

Guided Pathways Initiative at GRCC

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Brief History of Guided Pathways

Producing Promising Results

- The first major initiative to address community colleges' low completion rates was Achieving the Dream: Community Colleges Count (2004).
- In the late 2000s, research by CCRC and others established that the community college environment was too complex and confusing for students.
- In 2011, the Completion by Design initiative began and promoted the following ideas:
 - Accelerate entry into programs of study
 - Lesson time required to get college-ready
 - Ensure that students know the requirements to succeed
 - Contextualize instruction
 - Integrate student support with instruction
 - Monitor student progress and provide feedback
 - Reward behaviors that contribute to completion
 - Use technology to improve learning and program delivery

What is the Guided Pathways Initiative?

The principles behind the Guided Pathways model are that:

- Programs and services align with student end goals.
- Choices are simplified through program maps and academic plan default options.
- Students are supported with advising throughout the process.

Cafeteria Model

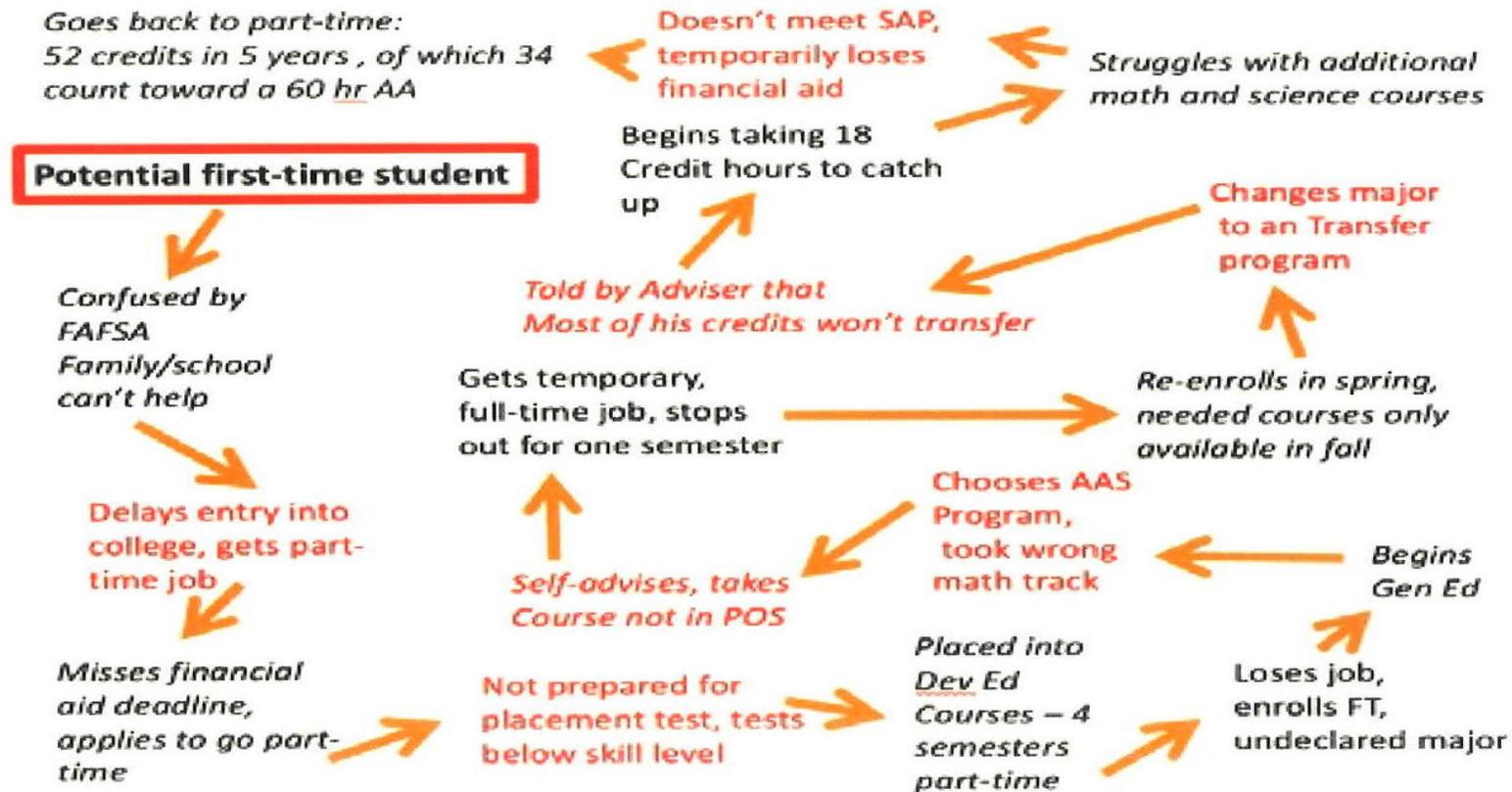
- Undecided students explore many options.
- Learning outcomes are focused on courses, not programs.
- Course schedules are unpredictable.
- Assessment is used to place students into remedial or college level courses.
- Student progress is not monitored, and there is limited feedback.
- Communication between advisors and academic departments is poor and advice can be in conflict.

