

GUIDED PATHWAYS

FLEX DAY
APRIL 2018

A Continued Working Conversation

In the cast of many, thanks to:
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Guided Pathways

Agenda

- BRIEF Making the Case for Guided Pathways
- Introduction to Guided Pathways
- National and Local Examples of Guided Pathways
- Where are we? And where are we going?

Making the Case for Guided Pathways

From A Student Perspective

Guided Pathways

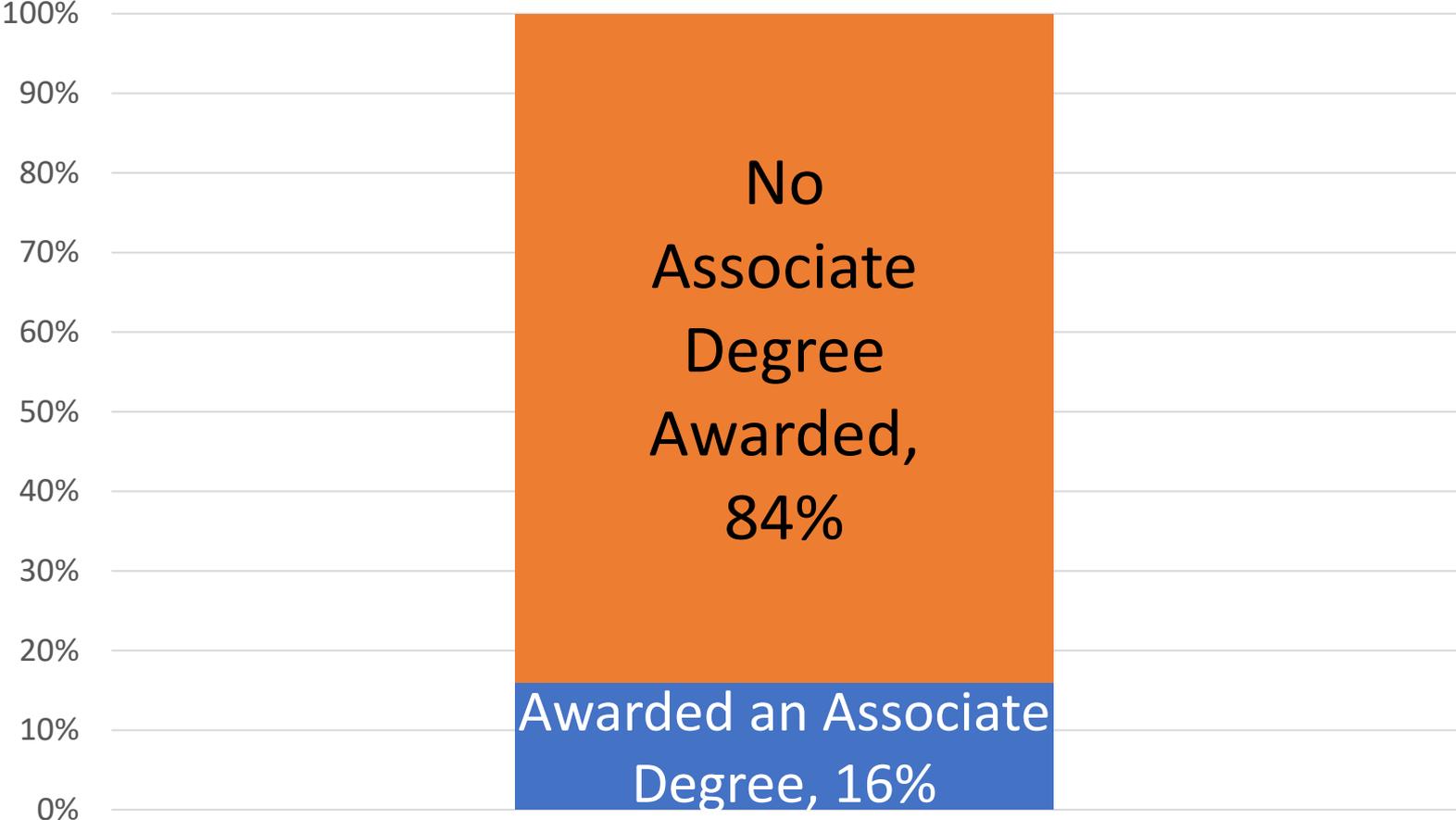


Congratulations!

