 2017

Chase Fischerhall, Career Ladders Project
Barbara McNeice-Stallard, Mount San Antonio College
Angélica Garcia, Skyline College
Daylene Meuschke, College of the Canyons
with
Mina Dadgar, Career Ladders Project (in absentia)

CLP | Career
Ladders
Project



Career Ladders Project



The Career Ladders Project (CLP) aims to improve educational and career outcomes for Californians. We foster these opportunities through research, policy reforms and strategic assistance to community colleges—and their K16 education, workforce and community partners.

- Research
- Policy, Legislation, Advocacy
- Strategic Capacity Building

Panel: Expert Practitioners



Angélica Garcia
Skyline College



Barbara McNeice-Stallard
Mount San Antonio College



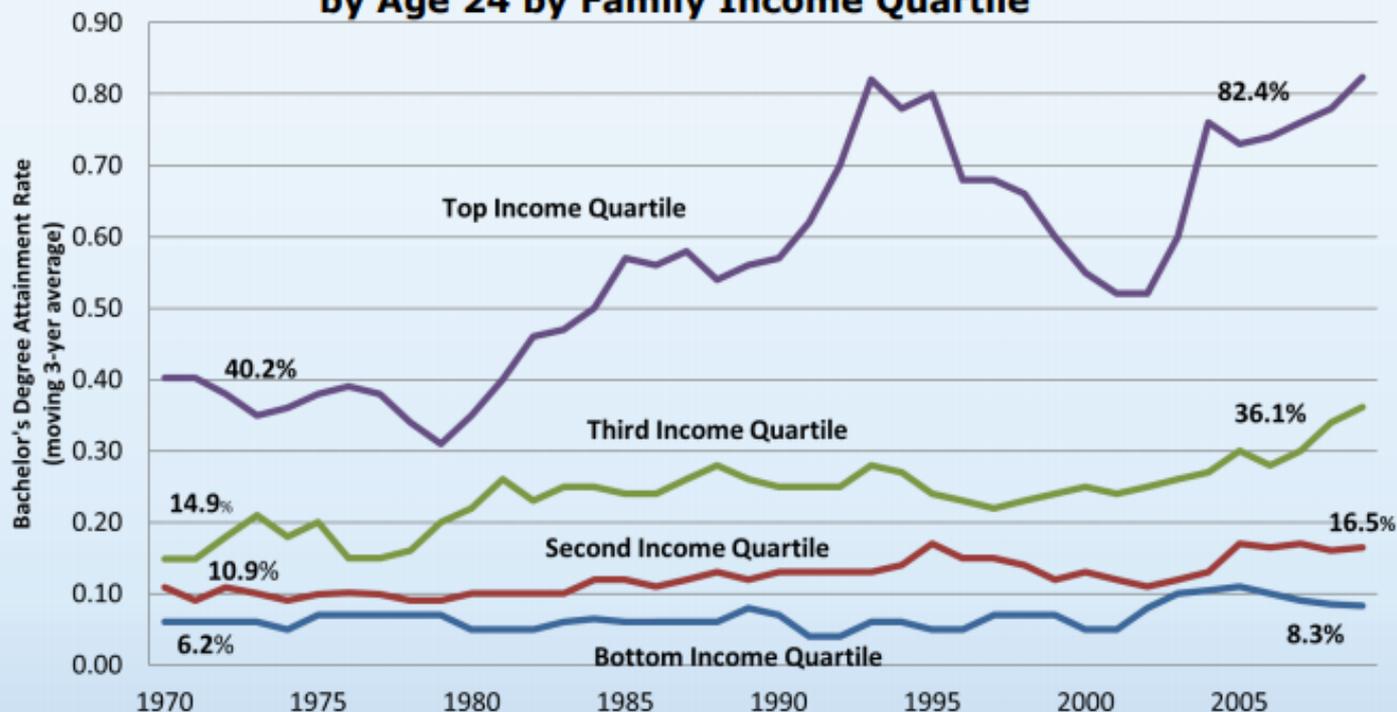
Daylene Meuschke
College of the Canyons

Objectives for the Day

1. **Review Guided Pathways framework and benefits**
2. **Introduce Guided Pathways as a framework for integrating initiatives and demonstrating success around shared metrics**
 - a. Review California CC context for integrated planning:
 - i. Initiatives and funding streams, IEPI resources and shared metrics, reporting cycles
3. **Learn from college practitioners about integrated planning efforts**
4. **Think Globally, Act Locally: Initiate a crosswalk to be applied locally**

THE CHALLENGE IN FRONT OF US

Baccalaureate Degree Attainment by Age 24 by Family Income Quartile



Source: New York Times, "The Reproduction of Privilege," March 12, 2012

Guided Pathways Can Move the Needle on Student Outcomes

GP design principles are based on two decades of research and documentation of work by colleges that have moved the needle on student outcomes and in some cases have closed the equity gaps they struggled with



What are guided pathways?