Guided Pathways

- Students enter exploratory majors and choose programs on a timeline.
- Faculty collaborate to define and assess learning outcomes for programs.
- Scheduling is focused on courses that students need to progress.
- Assessment is used to determine areas where support is needed.
- Student progress is monitored and feedback is frequent.
- Advisors work closely with faculty, with a clear division of labor for monitoring student progress.

First-Time Student Experience

Guilford Tech's Student Pathway Before CBD



Momentum Pays for CC Students

- Early Momentum
- Credit Accumulation
- Gateway Classes
- Program of Study

GRCC Facts:

- Three out of every four students who enroll in a class leave that class earning a grade of C- or higher.
- In recent years, almost 3 out of every 4 students attending GRCC for the fall semester return for the winter semester, but only 55-58% return for the following fall semester.
- Around 15% of GRCC students graduate within 3 years. Another 24% of students transfer within 3 years.
- Graduation yields have recently been in the 7-9% range.

Completion Matters

- The goal of the program is completion and we want our students to leave with a complete set of skills for work or transfer.
- Less excess credits - better use of FA - federal regulations
- Students with associates degrees have greater earning power than those with only some college or a high school diploma.*
- Students who transfer with an associate's degree (71%) are more likely to graduate with a bachelor's degree in 4 years than those who transfer without a degree (55%). Persistence rates are 79 versus 68%.**
- Graduation rates are a measure of the value students place on our programs as a whole.
- If students remain at GRCC to graduate, all courses and programs benefit.
- Outcomes based funding is coming, and the value of GRCC will in part be measured by the number of associates degrees earned.

