GUIDED PATHWAYS FOR STUDENT SUCCESS

Santa Monica College
What are “guided pathways” and why do they help?

- Clear curricular pathways to further education and careers—*program maps and transfer pathways, “meta majors”*
  - Help students get on a path—remedial work as “on ramp” to program of study, accelerated, “frontload” career counseling
  - Help keep students on a path—strong advising, embedded support, use of technology tools
  - Help ensure that students are learning along their path—align learning outcomes, applied learning experiences, effective teaching practices

Studies are consistently showing that:

- The *complex choices* students face lead to “less than ideal” decisions
- Students who gain *early momentum* are much more likely to graduate than those who take more time to enter a program
- Developmental coursework that is *accelerated and contextualized* benefits student success
- Discrete innovations are insufficient to move the “college-wide needle”. Colleges need to *redesign programs and support services comprehensively*
What’s the problem?

Educational Attainment for Population 25 Years and Over by Race/Ethnicity, 2015

Share of Adult Population with Bachelor’s Degree or Higher

- Black or African American: 31%
- Asian: 51%
- Hispanic/Latino: 12%
- Native American/Alaskan Native: 14%
- White: 42%

Statewide Average
Some SMC Numbers (even though we’re #1 …)

- Less than 10% of first-time freshman at SMC complete a degree/certificate in 3 years.
  - 14% of white students
  - 4.2% of Latina/o students
  - 2.6% of African American students

The percentages for students earning 24 units or more in their first year are equally low.

But SMC is not unique in this problem. This is a national and statewide problem.
What is the “Guided Pathways Model?” (Bakersfield College paper)

- The Pathways Model is an *integrated, college-wide* approach to student success that creates a [pathway] for our students to *navigate their way* through their entire higher education experience to completion. ... After they begin on their chosen path, the [pathway] guides them along the way, letting them know actions they need to take ... and [guides] them back to the path ... when the inevitable ... obstacles appear ... . An added bonus of the [pathway] system is that it empowers a *wider range of students* to explore higher education because it *makes the journey less intimidating*.

- At the core of the [pathway] are the *clear, educationally coherent program maps*. The map database *created by faculty and advisors* contains easy-to-understand steps for the routes through the programs ... . The [pathway] will *triangulate the student’s starting position* on the map, *provide the support necessary* to get the student onto college-level pathways, and *keep the student on the pathways* to successful completion of the program.
The “Cafeteria College”
IGETC: Select 13 of the 336 courses available
Rather than restrict students’ options, the guided pathways structure is intended to help students make **better [more informed]** decisions without limiting their options.
Pathways at SMC (not a completely new idea)

- Promo Pathway
- LA HITEC
- STEM, NASA MUREP
- Law Pathway
  - BSSOT—contextualizing “basic skills” English and math
  - Career Technical Education programs—Career Ladders project... creating maps from high school to career/degree/transfer to industry
- Associate Degrees for Transfer (AD-T)
- UC Pathways

- Pathways Planning Retreat, January 2017
- CTE Winter Institute, February 2017
Equitable Outcomes

Require New:

Institutional
- Structures
- Cultures
- Practices
- Routines
Pathways Planning Retreat January 2017
(Ideas from Brainstorming Sessions related to Pathways)

▪ Pathways
  ▪ Clear, user-friendly, informative maps with career information built-in and which stem from thoughtfully constructed “Meta Majors”

▪ Pathways Development (envisioned)
  ▪ Instructional faculty (with the advice of counseling faculty) would constructed the pathways
  ▪ Faculty would understand these pathways to better assist students in achieving their goal(s)
  ▪ Faculty would better understand “articulation”, “GE patterns”, “transferability” and “required major prep”
  ▪ Instructional faculty would also develop familiarity with MyEdPlan
MyEdPlan 2.0– SMC’s Pathways Hub

- Leverage technology and our own award-winning platform to communicate pathways to students
- Personalized pathways to fit student characteristics and needs
  - Interests, academic goals, financial goals (Meta-Majors)
  - Scheduling constraints/opportunities
- Decision trees
- Integrate career exploration
- Integrate student and instructional support and resources
- Integrate course enrollment
- “Push” personalized messages to students based on data
- Use data from MyEdPlan platform to provide a feedback loop to the institution to customize the schedule of classes, student support services
Pathways … more than just a list of courses

Think Fitbit, Waze, Siri, helicopter parent, and “others who bought X also considered buying Y” wrapped into one

- Meta Majors
- Front-loading of career exploration (not to “restrict” but to “guide”)
- Academic milestones along the way (stackable programs)
- Contextualized coursework for cohorts with similar interests
  - Learning communities, Themed GE clusters, Authentic engagement
- Adaptive Learning (integrating “remediation” into college-level courses)
- Data mining; using technology (scheduling, offerings, course taking patterns—both effective and harmful, …)
- Automatic tracking of student progress and active intervention when a student “strays off path”
- Balancing “tech” and “touch” so that the “touch” is more meaningful