A set of evidence-based practices that – when implemented together – improve student outcomes across the board AND reduce or eliminate placement, retention and completion gaps



GUIDED PATHWAY DESIGN PRINCIPLES

1. GUIDED EXPLORATION FOR UNDECIDED STUDENTS

2. CLEARLY DELINEATED PROGRAM REQUIREMENTS (DEFAULT SEQUENCE)

3. DEV ED TRANSFORMATION

4. PROACTIVE AND INTEGRATED ACADEMIC AND NON-ACADEMIC SUPPORTS

GUIDED PATHWAYS

CLARIFY THE PATH



ORGANIZE

- by Interest Areas/Meta Majors
- Map all Programs
 - Connect to Careers
 - Connect to Jobs
 - What's next after Sierra

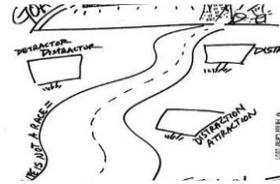
HELP STUDENTS ON THE PATH



ASSIST

- Build K-12 alignments
- Redesign onboarding and infuse Career
- "Safe 1st Semester" plans
- Schedule classes to meet needs
- Design Survey courses as program "samplers"
- Accelerate onramps to college level - English, math, ESL

KEEP STUDENTS ON THE PATH



SUPPORT

- Contextualize English and other Gen Ed courses
- ED Plans "MAP" + Career Action Plans "CAP"
- Progress bar in degree audit
- Off-track alerts
- "Just in Time" prompts via social media

ENSURE THEY ARE LEARNING

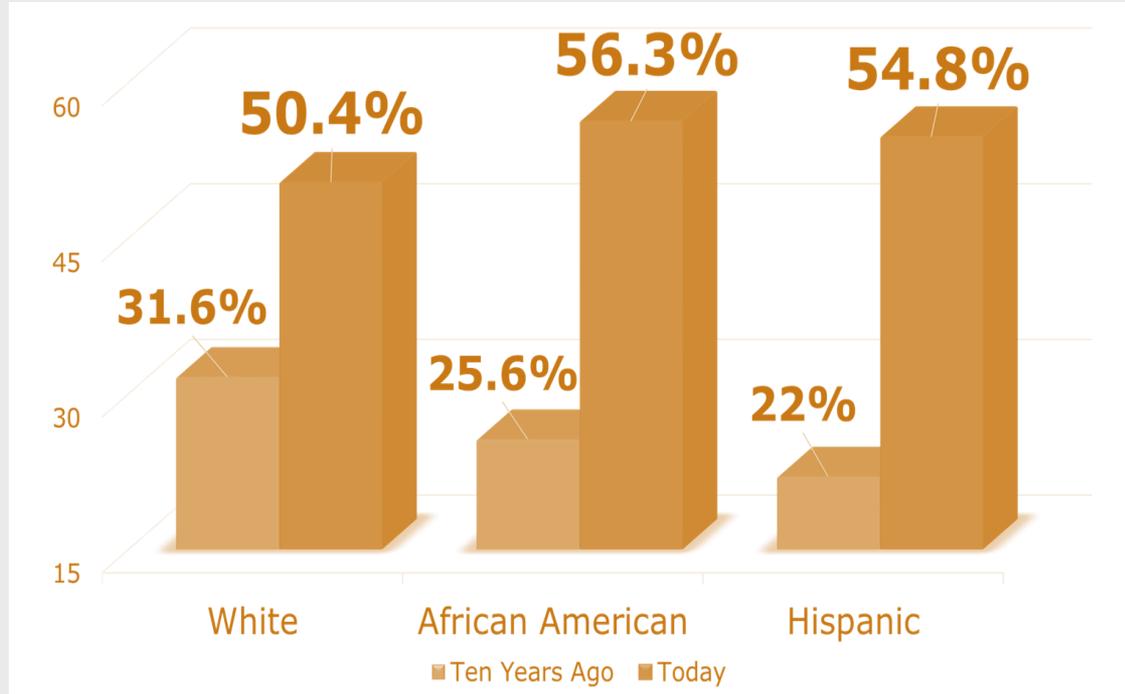


VALIDATE

- Respond to loss/momentum points
- Program Outcomes
 - After transfer did they have to retake classes?
 - Did they graduate?
 - Did they get jobs?
- Institutional learning outcomes or competencies

Guided Pathways Case Study: GSU

Georgia State University Completion Rates



GSU Implemented Guided Pathways:

