

# Michigan Guided Pathways Institute Overview

Regional Faculty Conversations

May 12-14, 2015

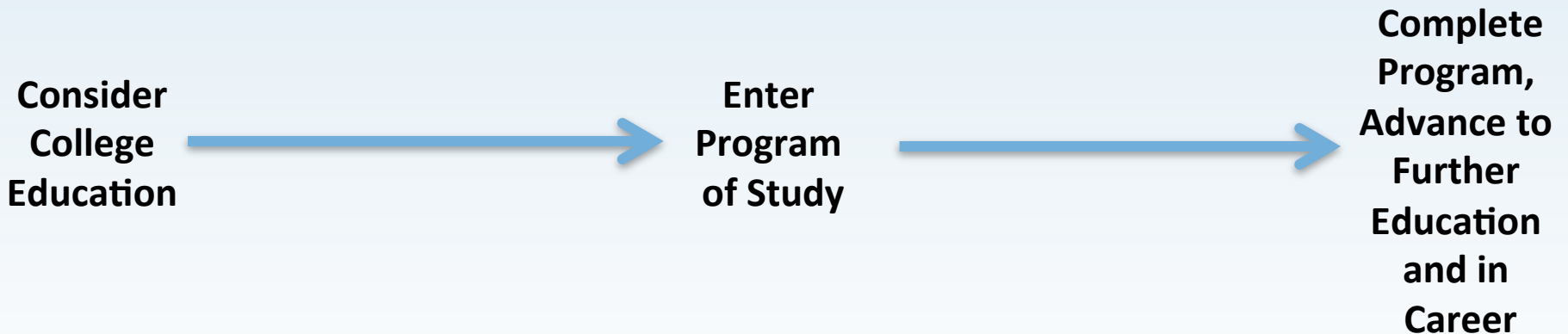
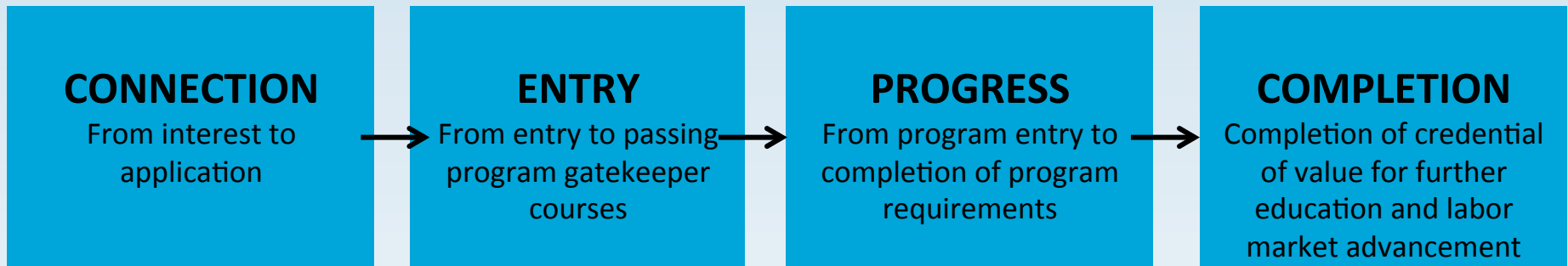


**MICHIGAN CENTER  
FOR STUDENT SUCCESS**



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# Pathway Analysis (based on Completion by Design “Loss-Momentum” Framework)



# Guided Pathways Design Principles

- ✓ Help students with goal-setting from the start
- ✓ Simplify their choices with clear roadmaps
- ✓ Redesign intake with the goal of helping students choose and successfully enter a program of study
- ✓ Monitor students' progress, giving frequent feedback and support as needed
- ✓ Empower faculty and staff to lead the redesign process



# A Comprehensive Approach to Reform...

## Academic Program Structure

### Cafeteria Model (Status Quo)

1. Paths to student end goals are unclear.
2. Program requirements are confusing; guidelines for progression are not clear and consistent.
3. There is a lack of curricular coherence across courses, & students may not acquire needed skills.
4. Course schedules are unpredictable and often set to accommodate college needs, not student needs.
5. Curriculum in high schools and other feeders is not aligned to college requirements.