You have all successfully enrolled at Las Positas College and indicated your goal was to earn an Associates Degree.

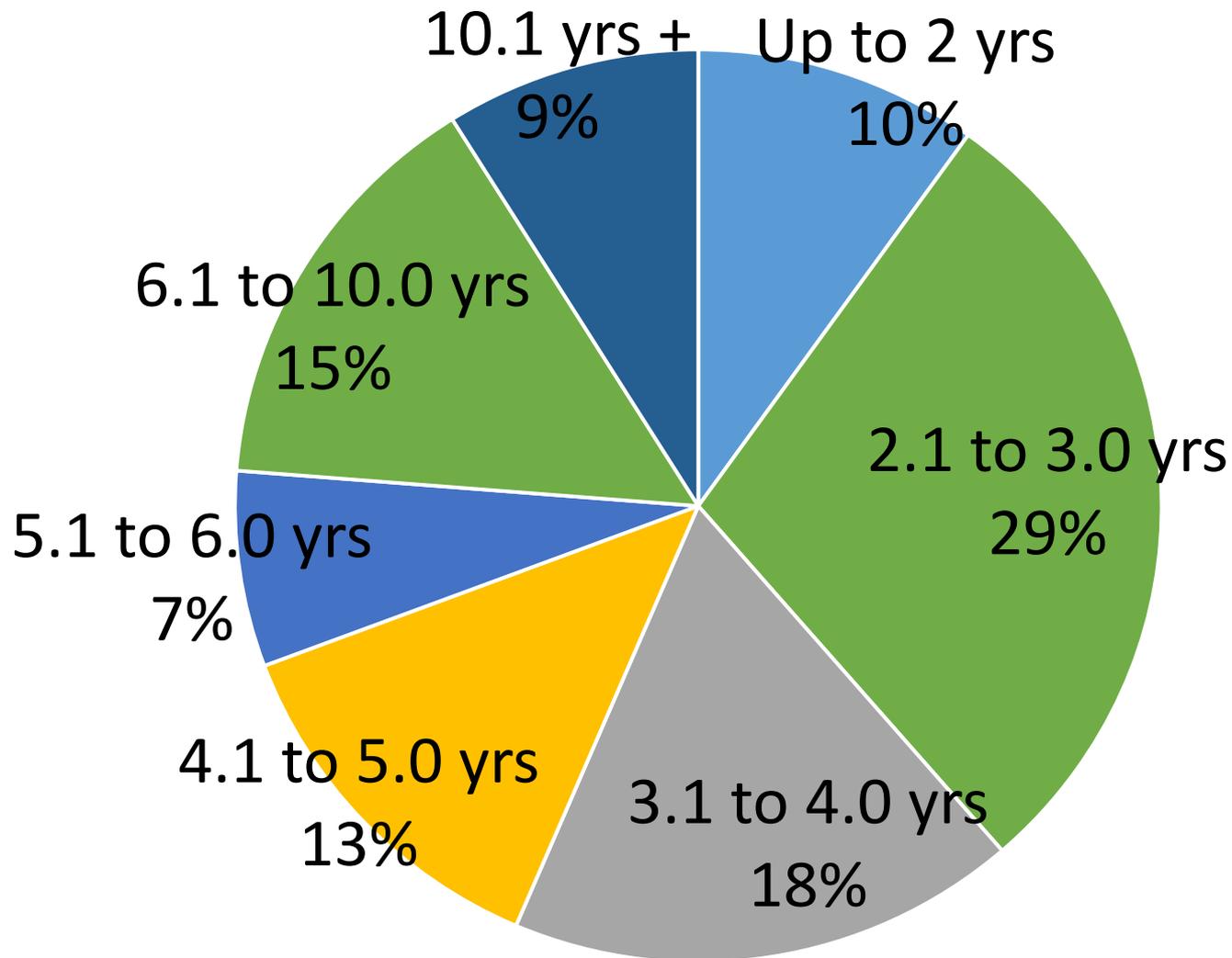
LPC Degree Outcome of Students Seeking AA/AS Degree