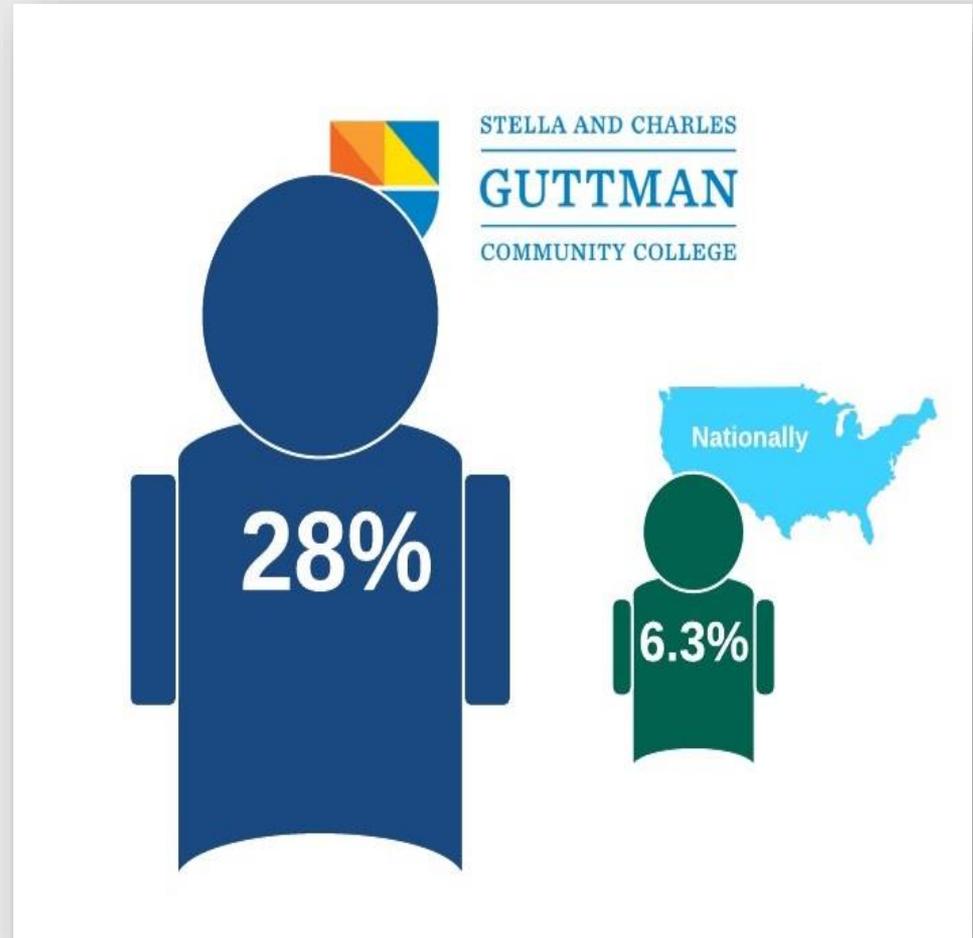
- Meta-Majors, Guided Exploration
- Default Sequences
- Improved Developmental Education
- Integrated Student Supports

Source:

<http://www.aacc.nche.edu/Resources/aaccprograms/pathways/Documents/DeployingGuidedPathways%20at%20ScalableIngridThompsonSellers.pdf>