http://www.bls.gov/emp/ep_chart_001.htm

**<http://nscresearchcenter.org/wp-content/uploads/SnapshotReport8-GradRates2-4Transfers.pdf>

***https://www.grcc.edu/sites/default/files/docs/compliance/student_outcomes_update.pdf

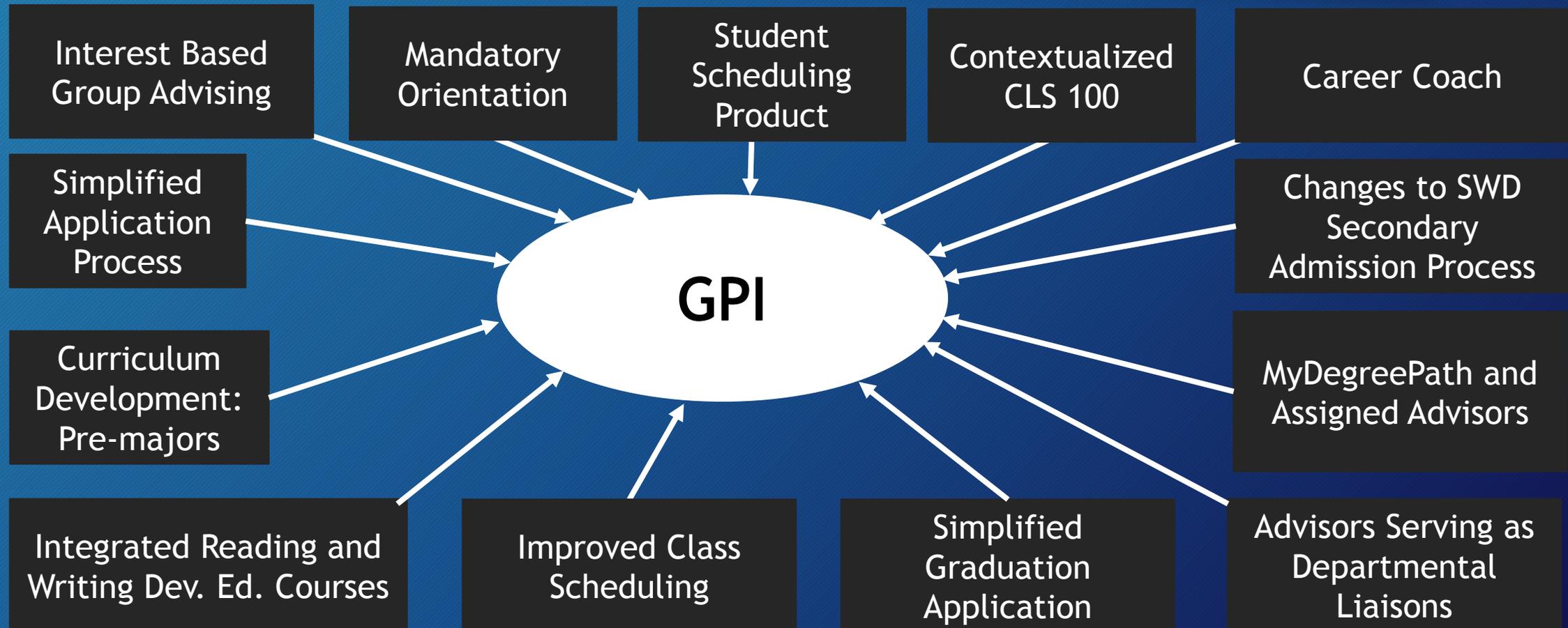
GRCC GPI Purpose

To design a framework that brings together current initiatives at GRCC that support student success and to unite these initiatives toward the goal of helping students select, persist in, and successfully complete an academic program in a minimal amount of time.

GP Goals at GRCC

- Review processes to ensure support of student needs from intake to completion
- Develop Pathways that align with student goals of gainful employment and/or further education
- Align curriculum with the designated Pathways
- Align developmental education and ease the movement of students into well planned programs of study
- Design course schedules so that students with a variety of needs can complete their program in a timely manner
- Ensure that students are provided feedback and support as they move through their chosen program so that they understand the requirements for success
- Identify indicators of success and implement assessment processes that measure the degree to which proposed outcomes were met

Current GRCC Initiatives that Support the GPI



Principles for Pathways

- GRCC academic programs will be aligned with a Pathway
- For students who do not select an academic program, their Pathway Degree will lead to an AA degree
- Students will be encouraged to select an academic program or work with an advisor to develop an individual plan of study.

GRCC Pathways

- Health and Exercise Sciences
- Human Services, Education, and Social Sciences
- Humanities, English, Language, and Communication Studies
- Music and Theatre
- Art, Architecture, and Mechanical Design
- Math, Science, and Engineering
- Manufacturing and Applied Technology
- Computer Information Systems
- Culinary Arts, Hospitality, and Brewing
- Business

Sample Academic Pathway Description

The Health and Exercise Sciences Pathway is an option for energetic students who have good interpersonal skills, enjoy science, and care about the well-being of others. Academic programs in this pathway can lead to professions like occupational therapy assistant, nurse, dental hygienist or assistant, and radiologic technologist as well as provide preparation for transfer into programs related to exercise science and health professions such as physician assistant and occupational and physical therapist. Note that students interested in professional programs like pre-med, pre-dental, pre-vet, and pharmacy should select the Math, Science, and Engineering Pathway.