Within 4 Years (Cohort started in Fall 2013)



Years to Complete an AA/AS Degree at LPC

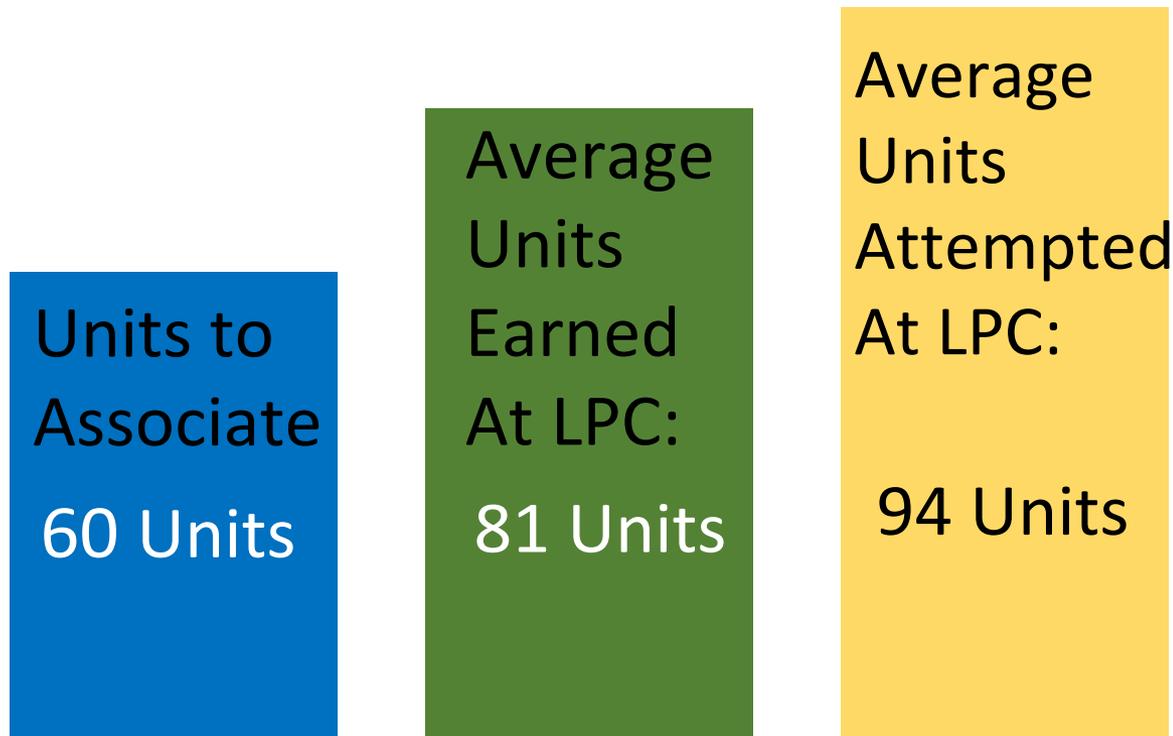
2016-2017 First Time Associate Degree Completers



