Guided Pathways: The Big Ideas, Questions for Exploration & Ten FAQs

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Redesign for Completion: A Guided Pathways Overview
Four Big Ideas for Redesign

1. Mapping Paths to Student End Goals
2. Helping Students Get on a Path
3. Keeping Students on a Path
4. Ensuring that Students are Learning

*Based on the work of Davis Jenkins & Rob Johnstone
Clarifying Curricular Paths

1. Are our programs well-designed to prepare students to enter further education and employment in fields of importance to our region?

2. How clearly are programs mapped for our students – especially to the common transfer institutions?

3. Do students know what courses they should take in what sequence?

4. Are the courses critical for success in each program clearly identified?
Helping Students Get on a Path

1. What do we do to help new students choose a program of study?

2. Do we integrate the exploration of career options as part of their onboarding experience?

3. How well do we help students succeed in gatekeeper courses not only in Math or English but in the main program areas (e.g. A&P, ACTG 101)?

4. Do we ensure that required math courses are aligned with the students field of study?

5. What do we do for students unlikely to get into limited access programs such as nursing?
Keeping the Students on Path

1. Do students know exactly how far along they are in their programs – and what they have left to do to complete?

2. How effective are we in ensuring that students are following their plans and staying on track?

3. Are we able to identify when students are at risk of falling off their path? How effective are we at intervening when this happens?

4. Do we ensure that students can take the courses they need when they need them?
Ensuring that Students Are Learning

1. Are learning outcomes clearly defined for each of our programs, including pre-transfer?

2. Are learning outcomes aligned with requirements for success in further education and employment outcomes (by program)?

3. Do faculty assess whether students are building skills across their program?

4. Do faculty use results of learning outcomes to improve the effectiveness of instruction?
Status Quo Pathways

- Little upfront career and college planning
- Paths unclear, poorly aligned with end goals
- Too many choices; requirements confusing
- Developmental dead-end
- Students’ progress not monitored
- Limited on-going feedback and support
- Poor alignment with hs and other feeders
GPS Design Principles

✓ Help students with goal-setting from the start
✓ Simplify their choices with clear roadmaps
✓ Redesign intake with goal of helping students choose and successfully enter a POS
✓ Monitor students’ progress, giving frequent feedback and support as needed
✓ Empower faculty and staff to lead the redesign process
Top 10 Frequently Asked Questions About Redesigning Colleges to Improve Completion
Top 10 FAQs - Redesigning for Completion

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?
Top 10 FAQs - Redesigning for Completion

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?

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”?
Top 10 FAQs - Redesigning for Completion

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?
Find Out More

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  www.inquiry2improvement.com & ccrc.tc.columbia.edu

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