### Guided Pathways Model

1. Programs are fully mapped out and aligned with further education & career advancement.
2. Critical courses and other milestones are clearly identified on program maps.
3. Student learning outcomes are specified across programs.
4. Predictable schedules are set based on analysis of courses students need to progress on their plans.
5. High school and other feeder curriculum is designed to prepare students to enter college programs in particular fields.

# A Comprehensive Approach to Reform...

## New Student Intake

### Cafeteria Model (Status Quo)

1. Career and college planning is optional.
2. Undecided students are allowed to explore on their own.
3. Assessment is used to sort students into remediation or college-level courses.
4. Prerequisite remediation is narrowly focused on college algebra and English composition.

### Guided Pathways Model

1. Academic plans, based on program maps, are required.
2. Students are required to enter exploratory majors and choose specific programs on a specified timeline.
3. Assessment is used to diagnose areas where students need support.
4. Instruction in foundation skills is integrated into and contextualized with critical program courses.

Adapted from *What We Know About Guided Pathways* Research Overview -  
Community College Research Center (2015)

# A Comprehensive Approach to Reform...

## Instruction

### Cafeteria Model (Status Quo)

1. Learning outcomes are focused on course, not programs.
2. Instructors are often isolated and unsupported.
3. Metacognitive skills are considered outside the scope of instruction.

### Guided Pathways Model

1. Faculty collaborate to define and assess learning outcomes for entire programs.
2. Faculty are trained and supported to assess program learning outcomes and use results to improve instruction.
3. Supporting motivational and metacognition is an explicit instructional goal across programs.

# A Comprehensive Approach to Reform...

## Progress Monitoring and Support

### Cafeteria Model (Status Quo)

1. Student progress is not monitored, or there is limited feedback on progress.
2. Students do not have a clear idea of what they need to do to complete program requirements.
3. Students' performance in critical program courses is not closely monitored.
4. Communications between advisors and academic departments is poor; advisors lack accurate program information.

### Guided Pathways Model

1. Student progress on academic plans is closely monitored, with frequent feedback.
2. Students can see how far they have come and what they need to do to complete programs.
3. Early warning systems identify students at risk of failing critical courses and initiate timely interventions.
4. Advisors work closely with program faculty, with a clear division of labor for monitoring student progress.

Adapted from *What We Know About Guided Pathways* Research Overview -  
Community College Research Center (2015)

# Examples of meta-majors

City Colleges of Chicago students choose from one of ten focus areas:



**Advanced  
Manufacturing**

COLLEGE  
CAREERS



**Business & Professional  
Services**

COLLEGE  
CAREERS



**Construction  
Technology & Drafting**



**Culinary Arts &  
Hospitality**

COLLEGE  
CAREERS



**Education**

COLLEGE  
CAREERS

**Healthcare**

COLLEGE  
CAREERS



**Information Technology**

COLLEGE  
CAREERS



**Liberal Arts**



**Life & Physical Sciences**



**Transportation,  
Distribution, & Logistics**

COLLEGE  
CAREERS





# Examples of meta-majors

Queensborough CC students choose from one of five Academies:

QUEENSBOROUGH  
COMMUNITY COLLEGE



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Academics

Student Life

Admissions

Faculty & Staff

Alumni & Friends

Give to QCC

Employment

## Academics

Programs of Study

Academic Departments

Academic Calendar

College Catalog

Past Catalogs

Office of Academic Affairs

Accelerated Study in Associate Programs (ASAP)

Continuing Education and Workforce Development

Library

Student Resources

OneCard ID

Class Schedule

Tuition & Fees

Financial Aid



Welcome to Academics Central. Here you will find information about the Queensborough Academies, Programs of Study, and resources you may need to be successful at Queensborough Community College.

## QUEENSBOROUGH Academies

What is an Academy?