Las Positas College 2016-17

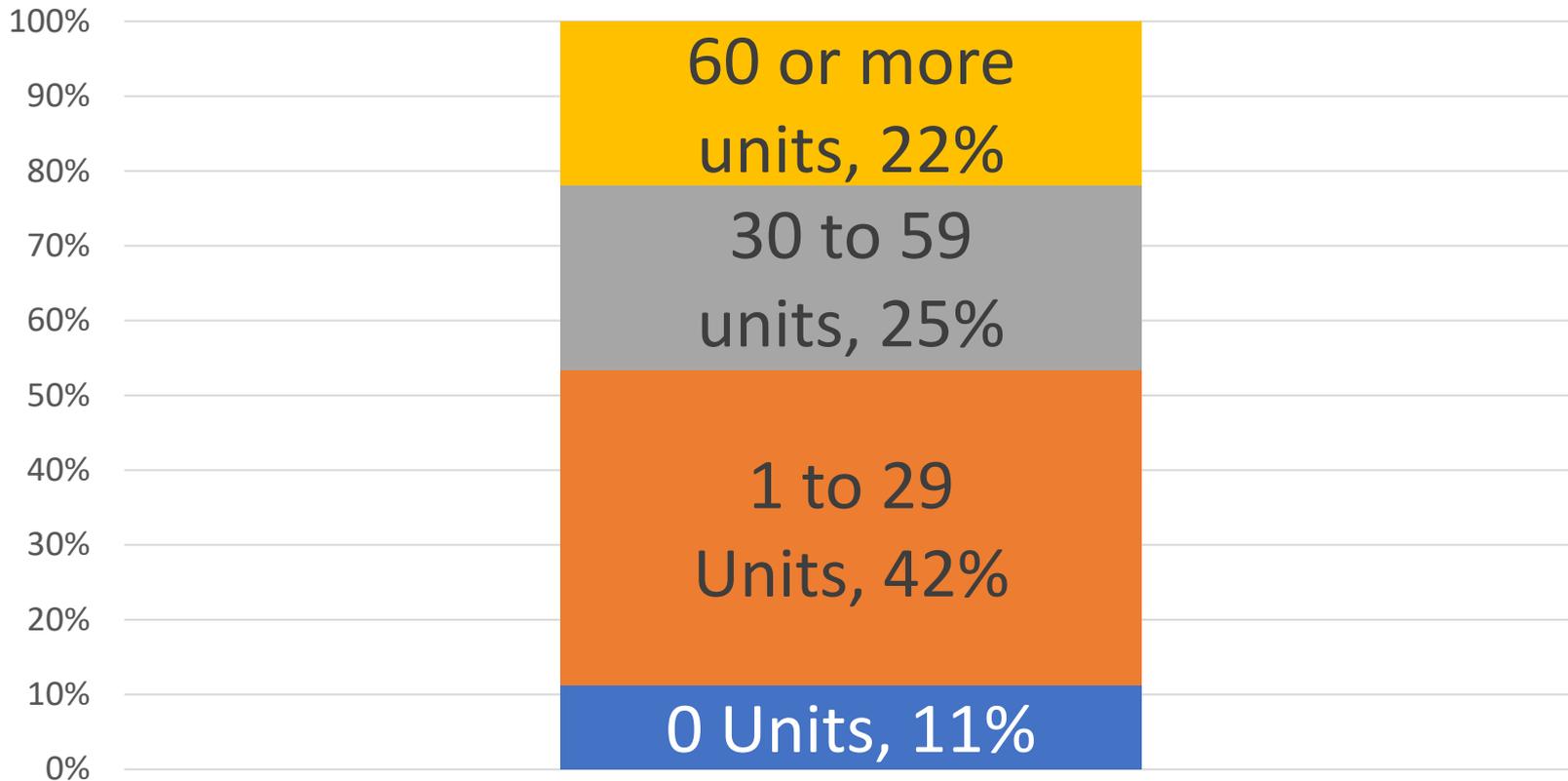
First-Time Associate Degree Completers

Average Unit Accumulation



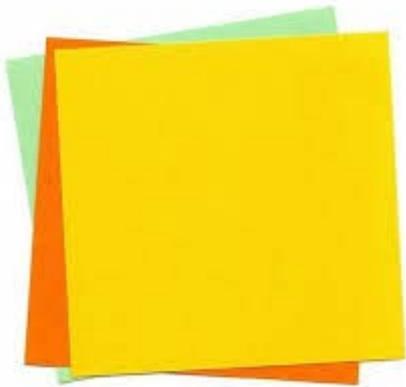
LPC Units Earned by Students Who Were Not Awarded an AA/AS Degree

(Data excludes basic skills units)



Note: Data are within 4 years for associate degree-seeking students who started at LPC in fall

Individual Reflection



Looking at the data of the number of units earned by LPC students who were not awarded an AA/AS Degree....

