Introduction to
Guided Pathways

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Career Ladders Project
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Aaron D. McVean
Michelle Simotas

January 11, 2018
Provide briefing on guided pathways framework

Highlight the importance of focusing on student success and ensuring a student-centric college

Bring all college employees onto the same page – what we do collaboratively and collectively is more important than ever
POSITIONED FOR GREATNESS

- Fiscally Sound
- Highly Engaged & Supportive Community
- Growing Reputation & Image
- Successful Bond Measure (T)
- Employees Who Want Our Students to Succeed
✓ Single-College District

✓ Institutional Self Evaluation (ACCJC Accreditation)

✓ Strategic Plan 2019-2024

✓ Upcoming Institutional Centennial
Unique Opportunity in the History & Trajectory of HCCD

Creation of Hartnell 2.0
The Next Hundred Years
FOCUS
ON
STUDENT
SUCCESS
Core Outcomes for Strategic Plan 2019-2024 Adopted by Board of Trustees August 1, 2017

1. Completion of Degrees and Certificates
   \[ The \ goal \ is \ to \ increase \ completion \]

2. Time and Units to Degree Completion
   \[ The \ goal \ is \ to \ reduce \ time \ and \ units \]

3. Transfer to Four-Year Institutions
   \[ The \ goal \ is \ to \ increase \ transfer \]

4. Student Employment Following Training or Degree/Certificate Completion
   \[ The \ goal \ is \ to \ improve \ student \ employment \]
THE ASCENT

Transfer

Noteworthy Achievements &

Employment

Culminating in Completion

Students

Advancement of
How can we best help students make their ascent, so that we maximize their opportunity to achieve their goal?

What framework can we employ to develop strategies to include in our Strategic Plan 2019-2024?

THE GUIDED PATHWAYS FRAMEWORK
Examples of Guided Pathways Work at Hartnell College

Registration Steps – 7 Steps for Success

Panther Prep Days focused on counseling and registering

Salinas Valley Health Professions Pathway Partnership

Administration of Justice’s 100% Online & Fast Track (3 semester) Degree Program

Clearly communicated program learning outcomes (PLOs)

Rigorous academic work that prepares students for further education and is linked to employment opportunities

Campus Signage
Naomi Castro
Career Ladders Project
Guided Pathways

January 11, 2017

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Overview

• A focus on “What” and “Why”
  – What are Guided Pathways?
  – Why implement Guided Pathways?

• A brief discussion of “How”
The “What” of Guided Pathways
The Basics

The Guided Pathways framework creates a structured approach to student success that:

- Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.
- Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.*

*Shamelessly stolen from The CCCCO: http://cccgp.cccco.edu/Portals/0/ExplainingGPtoYourCollege-072117.pptx
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 EXPLORATION
FOR UNDECIDED STUDENTS
QUEENSBOROUGH COLLEGE

Academies

What is an Academy?

Business

Health Related Sciences

Liberal Arts

Science, Technologies, Engineering, & Mathematics (STEM)

Visual And Performing Arts (VAPA)

Programs of Study

General Education (Pathways)
CITY COLLEGES OF CHICAGO, IL

- Advanced Manufacturing
- Healthcare
- Business and Professional Services
- Information Technology
- Construction Technology and Drafting
- Liberal Arts
- Culinary Arts and Hospitality
- Life and Physical Sciences
- Education
- Transportation, Distribution, and Logistics
HELP UNDECIDED STUDENTS EXPLORE CAREER OPTIONS & CHOOSE A PROGRAM

• Cluster programs of study into a handful of manageable buckets (i.e., meta majors, houses, academies, etc.).

• Common Gateway (foundation) courses give students a taste of the content and competencies within a meta major (e.g., First Year Seminar).

• Guide students towards choosing a program (counseling & career exploration in each meta major).
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Your pathway to success

Follow this checklist to set and achieve clear career goals

Engineering Technology A.S. (ENG-AS)
Biomedical Systems Subplan with embedded Medical Quality Systems Certificate (MEDQS-CT) and Engineering Technology Support Certificate (ENGTECH-CT)

ETI 1030 REGULATORY ENVIRONMENT FOR MEDICAL DEVICES 3
ETI 2021 RISK MANAGEMENT AND ASSESSMENT FOR MEDICAL DEVICES 3
ETI 2032 CHANGE CONTROL AND DOCUMENTATION 3
ETI 2171 QUALITY AUDITING FOR MEDICAL DEVICES 3
CGS 1070 BASIC COMPUTER AND INFORMATION LITERACY 1
ENC 1101 COMPOSITION I 3

