Guided Pathways

Kick-Off

March 1, 2018
Congratulations! You have been selected to serve on one or more of our Guided Pathways (GP) task forces or subcommittees. These workgroups will be designing and implementing the GP practices through the guidance of the Guided Pathways Steering Committee led by Drs. James Templer and Vicki Stanfield.

COM will work together as part of the Texas Pathways Project—a statewide strategy focused on building capacity for community colleges to design and implement structured academic and career pathways at scale for all students.

As Dr. Rob Johnstone stated at Convocation, the Guided Pathways movement is a transformative journey, not a destination. Therefore, your participation and two-year commitment is critical to the success of COM’s endeavors to move its student success agenda forward. Drs. Templer and Stanfield will be communicating further instructions after this semester gets under way.

Many regards,

[Signature]

Dr. Warren Nichols
President
Introduction to Guided Pathways

Four Pillars of Guided Pathways

- Clarify the Path
- Enter the Path
- Stay on the Path
- Ensure Learning
Why Guided Pathways?

Students

*Student success is our top priority. COM will be the college of choice for our community.*

By 2025

- **FTE to 4,000**
  - Currently 3,000 FTE

- **Annual Awards to 1,300**
  - Currently 696 Awards and Certificates

- **Time to Degree to 4 years**
  - Currently Average 5 years

- **Average SCH per Degree to 70**
  - Currently Average 101 SCH
The Guide Pathways Transformation

**Guided Pathways: Planning, Implementation, Evaluation**

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. The goals are to improve rates of college completion, transfer, and attainment of jobs with value in the labor market — and to achieve equity in those outcomes.

**PLANNING**

**ESSENTIAL CONDITIONS**

Make sure the following conditions are in place — prepared, mobilized, and adequately resourced — to support the college’s large-scale transformational change:

- Strong change leadership throughout the institution
- Faculty and staff engagement
- Commitment to using data
- Capacity to use data

**PREPARATION/AWARENESS**

Understand where you are, prepare for change, and build awareness by:

- Engaging stakeholders and making the case for change
- Establishing a baseline for key performance indicators
- Building partnerships with K-12, universities, and employers
- Developing checklists of how students choose, enter, and complete programs
- Developing an implementation plan with roles and timelines

**IMPLEMENTATION**

**CLARIFY THE PATHS**

Map all programs to transfer and career and include these 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 PATH**

Require these supports to make sure students get the best start:

- Use of multiple measures to assess students’ needs
- First-year experiences to help students explore the field and choose a major
- Full program plans based on required career/transfer exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K-12 partnerships focused on career/college program exploration

**SUSTAINABILITY**

Commit to pathways for the long term and make sure they are implemented for all students by:

- Determining barriers to sustainability (state, system, and institutional levels)
- Redefining the roles of faculty, staff, and administrators as needed
- Identifying needs for professional development and technical assistance
- Reengineering technology to support the redesigned student experience
- Reallocating resources as needed
- Continuing to engage key stakeholders, especially students
- Integrating pathways into hiring and evaluation practices

**EARLY OUTCOMES**

Measure key performance indicators, including:

- Number of college credits earned in first year
- Number of college credits earned in first year
- Completion of gateway math and English courses in the student’s first year
- Number of college credits earned in the program of study in first year
- Persistence from term 1 to term 2
- Rate of college-level course completion in students’ first academic year
- Equity in outcomes

**EVALUATION**

Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.

**ENSURE STUDENTS ARE LEARNING**

Use these practices to assess and enrich student learning:

- Program-specific learning outcomes
- Project-based, collaborative learning
- Applied learning experiences
- Incapaciable student engagement
- Faculty-led improvement of teaching practices
- Systems/procedures for the college and students to track mastery of learning outcomes that lead to credentials, transfer, and/or employment

Contributors to this model for Guided Pathways are: American Association of Community Colleges (AACC), Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Complete College America, The Charles A. Dana Center, Jobs for the Future (JFF), National Center for In Quality and Improvement (NCII), and Public Agenda.
GP Steering Committee

Dr. James Templer, Chair
Dr. Vicki Stanfield, Vice-Chair
Dr. Warren Nichols, Ex-Officio
Mary Ann Amelang
David Anderson
Dr. Carla Boone
Dr. Clen Burton
Kay Frieze
Dr. Kris Kimbark
Ron LeVick
Dr. Steve Sewell
Sean Skipworth
Michelle Valdes
Dr. Teri Walker
GP Task Force 1/Subcommittee 1 - Charge

- Every program is well-designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

- Programs are aligned with 4-year institutions where the majority of students transfer and are clearly mapped across the two sectors. Transfer students know which college courses they should take to be prepared to seamlessly transfer into baccalaureate programs without loss of credit leading toward the targeted degree.
• Every new college student is helped to explore career/college options, choose a program of study and develop a full-program plan as soon as possible.
GP Task Force 1/Subcommittee 3 - Charge

- Assistance is provided to students who are unlikely to be accepted into limited access programs such as nursing to redirect to another more viable path to credentials and a career.

- The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
GP Task Force 1/Subcommittee 4 - Charge

• Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
• Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.
• Results of learning outcomes assessment are used to improve teaching and learning through program review, professional development, and other intentional college efforts.
GP Task Force 2 - Charge

- Detailed information is easily accessible on the college's website providing employment and further education opportunities targeted by each program.
GP Task Force 3 - Charge

- Programs are aligned with high school endorsements and are clearly mapped across the two sectors. High school students know which high school courses, including DC courses, they should take to be prepared to seamlessly matriculate into college programs.

- The college works with high school students and other feeders to motivate and prepare students to enter college-level coursework in program of study when they enroll in college.
GP Task Force 4 - Charge

• Special supports are provided to help academically unprepared students to succeed in the "gateway" courses for the college's major program areas - not just in college-level math and English - as soon as possible.

• Intensive support is provided to help very poorly prepared students and adult basic learners to succeed in college-level courses as soon as possible.
GP Task Force 5 - Charge

• Required math courses are appropriately aligned with the student's field of study.
GP Task Force 6 - Charge

• Advisors monitor which program every student is in and how far along he/she is toward completing the program requirements.
• Students can easily see how far they have come and what they need to do to complete their program.
• Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
GP Task Force 7 - Charge

- Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, services learning, and study abroad and other active learning activities that program faculty intentionally embed into coursework.

- The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
GP Task Force 8 - Charge

- The college assesses effectiveness of educational practice (e.g., using CCSSE or SENSE, etc.) and uses results to create targeted professional development.
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Recommended and Required Reading

Redesigning America’s Community Colleges

Thomas B. Bailey
Shauna Smith Juggare
Doris Jenkins

A CLEARER PATH TO STUDENT SUCCESS
What is Guided Pathways?

Guided Pathways is an integrated, highly 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.

Guided Pathways is a college-wide reform that provides a framework for integrating initiatives such as Math Pathways, the Co-Requisite Model, and 60x30.

The Four Pillars of Guided Pathways

Guided Pathways consists of four dimensions or “Four Pillars”:

- “Clarify the Path” – create clear curricular pathways to employment and further education
- “Enter the Path” - help students choose and enter a program pathway
- “Stay on the Path” – help students stay on their path
- “Ensure Learning” - ensuring that learning is happening with intentional outcomes
Wrap Up

More information coming soon!