What questions do you have?

For example:

- How many students qualified for an AA/AS Degree but did not apply for one?

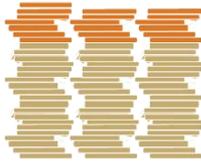
After few minutes, pair-share your questions.

Why GPS?

Students are ...



Taking too much time



Taking too many credits



Spending too much money



Not graduating

LPC Students Want More Clarity

During the 2016 Satisfaction Survey, many student comments focused around:

- Needing help to clarify a career path and find career opportunities.
- Lack of availability of evening course offering and support services.
- Want more structure around choosing classes.

To quote three LPC students:

LPC Students Want More Clarity

“Express more how important it is to map out exactly what classes you need to take, so that you are taking only what is necessary for you to succeed and not get "stuck".” LPC Student A

“Give an in-depth guideline to transferring. I don't even know if I'm taking the right classes.”
- LPC Student B

LPC Students Want More Clarity

“Giving out more information on how to transfer outside of counseling like the TAG system with Davis or what the Major Prep requirements are and how to access that information. What the general education, IGETC is, so that students can pick their classes better during their first years of enrollment if they had not seen a counselor yet.” LPC Student C

LPC Students Want More Clarity

It is clear to me what I am expected to learn, know, and be able to do in order to successfully complete:

- My courses 83%
- My major/program 64%
- My degree/certificate 62%
- My transfer education 57%



About 40% of our students are not clear about what they need to do to complete their program of study

What are Guided Pathways?

An Introduction

Think of a “GPS” for student program completion



About Guided Pathways

The Guided Pathways framework creates a 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.

About Guided Pathways

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



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.

About Guided Pathways

The Guided Pathways framework creates a highly structured approach for ALL STUDENTS.

It takes the wonderful things we are doing and fills in the gaps to make sure that students know what they need to do, how to do it, and complete it.

It takes the 'luck' out of being successful and instead assures that all students interface with evidence based practices.

Evidence Based Practices

Four Pillars of Guided Pathways

**Clarify
their
Path**



Create Clear
Curricular
Pathways to
Employment
and Further
Education

**Enter
their
Path**



Help
Students
Choose and
Enter Their
Pathway

**Stay on
their
Path**



Help
Students
Stay on
Their Path

**Ensure
Learning**



Follow
Through, and
Ensure that
Better Practices
are Providing
Improved
Student Results.

Using Evidence-Based Practices

- Support and guide student exploration to understand options and make informed choices
- Clearly delineate program requirements, “mapping” them and offering predictable course schedules so students can complete
- Transform remediation: (via placement reform, co-requisite instruction and math-context)
- Bring together “career” and “transfer” programs, major requirements, general education and elective options
- Provide proactive & intrusive student supports, integrated with instruction & program of study

Examples of Guided Pathways

BRIEF Examples of Guided Pathways

Clarify their Path: Academic Maps

Select 10 courses from this list of 543

Faculty worked with Counselors to recommend 3 - 4 "favorites"

2015-2016 SIERRA COLLEGE		Date:
AA OR AS ASSOCIATE DEGREE REQUIREMENTS		
I. GENERAL EDUCATION BREADTH:		
Natural Sciences (For an A.S. degree, must complete an <u>underlined</u> laboratory science course or course combination)		
	Required	Units
	Have	Need
A	3	
B	3	
C	3	
D	3	
E	2	
F	3	
II. LEARNING SKILLS: (Courses used to fulfill learning skills may also be used for major and/or general education.)		
1	0	
2		(0-6) Degree Exam or Course
3		(0-3) Intern or Course
4		(0-6) Exam or Course
TOTAL GENERAL EDUCATION BREADTH AND LEARNING SKILLS UNITS:		20-35