0 TO 15 CREDITS

Visit Career Services & complete assessments
Discover careers & research (using BLS & ONET)
Explore degree options & requirements
Work with Academic Advising to create a MLP
Familiarize yourself with MySPC, MyCourses & SPC Email
Volunteer & join Student Government or a club
Start a basic resume
Locate scholarship opportunities

ETI 1701 INDUSTRIAL SAFETY 3
ETI 2041 MEDICAL DEVICE DESIGN AND MANUFACTURING 3
ETI 1622 CONCEPTS OF LEAN AND SIX SIGMA 3
MAT 1033 INTERMEDIATE ALGEBRA 3
MAC 1105 COLLEGE ALGEBRA 3

16 TO 30 CREDITS

Confirm degree plan matches career goals
Modify My Learning Plan (MLP) if necessary
Add Volunteer Activities & Clubs to resume
A.S. Programs: Attend events related to program & prepare for industry certifications & exams
A.A. Program: Determine transfer institution
Make an advising appointment
Visit Career Services to discuss work based learning opportunities
Two-Year Course Sequence Beginning in the Fall Semester

You can use the following pattern to complete an Associate in Science Degree for Transfer in Business Administration. This is only one possible pattern. If you wish to earn an associate degree, you must participate in the Student Success Program (Matriculation), which includes assessing academic skills and developing a Student Education Plan (SEP) with a counselor. This plan will map your sequence of courses to help you complete your degree regardless of the semester you begin classes.

<table>
<thead>
<tr>
<th>1st Semester/Fall</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 010</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>MATH 016A</td>
<td>Calculus for Business and the Life and Social Sciences</td>
</tr>
<tr>
<td>General Education and Elective Courses</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Semester/Spring</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 002</td>
<td>Introduction to Business Law</td>
</tr>
<tr>
<td>ECON 001</td>
<td>Principles of Economics (Macro-Economics)</td>
</tr>
<tr>
<td>General Education and Elective Courses</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3rd Semester/Fall</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 001A</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>ECON 002</td>
<td>Principles of Economics (Micro-Economics)</td>
</tr>
<tr>
<td>General Education and Elective Courses</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Semester/Spring</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 001B</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>MATH 013</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>General Education and Elective Courses</td>
<td>7</td>
</tr>
</tbody>
</table>
10% of students majoring in Business reached Math 016A within 5 years.
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
Opportunities for Integration of Supports

• Counseling and advising that is dedicated to specific meta-majors and guided pathways.

• Tutoring, supplemental instruction, and other academic supports aligned with specific meta-majors and guided pathways.

• Job placement services aligned with specific guided pathways.
Opportunities for Integration of other Efforts

- Pathways can start in high school
  - Dual Credit Programs

- Students should begin in Transfer-level Math and English
  - Multiple Measures
  - Acceleration
  - Co-Requisites
  - Summer Programs
What Guided Pathways are not...

- Yet another initiative… at least it shouldn’t be!

- An out-of-the-box, one-size-fits all solution.
The “Why” of Guided Pathways
What’s Your “Why?”

Activity - 10 mins

Take 5 minutes to think about your “why?” Why did you choose to work at Hartnell? Why have you chosen serving community college students as your career? (record on yellow 3x5 card)

Then take another 5 minutes to pair and share with an elbow partner.
It’s about Completion…

Degrees and Certificates Awarded

…On-Time!

4.5

• Median number of years it takes Hartnell students to earn their first Associate Degree.
...On-Time!

| 92 | • Median number of *units earned* by Hartnell students in order to earn their first associates degree. |
…On-Time!

27%

- Percent of full time first-time students who graduated from Hartnell College within three years.
Financial Aid and Student Debt

• Satisfactory Academic Progress (SAP) Maximum Timeframe

• Title IV regulations limit students to a lifetime maximum Pell Grant of 12 semesters/6 years

• Financial aid students must meet the following SAP standards:
  • Maintain 2.0 cumulative GPA
  • Complete 67% of all units attempted
  • Complete a financial aid eligible educational program within 150% maximum timeframe (MTF)
Maximum Timeframe (MTF)

Formula: Number of units required for a program $\times 150\% = \text{MTF Units}$

<table>
<thead>
<tr>
<th>Financial Aid Eligible Educational Program</th>
<th>Limit of Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible Certificate</td>
<td>Units Vary</td>
</tr>
<tr>
<td>Ex./ Medical Biller (44.0 units)</td>
<td>66 attempted units</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>90 attempted units</td>
</tr>
<tr>
<td>Transfer Program</td>
<td>90 attempted units</td>
</tr>
</tbody>
</table>
Guided Pathways Case Study