Business

Health Related  
Sciences

Liberal Arts

Science, Technologies,  
Engineering, &  
Mathematics (STEM)

Visual And Performing  
Arts (VAPA)

# Who else is doing Guided Pathways?

- Completion by Design
  - Florida, North Carolina, and Ohio
- Complete College America - Guided Pathways to Success
  - Georgia, Indiana, and Tennessee
- Texas Completes colleges
- City Colleges of Chicago
- Arizona State University/Maricopa Community College
- Student Success Centers: AR, CA, CT, MI, NJ, OH, & TX



# Michigan Guided Pathways Institute

With Kresge Foundation support, the Michigan Center for Student Success is sponsoring the Michigan Guided Pathways Institute.

Two cohorts of 12 colleges (one beginning in 2015 and the other in 2016) will be part of an 18-month process to plan and implement the Guided Pathways Design Principles.

- Technical assistance from national experts at:
  - Community College Research Center
  - Jobs for the Future
  - National Center for Inquiry and Improvement
  - Public Agenda
- A series of convenings (in-person & virtually)

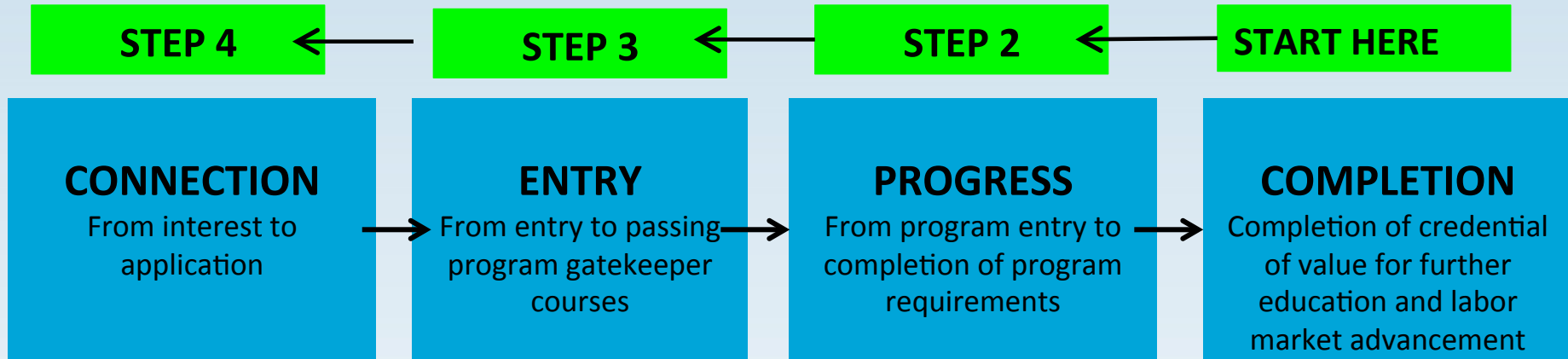


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# “Start with the End in Mind”



- Market program paths
- Build bridges from high school and adult ed. into program streams (e.g., strategic dual enrollment, I-BEST)

- Require exploratory or “meta-majors” for undecided students
- Integrate basic skills instruction with program gatekeeper courses

- Clearly map out program paths
- Rethink advising around maps
- Use “eAdvising” to monitor student progress, provide feedback and support as needed

- Align program outcomes with requirements for success in further education and the labor market



# Top 10 FAQs about Pathways

1. Won't we lose enrollment when we get rid of the swirl with increased structure?
2. Isn't college a meritocracy, where the strong / smart succeed, and the weak / underprepared / unmotivated don't succeed?
3. Isn't free choice the cornerstone of American higher education?
4. Don't students benefit when they "find themselves" by what looks like wandering to the observer?
5. Aren't we going to sacrifice quality when move to more structured pathways?



# Top 10 FAQs about Pathways - Continued

6. Don't we lose a liberal arts education when we make things more structured?
7. Isn't all of this "hand-holding" going to create graduates that can't navigate the workplace and the "real world"?
8. How can students be expected to make career decisions when they are 18 or 19?
9. Don't students change careers four to seven times? Given this, why would we put them on structured pathways?
10. Won't faculty lose control over what is taught in their discipline?

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