Award name: Anthropology AA-T			
YEAR ONE			
Fall Semester	Units	Spring Semester	Units
MAJOR REQUIREMENTS		MAJOR REQUIREMENTS	
ANTH 1	3	ANTH 5	3
ANTH 1L	1	ANTH 6	3
ANTH 2	3		
MAJOR ELECTIVES		MAJOR ELECTIVES	
GENERAL EDUCATION (for degree or transfer)		GENERAL EDUCATION (for degree or transfer)	
ENGL 1A	3	ENGL 1B or PHIL 4	3
SOC 15 or MATH 13	3-4	HIST 18A, 18B, 25, or 27	3
Transferable Elective	1-2	Transferable Elective	3
Total Semester Units:	15	Total Semester Units:	15
YEAR TWO			
Fall Semester	Units	Spring Semester	Units
MAJOR REQUIREMENTS		MAJOR REQUIREMENTS	
ANTH 7 or ANTH 4	3		
MAJOR ELECTIVES		MAJOR ELECTIVES	
GENERAL EDUCATION (for degree or transfer)		GENERAL EDUCATION (for degree or transfer)	
COMM 3 or COMM 5	3	SSCI 50 or ARHI 132 or ARHI 140 or ARHI 150 or ARHI 155	3
PSYC 130 or HDEV 1 or NUTF 10	3	SSCI 25 or LGBT 2 or WMST 3	3
GEOG 1 or ESCI 10 or ESCI 1	3	POLS 1	3
Transferable Elective	3		
Total Semester Units:	15	Total Semester Units:	15
		60	

Enter their Pathway

Program maps include semester by semester course pathway and advising notes.

Semester 1	CR	Advising Notes
EDUC 1300 – Effective Learning: Strategies for College Success	3	New ACC students with less than 12 SCH of successful college credit must take EDUC 1300 in their first semester. Other students can choose a speech course from the Component Area Option section of the Core Curriculum Course List.
ENGL 1301 – English Composition I	3	
BIOL 1406 – Cellular and Molecular Biology	4	
MATH 2412 – Precalculus: Functions and Graphs	3-4	May select from MATH 1314, MATH 1316, MATH 2412, MATH 2413, or MATH 2414. Students must first consult with a mathematics advisor.
ARTS 1301 – Introduction to the Visual Arts	3	May select an alternate course from the appropriate section of the Core Curriculum Course List.
	16-17	Program Semester Hours / Meet with your advisor
Semester 2		
ENGL 1302 – English Composition II	3	

Enter their Pathway

Program maps include transfer and career information.

Transfer Information

This AS degree in Biology degree provides a pathway to transfer to a four-year college or university where students can earn a baccalaureate degree. Students should consult with their chosen transfer institution regarding recommended courses that will transfer and be applied to their baccalaureate degree program.

The University of Texas at Austin: BS in Biology - <http://catalog.utexas.edu/undergraduate/natural-sciences/degrees-and-programs/bs-biology/>

Texas State University:

- [B.S. Aquatic Biology](http://www.bio.txstate.edu/degrees-programs-undergraduate/Aquatic-Biology.html) - <http://www.bio.txstate.edu/degrees-programs-undergraduate/Aquatic-Biology.html>
- [B.S. Biology](http://www.bio.txstate.edu/degrees-programs-undergraduate/B-S-Biology-.html) - <http://www.bio.txstate.edu/degrees-programs-undergraduate/B-S-Biology-.html>
- [B.S. Microbiology](http://www.bio.txstate.edu/degrees-programs-undergraduate/B-S--Microbiology.html) - <http://www.bio.txstate.edu/degrees-programs-undergraduate/B-S--Microbiology.html>
- [B.S. Wildlife Biology](http://www.bio.txstate.edu/degrees-programs-undergraduate/B-S--Wildlife-Biology.html) - <http://www.bio.txstate.edu/degrees-programs-undergraduate/B-S--Wildlife-Biology.html>