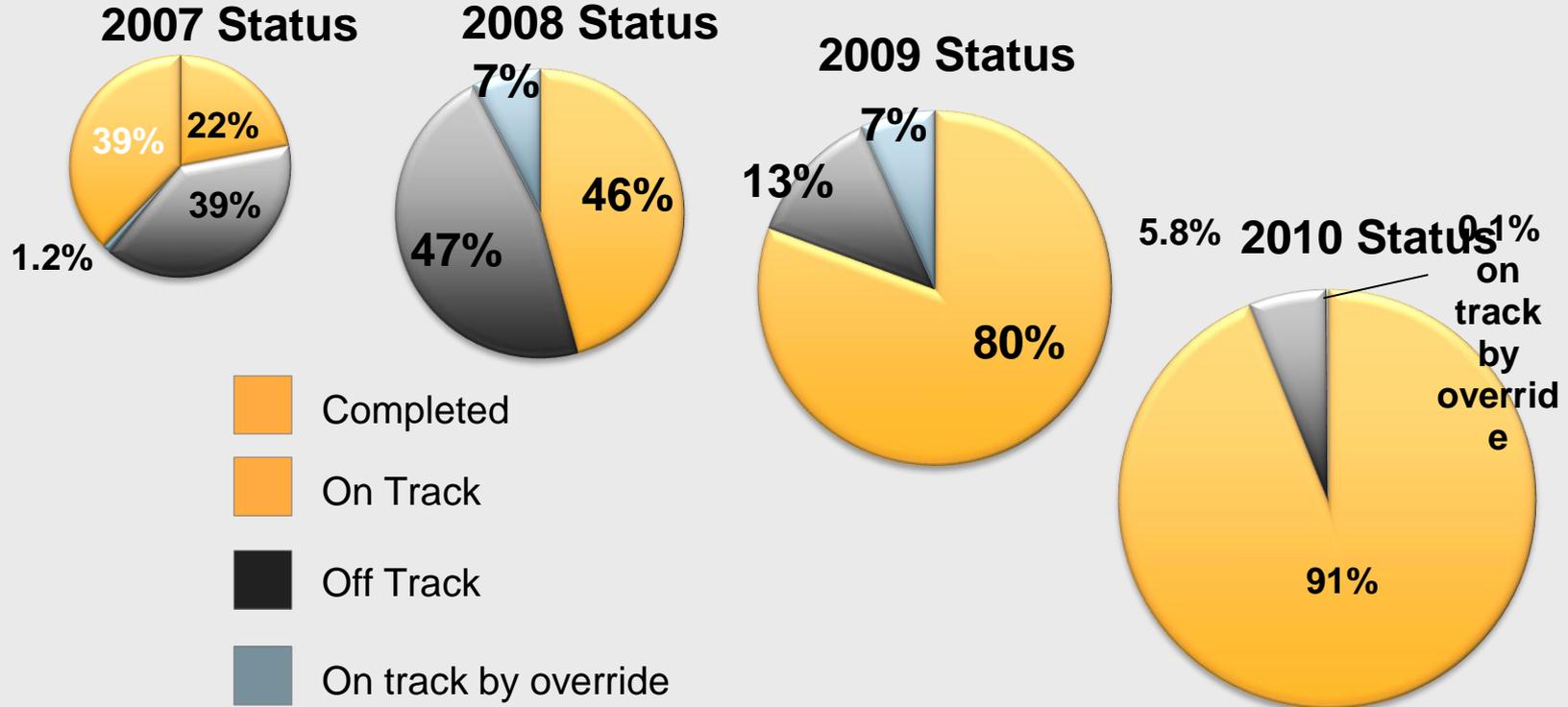
Guttman Community College

Percentage of students
graduating with an Associates
Degree within 2 years

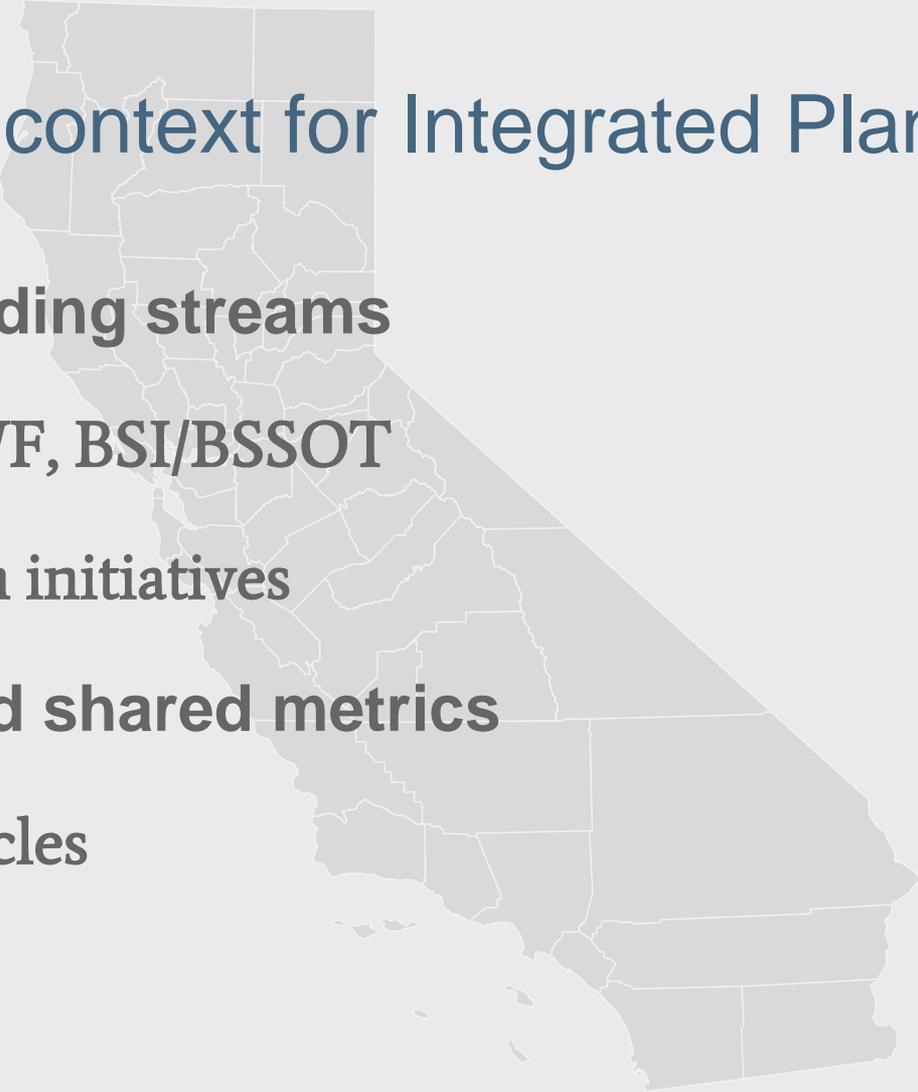


ASU: Tracking Overall Student Progress

Cohorts are defined by the academic year that the student enters ASU as a full-time freshman