Sample Pathway Alignment with Current Academic Programs

Art, Architecture, and Mechanical Design Pathway

Career

905 Architectural Design
925 Architectural Technology
122 Interior Decorating & Design
928 Mechanical Design, Cert
904 Mechanical Design

Career + Transfer

610 Arch Tech-FSU-Fac Mgmt

Transfer

250 Photography
201 Pre-Art
605 Pre-Master Arch-Lawrence
927 Pre-Photography
251 Fine Arts

Pathway Degree

New Academic Programs Under Development for Fall 2017

- Anthropology
- Communication Studies
- Biology
- English Language and Literature
- Hospitality and Tourism
- Management
- Allied Health
- Engineering
- Gender and Women's Studies
- International Relations
- Writing

Pathways Curriculum Guidelines

- Results in the student's ability to earn an Associate of Arts degree
- Results in the student's ability to apply for MTA
- Includes two semesters of identified coursework
- Coursework is aligned to the programs in the Pathway and includes/prioritizes common courses found in the programs
- First semester will be as common or built using a common philosophy in case students switch pathways: EN 101, a math course; gateway course that introduces field (when possible); courses that have high success rates; courses have to be able to be paired with developmental education courses
- Courses that are highly transferable were prioritized
- Accounts for course and program pre-requisites
- Includes a variety of courses that are “well-balanced” to facilitate student success

Business Academic Pathway Curriculum

PRIORITY 1

- EN 101 College Writing (3)
- BA 103 Intro to Business (4)
- Math General Education Elective (4)
- BA 270 Marketing (3)

PRIORITY 2

- EN 102 (3) or COM 131 (3) or COM 135 (3)
- Humanities General Education Elective (3)
- EC 251 Principles of Macro Economics (3) or
- Social Science Elective (3)
- BA 256 Principles of Accounting 1 (4)
- BA 283 Business Management (3)

PRIORITY 3

- BA 207 Business Law 1 (3)
- Humanities General Education Elective
- Social Science General Education Elective
- Lab/Non-Lab Science General Education Elective
- Lab Science General Education Elective

PRIORITY 4

Open Electives - To be selected with the help of an advisor based on transfer program requirements

Guidance for Students with Academic Foundations Placements-Catalog

- If you are required to take CLS 100 or PY 100, you should take it in your first semester at GRCC.
- You should select your math course based on your ALEKS placement score and the Academic Pathway requirement.
- If you are placed into an IRW course, you should complete it your first semester at GRCC.
- If you are required to take IRW 097, you are able to select from COM 131, MUS 112, MUS 115, MUS 120, MUS 121, MUS 134, MUS 151, MUS 173, MUS 174, MUS 189, MUS 194, MUS 196, MUS 198, TH 245, or TH 248.
- If you are required to take IRW 098, you are able to select from COM 131, MUS 111, MUS 112, MUS 115, MUS 120, MUS121, MUS 130, MUS 134, MUS 151, MUS 173, MUS 174, MUS 189, MUS 194, MUS 196, MUS 198, TH 245, or TH 248.
- If you are required to take IRW 099/EN 101, you are able to select from COM 131, MUS 105, MUS 111, MUS 112, MUS 113, MUS 115, MUS 120, MUS 121, MUS 130, MUS 134, MUS 151, MUS 173, MUS 174, MUS 189, MUS 194, MUS 196, MUS 198, TH 245, or TH 248 .