The University of Texas at San Antonio:

- [B.S. - Biology](http://catalog.utsa.edu/undergraduate/sciences/biology/#degreestext) - <http://catalog.utsa.edu/undergraduate/sciences/biology/#degreestext>
- [B.S. - Microbiology & Immunology](http://catalog.utsa.edu/undergraduate/sciences/biology/#degreestext) - <http://catalog.utsa.edu/undergraduate/sciences/biology/#degreestext>

University of Houston: B.S. and B.A. degrees in Biology and in Biochemical and Biophysical Sciences and a B.S. in Mathematical Biology administered jointly with the Mathematics Department.

Career Information

The data below are intended to be a guide and reference tool and represent local and regional employment information for occupations related to this program.

<http://www.achievetexas.org/> - Texas Workforce Commission, Texas Education Agency Achieve Texas

<http://www.bls.gov/ooh/> - Bureau of Labor Statistics

Enter their Pathway

Program information includes estimated tuition costs, time commitment and completion information when available.

Program Information



Estimated Tuition

\$1925.00



Time Commitment

1-2 Semesters

Class Hours Vary Per Week



View The Program

FAQ's

Available in PDF Format



Download The Program

Brochure

Available in PDF Format

Contact Information



Program Coordinator

Lori Friedman

lori.friedman@austincc.edu

512-223-7813

Enter their Pathway

Students can make informed career decisions, including job market and wages.

These lead students in an informed decision of program major.

▼ Bioinformatics Scientists

Conduct research using bioinformatics theory and methods in areas such as pharmaceuticals, medical technology, biotechnology, computational biology, proteomics, computer information science, biology and medical informatics. May design databases and develop algorithms for processing and analyzing genomic information, or other biological information.

Hourly Wage: \$24.47

Currently Employed: 179



Projections:

179 people are employed as Bioinformatics Scientists. This number is expected to increase by **5.59%** over the next four years.

Stay on their Pathway

- Provide a class schedule that aligns with students' needs
 - Urgently address areas of impaction
 - Expand online and evening offerings
 - Create innovative packaged offerings
- Invest in Software to improve student progress on the path
 - Scheduling Software
 - Use data from SEPs in Degree Works
 - Success and Retention Software, such as StarFish, to monitor student progress on the pathway
 - Link to regional careers and wages

Stay on their Pathway

Transform remediation (via placement reform, co-requisite instruction and math-context)

MMP

fast track for acceleration
2 courses 1 semester

COREQUISITE COURSES

for support and acceleration

Courses In Context

Math for Trades and ECD



Guided Pathways

Where Are We Now?

....and Where Are We Going?

Guided Pathways

- **Guided Pathways is an US THING – all of us.**
- **It is a framework that we can make our own.**
- **It is a framework to we can use to tie together BSI, BST, SSSP, Equity, SWP. meet the needs of our students and our college.**

Gearing Up for Implementation



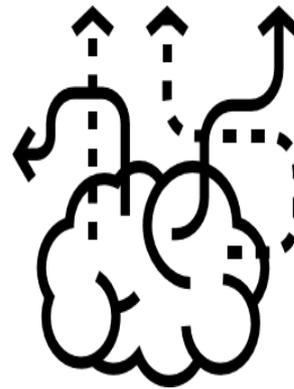
IEPI
Workshop

Attend 2017
& 2018



Self-
Assessment

12/23/17



Multi-Year
Work Plan

3/18



Funding
Allocation

4/18

Self Assessment



Three Key Elements:

- Inquiry
- Design
- Implementation

Self-
Assessment with 14 sub-sections.

Self Assessment



Self- Assessment

For each of these, colleges need to self report on a Scale of Adoption

- Pre-Adoption
- Early Adoption
- In Progress
- Full Scale

During the FALL FLEX DAY 2017, we collaboratively worked on this.