Average Graduation Rates of ASAP and Comparison Group Students:
Fall 2007-Fall 2014 Cohorts

- **2-Year Graduates** (ASAP N=8,872, Comp N=20,680)
  - All: ASAP 28.1%, Comp 13.8%  
  - Dev Edu Need: ASAP 9.5%, Comp 6.9%  
  - Fully Proficient: ASAP 39.4%, Comp 12.4%

- **2.5-Year Graduates** (ASAP N=6,394, Comp N=18,435)
  - All: ASAP 42.1%, Comp 21.4%  
  - Dev Edu Need: ASAP 15.8%, Comp 12.4%  
  - Fully Proficient: ASAP 52.2%, Comp 21.4%

- **3-Year Graduates** (ASAP N=6,394, Comp N=18,435)
  - All: ASAP 53.2%, Comp 48.0%  
  - Dev Edu Need: ASAP 24.1%, Comp 21.0%  
  - Fully Proficient: ASAP 60.5%, Comp 29.5%

Companion groups are constructed for each cohort and consist of students enrolled at each college who met ASAP eligibility criteria but did not participate in ASAP.

Students who have officially graduated through summer 2016. The 2.5-year and 3-year rates include fall 2007, through fall 2013 ASAP cohorts and their comparison groups. The 2-year rates also include the fall 2014 ASAP cohort and comparison group. Overall graduation rates are calculated by averaging the individual cohort graduation rates. Developmental education need or skills profiency is based on status at time of entry.

Source: CUNY Administrative Data Warehouse (ADW).

January 26, 2017
Guided Pathways Case Study

Completion Rates

- White: 50.4% (Ten Years Ago), 31.6% (Today)
- African American: 56.3% (Ten Years Ago), 25.6% (Today)
- Hispanic: 54.8% (Ten Years Ago), 22% (Today)

Guided Pathways Case Study

- Percentage of students graduating with an Associate Degree within 2 years.
College Employee Voices

“When courses are scheduled separately by each department, the result is that students can’t get into the right courses”
- Administrator, Bakersfield college, CA

“In mapping the programs of study, we realized most of us were focused on our courses and knew very little about our programs”
- Faculty, Norco College, CA

“Generally, fingers get pointed at academic advisors when enrollment is low…. Yet we are now looking at how improving our structures can help retention”
- Administrator, Mesa College, AZ
Student Voices: Key Takeaways

1. Most students find choosing a major to be a daunting task.

2. Choosing courses and getting into the right class was often challenging.

3. Supports are helpful, but many were unaware of the different types of supports available.

4. Students shared a yearning for a sense of community and peer connection.
Students find selecting a major challenging.

“At least for me, it was a whole not knowing where to go…. Like communication, Okay, where do you go from there? Do I become a professor? Do I work in TV? What kind of jobs do people have? It sounds corny, but are they happy in those jobs?”

“I’ve been guilty of this— and it is a common thing in here---where you take class after class and you kind of forget your end goal…."

“…the most comforting thing for my personal life and my academic life was figuring out my major…It was actually a way of taking classes that will get me something here”
Choosing courses and getting into the right class was often challenging.

“If there’s like a clear cut path for what classes you should be taking, then … it would hopefully give a light bulb to the school ‘oh, we need more classes in business for example’.”

Students generally found the supports that were available helpful to them, but many were unaware of the different types of supports available.

“…when I talked to some people in the X office, they’re unaware of what resources are available... I found out about a lot of resources after the third or fourth semester and I’m like, ‘Wow. These exist. It’s too late for me to join that now.’”

Students want community and connection.

“I feel like one of the biggest things missing at Skyline is a celebration of culture…I mean even within each major….If we’re able to create those kind of spaces in events … and having that kind of network…I feel like that would promote actual education, and have students stay on campus.”
Reaction to the Data

Share with your neighbor your reaction to the data:

• What do you feel like are the college’s greatest assets?
• Of the struggles students face, where do you find the most urgency to make changes for improved student success

(record answers on a green 3x5 card)
Yeah, but…

• You’ve got questions. Others have answers. The first step in the process is Inquiry.