Proposed Pathways Model- Student Interaction

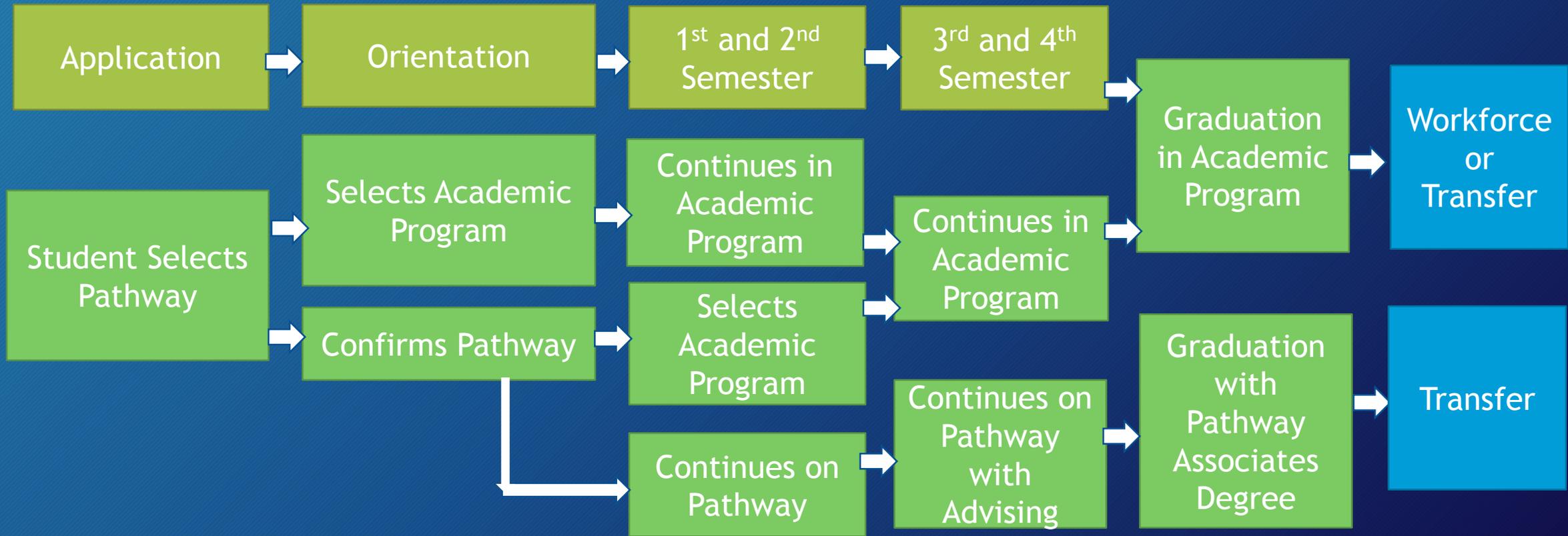
Application

- Students select Pathway (using guiding questions or Career Coach)
<https://www.screencast.com/t/pvhHM75fM>

Orientation

- Facilitators discuss what it means to select an academic program
- Students select an academic program OR validate their Pathway
- Register for first semester courses

Student Interaction with Guided Pathways



GPI Work Near Completion

“Behind the scenes” work that needs to be complete by July 1st for a Winter 2018 launch:

- Application - language developed, organized by Pathway
- Catalog - coursework selected for each pathway, IRW placement recommendations ready, general guidance for students written and included
- MyDegreePath- Set-up and ready to launch

Ongoing Work of GPI Team and Sub-Teams

- Create student Orientation materials related to GPI
- Work out details for students with AFP math placements
- Work out communications with students
- Work out details for programs with secondary admissions
- Automate the Change of Major process
- Work with Advising to ensure that they have the needed information to continue their support of students
- Determine best method to deliver career information to students
- Hold additional student focus group meetings

