Four Pillars of Pathways

CLARITY INTAKE SUPPORT LEARNING

Clarity

Have faculty and student services professionals work together to create clear program maps
- Specific course sequences
- Progress milestones
- Program learning outcomes
- Regional employment opportunities
- Related majors at four-year institutions

Resources: *C-ID/Associate Degrees for Transfer , California Career Pathways Trust, Adult Education Block Grants, Strong Workforce Program*

Intake

1) Ensure students enter with the skills they need
- Coordinate with K-12 and adult ed feeder schools to ensure students are learning the pre-requisite skills for college coursework
- Strengthen multiple measures assessment to better understand students' abilities

2) Link educational planning to long-term goals
- Examine career options, possible majors, and transfer pathways to attain goals
- Help students pick an area of study in their first term and select the appropriate courses for that area

3) Restructure developmental education
- Align basic skills options with programs of study
- Integrate skills beyond English and math that are needed for gateway courses
- Reduce time in remediation through acceleration, contextualization, co-requisites

Intake

1) Ensure students enter with the skills they need

Resources: *SSSP Funding, Common Assessment Initiative, AEBG, CCPT*

2) Link educational planning to long-term goals

Resources: *Educational Planning Initiative, Career Café, CCCMyPath, Here to Career, Equity Funding*

3) Restructure developmental education

Resources: *Basic Skills Initiative, Basic Skills Transformation Grants*

Support

1) Adjust college structures that impede student progress
- Make exploration more coherent through meta-majors
- Simplify decision-making by providing sample schedules and information on how choices affect longer-term goals
- Provide predictable schedules and schedule the courses in a way that ensures students can complete their majors

2) Track student progress within pathways
- Ensure students know how far they have progressed and what to do next
- Monitor student progress and develop mechanisms for reaching out to students who are off-track
- Embed academic and non-academic supports into programs

Resources*: Equity Funding, SSSP Funding, Educational Planning Initiative*

Learning

1) Focus on program-level learning outcomes
- Align to key skills needed in the workplace
- Address how outcomes address transfer requirements
- Build essential skills across individual courses

2) Emphasize the quality of learning
- Deepen learning to build critical thinking, collaboration, and problem-solving in addition to narrower skill-sets
- Leverage learning outcomes assessment to improve instruction
- Provide professional development opportunities to strengthen effective teaching practices and strengthen collaboration among faculty

Resources: *Online Education Initiative, Institutional Effectiveness Partnership Initiative, Strong Workforce Program, C-ID*

The Implementation Process

Community colleges and universities that have undertaken reforms following the guided pathways model have found that the process can take four to five years. By this timetable, improvements in indicators of student progression (such as students entering the second year on track to complete their program on time) may not be evident until the end of year 3. When planning a guided pathways reform, it is therefore important to communicate that expected improvements in student outcomes will take time to be realized.

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TIMELINE FOR PLANNING AND IMPLEMENTATION	
YEAR 1	
Engagement/high-level planning	• Make the case for change by drawing on student data and experience • Broadly engage faculty and staff in scrutinizing current practices and planning large-scale reform • Communicate vision and goals for change
YEAR 2	
Laying groundwork for implementation	• Create program maps (including plans for exploratory majors) for all programs and fields • Plan redesign of intake system—including integration of supports into program gateway courses • Plan reorganization of advising to support timely program entry and completion • Plan upgrade of student information system to support progress monitoring and enable early alerts • Continue broad communication and engagement • Train advisors and faculty for year 3 implementation
YEAR 3	
Initial scale implementation	• Begin large-scale implementation of redesigned pathways, reorganized intake system, program advising system, and student e-advising system • Provide training to support initial implementation • Conduct formative evaluation of initial implementation • Continue broad communication and engagement
YEAR 4	
Improved scale implementation	• Refine and expand large-scale implementation • Continue training, communication, and engagement • Continue formative evaluation
YEAR 5	
Continuous improvement	• Institutionalize structures and processes for formative evaluation and improvement