California CC context for Integrated Planning



Initiatives and funding streams

- a. SSSP, SE, SWF, BSI/BSSOT
- b. Tools to align initiatives

IEPI resources and shared metrics

- a. Reporting cycles

GP Design Principles	Current Initiatives
<p>Improved Basic Skills (Remediation as On-ramp)</p> <ul style="list-style-type: none"> ➤ Placement Reform ➤ Co-requisite or Accelerated Remediation ➤ Math aligned with Meta Majors (e.g. Statistics, Quantitative Reasoning, Calculus) 	<p>BSI/BST /Equity</p>
<p>Guided Major & Career Exploration</p> <ul style="list-style-type: none"> ➤ Meta Majors ➤ Structured & scaled opportunities for career and major exploration (e.g. career & major exploration classes at LaGuardia CC) ➤ Structured Intake 	<p>SSSP/Equity</p>
<p>Clear Program Requirements</p> <p>Backwards mapped from competencies (for further education, civic engagement & employment)</p>	<p>SWP</p>
<p>Integrated & Proactive Supports</p> <p>Structures for regular collaboration between instructional and counseling faculty and support services staff, and for monitoring student progress</p>	<p>Equity/ SSSP</p>
<p>Improved Teaching & Learning</p>	<p>All</p>

Processes that Support Integrated Planning

1. An ongoing **inquiry** process that includes different campus stakeholders

- Encourages examination of research, local data and student voice to create shared understanding of the main barriers to student progress
- Guided Pathways is an excellent framework to inform the development of overarching strategies

2. An **inventory** of existing initiatives

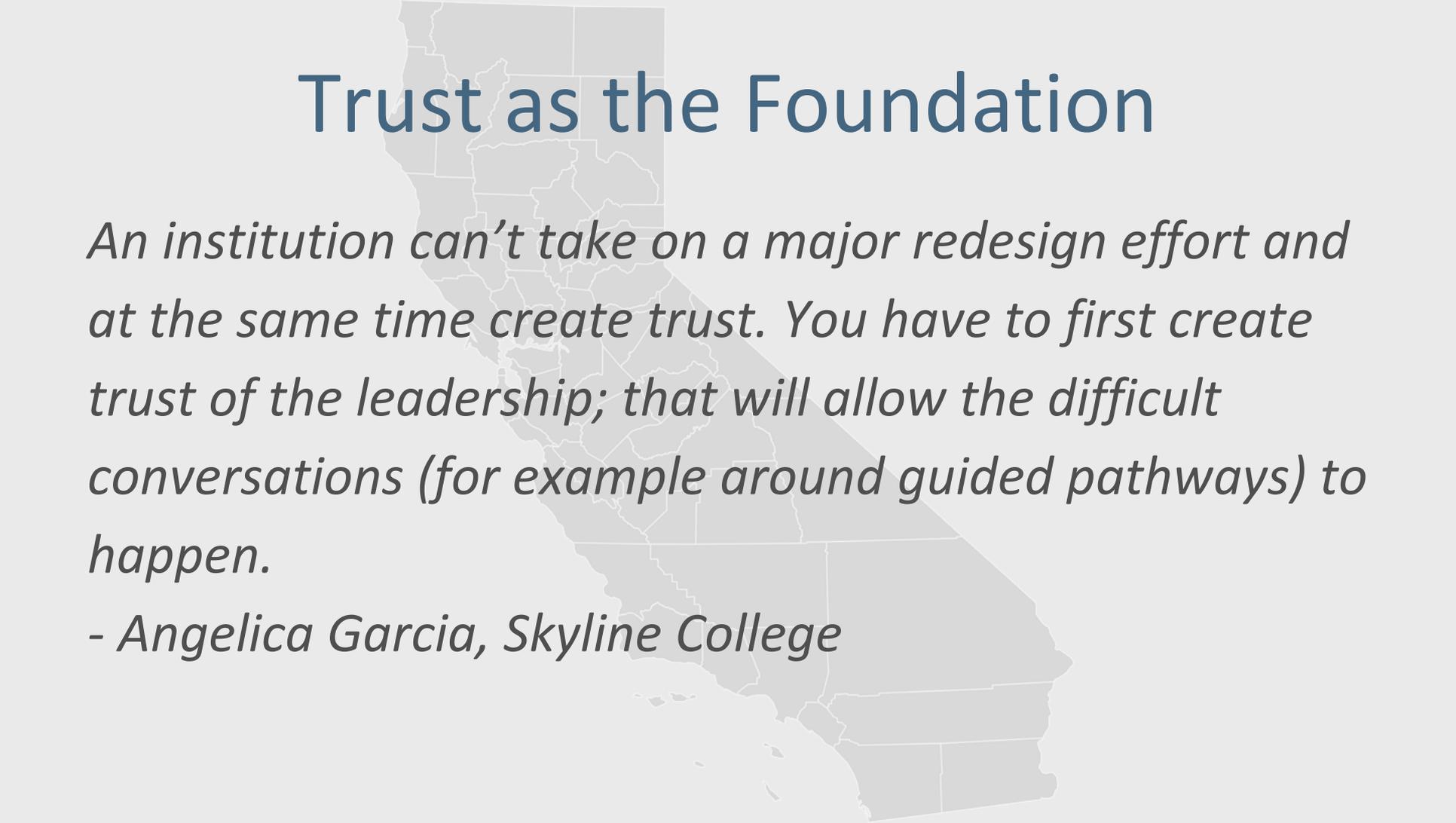
- An ongoing process for creating and communicating to college stakeholders an inventory of all the initiatives, funding sources and innovative work at the college and looking at how they fit together and where the gaps are