• There will be lively, challenging, and at times difficult conversations.
  – Shouldn’t students be able to “explore?”
The “How” of Guided Pathways
Steps to Implementation

- Inquiry
- Design
- Development
- Implementation
DESIGN TEAM:

- Work Team: "Foundations (Affective Domain)"
- Inquiry Team: "Exploratory Course"
- Inquiry Team: "The Undeclared Student Experience"
- Work Team: "Student Support Services"
- Work Team: "Meta-Majors"
- Inquiry Team: "HIPS"
- Inquiry Team: "GE Redesign"

Executive Leadership: VPs Team
Comms. Squad
Design Team Co-Leads
Logistics Squad

Additional Seats:
- Academic Senate
- 2 ASSC Student Reps
- ISLO/Institutional Effectiveness
- Student Equity & Support
- Director of Career & Workforce
- Director of The Learning Center
- Classified Senate
- Professional Dev.
It’s not real without a website…

- Skyline College Guided Pathways
Cross-Functional & Cross-Hierarchical Team Approach

Student Affairs

Mesa Public Schools

District Workforce Development

Faculty

District Curriculum

MCC Students

Administrators

Shared Leadership
Building Momentum Through Shared Leadership

- **Increasing Awareness**
  - Forums
  - Presentations
  - Discussions

- **Sense Making**
  - Collaborative Inquiry
  - Pathway Mapping

- **Building Momentum**
  - Pioneers
  - Early Adopters
  - Change Agents

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MESA COMMUNITY COLLEGE

CLP | Career Ladders Project
Lessons Learned

➔ Leadership impacts campus culture for transformational change

➔ Cross-functional and interdisciplinary teams that represent academic and student support are critical for institutional commitment, change, and implementation.

➔ Communicate, Communicate, and Communicate some more. Develop systems to ensure college-wide communication

➔ Develop partnerships with colleagues to help design the process

➔ Answer the sense of URGENCY as if students’ lives depend on us getting this right…because it does
Problem and/or Challenge Statement

Activity - with a partner create a problem statement based on these needs that can guide college inquiry into the issues

(record on an orange 3x5 card)
What is Next?
HOW CAN EMBRACING GUIDED PATHWAYS HELP OUR STUDENTS SUCCEED?

INCREASE
REDUCE
RAISE
✓ Increase student ability to plan their short- and long-term future

✓ Increase student understanding of the sequencing of courses/what they need to take, when and why (outcomes)

✓ Increase student understanding of their educational and career options/how their academic work links to future education and/or employment opportunities
- Reduce the probability that students will drop out/not persist
- Reduce student time in remedial coursework
- Reduce the number of credits student take
- Reduce the amount of resources students spend on their education with us
- Reduce the time it takes students to achieve their goal/reduce opportunity cost
- Reduce the time it takes students to experience the benefits of their education
  - More swiftly apply student learning in the workplace
  - More swiftly obtain a better job/earn a higher paycheck
✓ Raise student hope of getting done and moving on

✓ Raise student educational self-esteem

✓ Raise student appreciation for the value of a high-quality education and the need for academic rigor to prepare them for the challenging world they will face/skills they will need
WHO MAKES GUIDED PATHWAYS HAPPEN?

The Governing Board?
The Superintendent/President?
The Executive Cabinet?

It’s up to all of us to make this happen!
WHAT WE MUST DO TOGETHER

✓ Inquire - Learn, become informed, and share information and resources

✓ Re-Think - Open our minds to the possibility of re-design with student success in mind

✓ Strategize – Begin to figure out what approaches would work most effectively and efficiently for our students – approaches that can be scaled to reach as many students as possible
New to Hartnell or career?
Opportunity to make an impact at ground floor level of college re-design

Middle of career?
Opportunity to look in the institutional mirror and re-think how we fundamentally do things

Toward end of career?
Opportunity to leave a legacy of relentless commitment to student success
Guided Pathways Self-Assessment Team including faculty (AS), staff (CSEA), students (ASHC), administrators

Guided Pathways Multi-Year Plan Team including faculty, staff, students, administrators

Funding from Chancellor’s Office

Faculty Reassigned Time
- Spring Semester (2 Opportunities)
- In 2018-19 & Beyond

Administrative Assistant
✓ Introduction to Guided Pathways (January 11)

✓ Rollout of 2018 Program Planning and Assessment Process - Focus on Student Success Data & Guided Pathways (end of January)

✓ Institutional Planning Retreat – Focus on Student Success & Guided Pathways (March 9)

✓ Workshop – Results of Survey of Entering Student Engagement & Relationship to Guided Pathways & ACCJC Accreditation (April 13)
THANKS!
FOR MORE INFORMATION

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