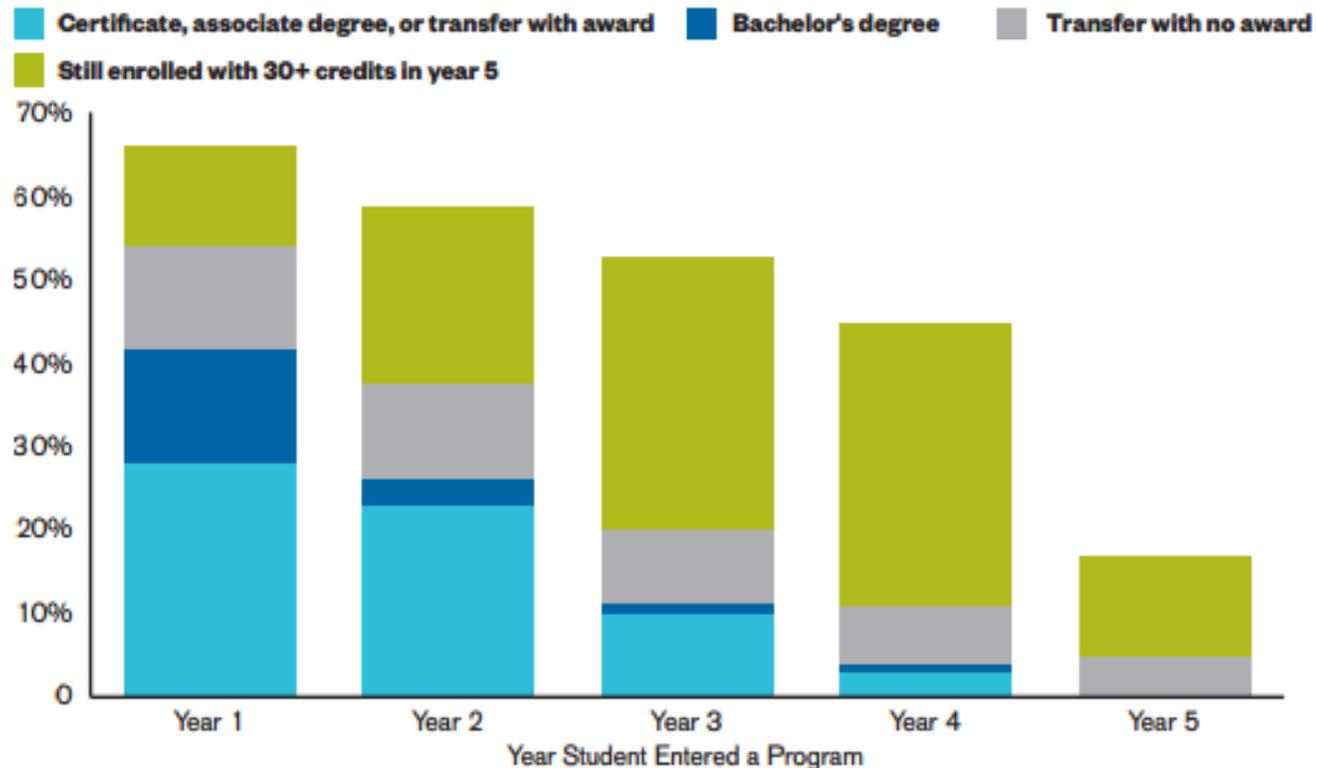
Student Focus Group

Building Guided Pathway Through the Student Lens and

- Entering and on-boarding student perspective
 - Student academic plan
 - Considering student demographics and enrollment status
 - Language familiar to students

Compelling Guided Pathways Data - Early Program Entry

Five-Year Student Outcomes by Year of Program Entry¹²



A CCRC study of community colleges found a strong correlation between early program entry and degree completion or transfer. More than half of students who entered a program in their first year earned a credential or transferred within five years. For students who did not enter a program until their third year, the success rate was around 20 percent.

<http://ccrc.tc.columbia.edu/media/k2/attachments/What-We-Know-Guided-Pathways.pdf>

Compelling Guided Pathways Data - Reduced Hours & Cost, Improved Completion Time

Providing students with a clear path to graduation reduces excess hours, significantly reduces costs, and improves time to graduation.

Year	Students with Excess Hours	4-year Graduation Rate
2000	7,382	44.2%
2006	3,011	53.2%
2009	1,540	61.2%

At Florida State University, the year-to-year retention rate for first-time-in-college freshman increased from 86 to 92 percent, the four-year graduation rate increased from 44 to 61 percent, and the percentage of students graduating with excess credits dropped from 30 to 5 percent.

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Plus+

Questions and Feedback

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