LPC Self Assessment

Las Positas College Work Plan Goals for Spring 2018 to Summer 2019		Scale of Adoption			
Key Element		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry		X →		
	2. Shared Metrics	X →			
	3. Integrated Planning			X	
Design	4. Inclusive Decision-Making Structures		X →		
	5. Intersegmental Alignment			X	
	6. Guided Major and Career Exploration Opportunities	X →			
	7. Improved Basic Skills			X	
Implementation	8. Clear Program Requirements		X →		
	9. Proactive and Integrated Academic and Student Supports		X		
	10. Integrated Technology Infrastructure		X		
	11. Strategic Professional Development			X	
	12. Aligned Learning Outcomes			X	
	13. Assessing and Documenting Learning			X	
	14. Applied Learning Opportunities			X	
Overall Self-Assessment		2 → 0	5 → 2	7 → 10	0

LPC Work Plan

First Year Overview:

- Inquiry into the areas (1, 2, 4, 6, 8) where we are pre- or early- adoption.
 - Developing knowledge about GP across the campus
 - Engaging in evaluation and collection of data
 - Establishing cross-functional teams to map out degrees, certificates and link to industry and career information
 - Establishing a GP Steering Committee and reporting structure
 - Increasing student involvement through Student voices/perspectives: panels & testimony, etc.

LPC Work Plan

Guided Pathways is an US THING – all of us.

It is a framework that we can make our own if we are all involved.

Over this next year, there will be multiple opportunities to participate in focus groups, work groups, division and discipline specific conversations....

Let's start NOW.

Starting with Inquiry

Many colleges start their Guided Pathway conversations around their own student experience.

Putting themselves in their students' shoes...

Starting with Inquiry



50% of all students
leave every year

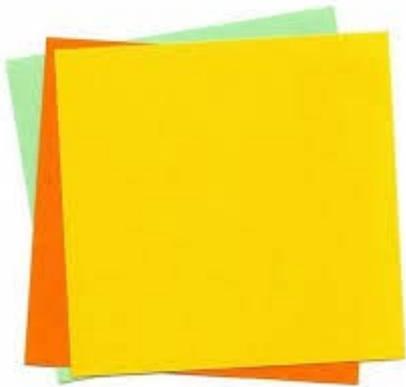
WHY?



- Only 4% complete 30 units their 1st Year – *WHY?*
- Only 2% eventually earn certificates – *WHY?*
- Only 11% who want to transfer actually do – *WHY?*
- Only 14% who want a degree actually earn one – *WHY?*

What is LPC data?

Individual Reflection



What data are YOU INTERESTED in?

Individually, write down what data you would like to know about our students.

Examples:

- How many students declare a major in my program? How many complete? Time to completion?
- What are common exit points from my program?

Small Group Discussion



In small groups, share out what data you are interested in.

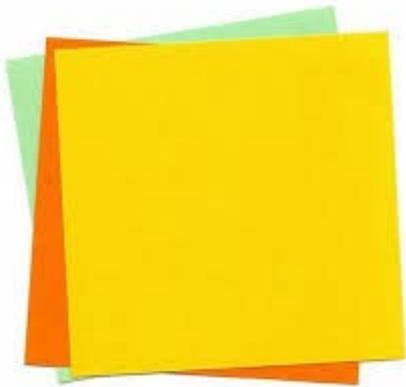
Collectively:

What do you want to know more about?

What excites or concerns you?

Share out.

Individual Reflection



As someone who works with students at LPC, what are some ways you can support students in completing their pathway?

After a few minutes, pair-share.

LPC FLEX Survey



Thank you for coming!

Please take a moment to fill out the LPC FLEX Day “Professional Development Workshop Evaluation Form.”

Leave them on your tables before you go so that we can collect the information and continue to improve as a college.

GUIDED PATHWAYS

Summary

Guided Pathways is an **US THING** – all of us.

It is a framework that we can make our own.

It is a framework to we can use to meet the needs of **our students** and **our college**.