3. Building on existing communication channels and creating new ones to ensure **inclusivity**

- Existing Structures: Academic and Classified Senate, Curriculum review, etc
- Creating New ones: The case study of IE Squared at COC

Lessons in Implementation

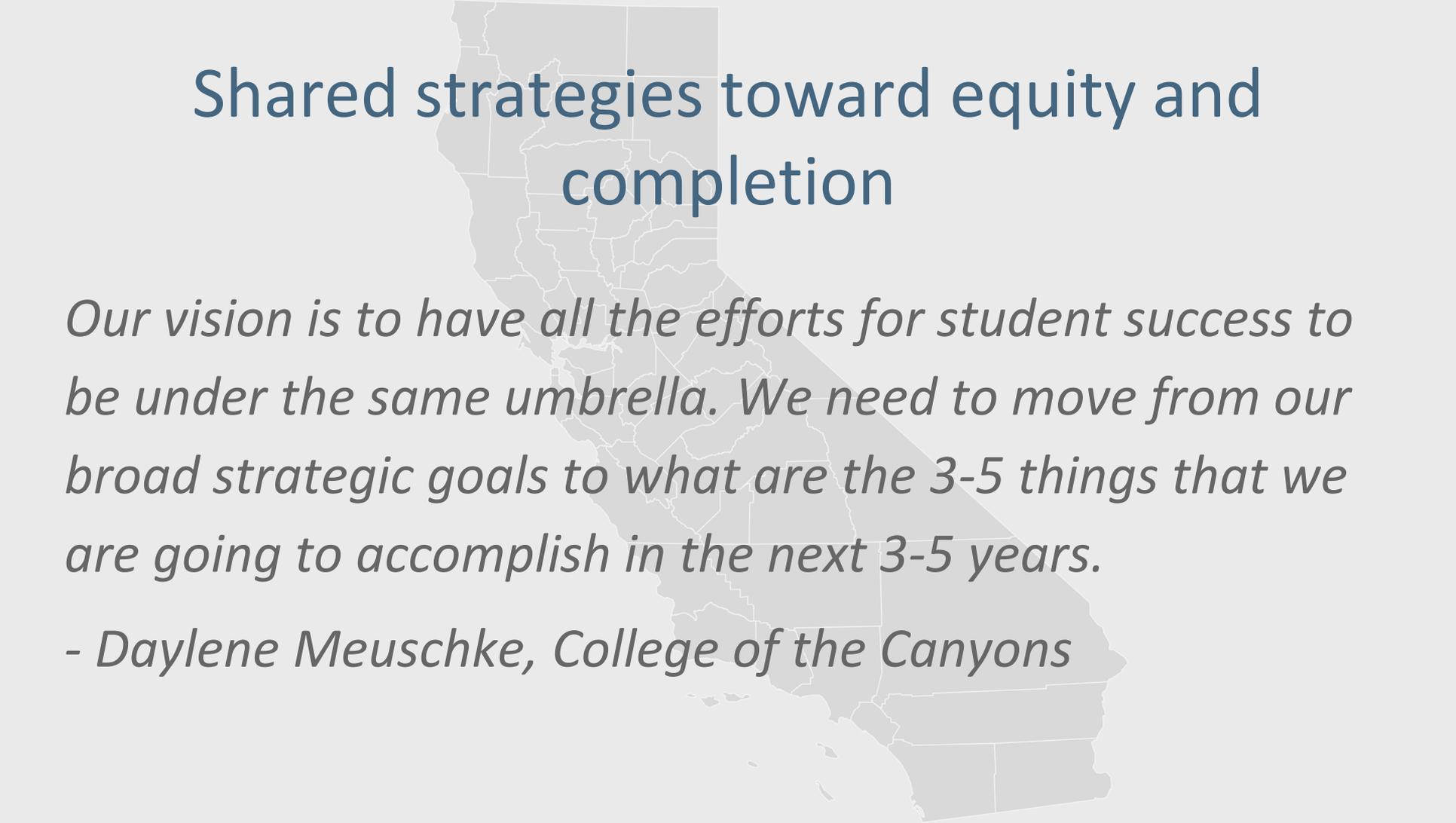
It is important that GP is seen as a “framework” that campus constituents can own rather than a rigid model to implement



Trust as the Foundation

An institution can't take on a major redesign effort and at the same time create trust. You have to first create trust of the leadership; that will allow the difficult conversations (for example around guided pathways) to happen.

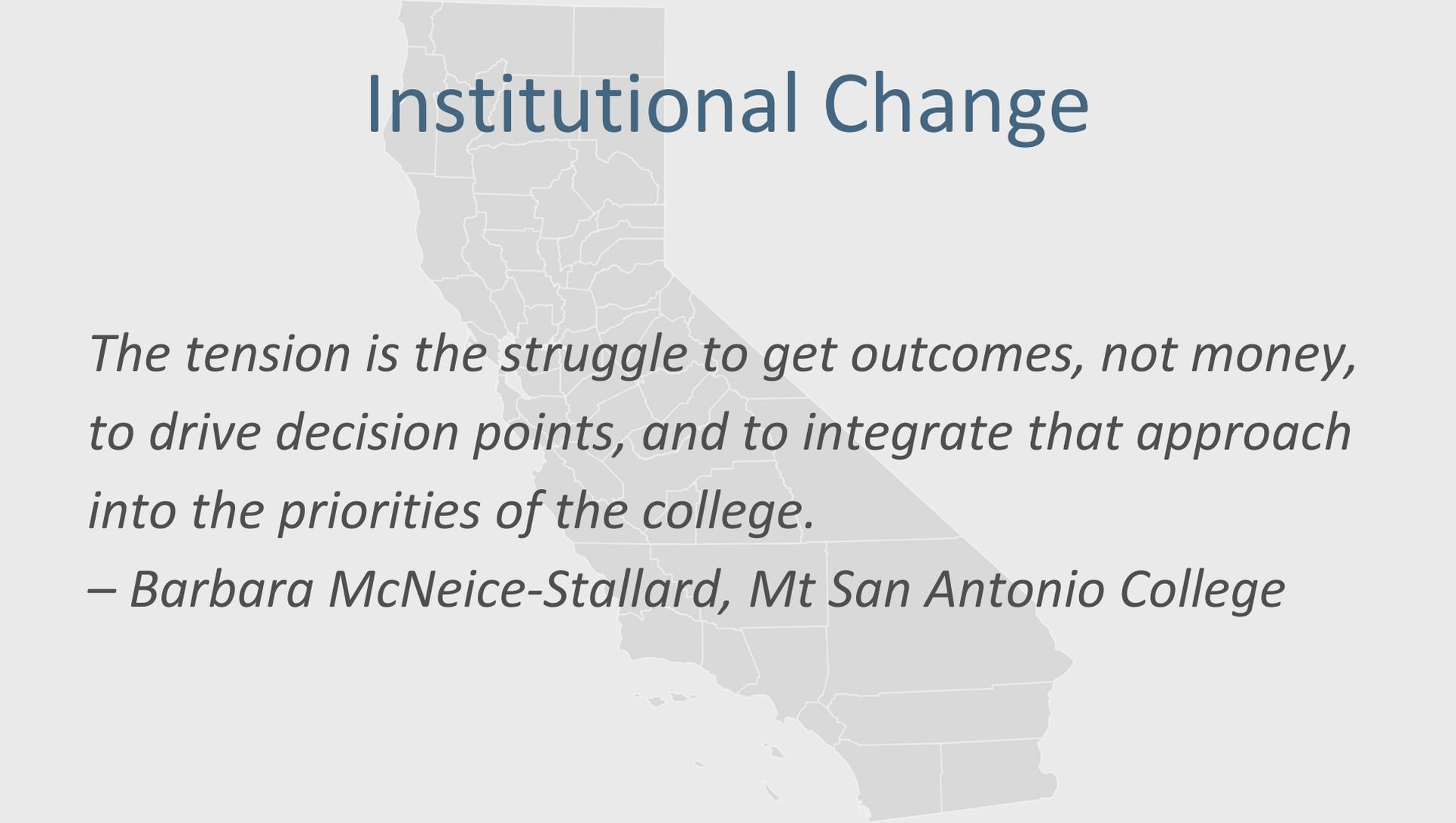
- Angelica Garcia, Skyline College



Shared strategies toward equity and completion

Our vision is to have all the efforts for student success to be under the same umbrella. We need to move from our broad strategic goals to what are the 3-5 things that we are going to accomplish in the next 3-5 years.

- Daylene Meuschke, College of the Canyons



Institutional Change

The tension is the struggle to get outcomes, not money, to drive decision points, and to integrate that approach into the priorities of the college.

– Barbara McNeice-Stallard, Mt San Antonio College

Panel: Expert Practitioners



Angélica Garcia
Skyline College

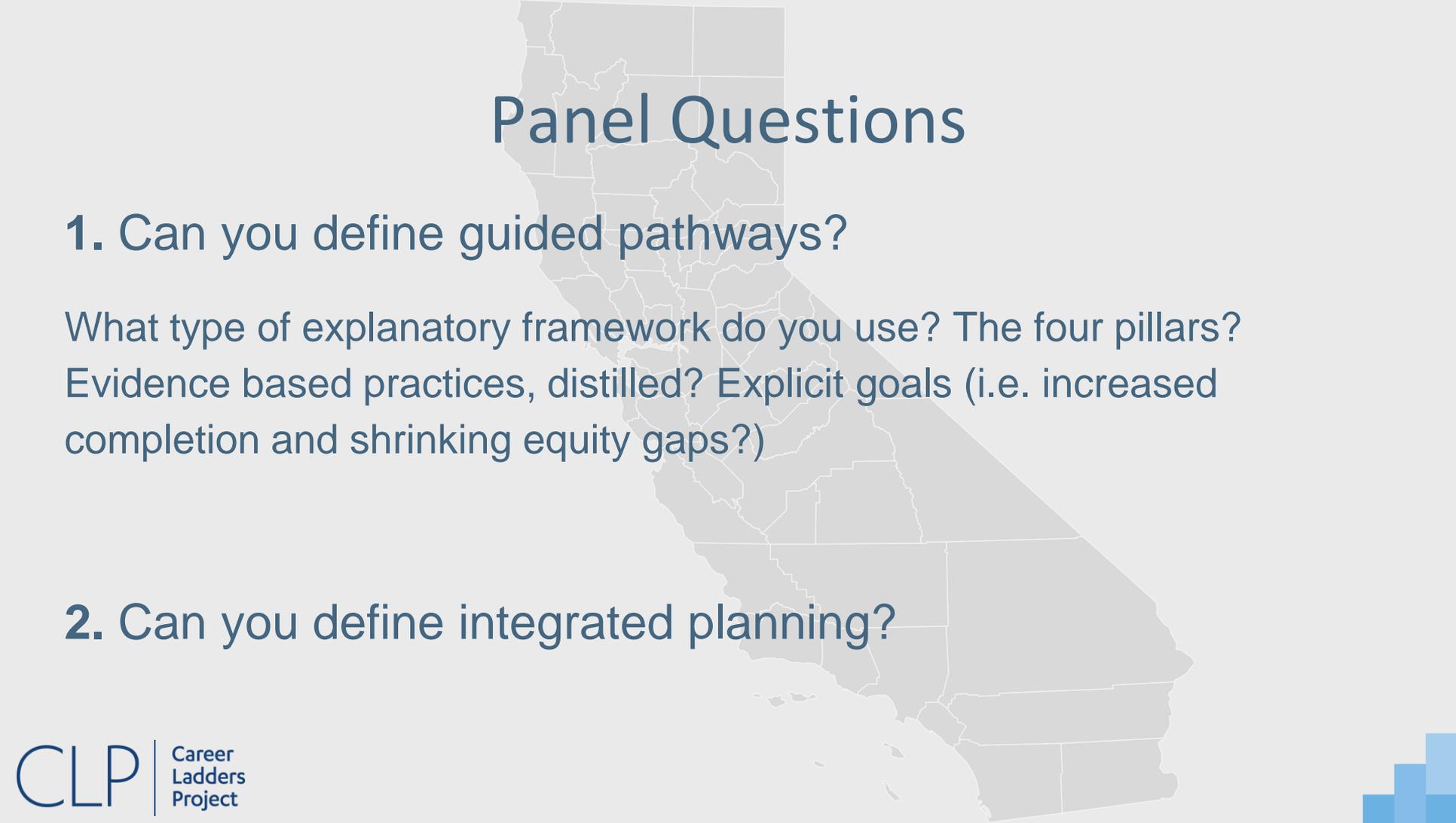


Barbara McNeice-Stallard
Mount San Antonio College



Daylene Meuschke
College of the Canyons

Panel Questions



1. Can you define guided pathways?

What type of explanatory framework do you use? The four pillars? Evidence based practices, distilled? Explicit goals (i.e. increased completion and shrinking equity gaps?)

2. Can you define integrated planning?

Panel Questions (continued)

3. What have you learned through exploring guided pathways as a framework for integrated planning?
4. What is your campus's strategy for using guided pathways as a framework for integrated planning?
5. Can you provide a concrete example of how you successfully integrated funds from SSSP, Student Equity, Basic Skills funding, or Strong Workforce under a guided pathways umbrella?

Questions?

[Careerladdersproject.org](https://careerladdersproject.org)

Chase Fischerhall, Director
cfischerhall@careerladdersproject.org
(510) 368-4152

Mina Dadgar, Director of Research
mdadgar@careerladdersproject.org

