

# **Guided Pathways: Making the Case**

**Dr. Gretchen Schmidt**

**Pathways Executive Director**

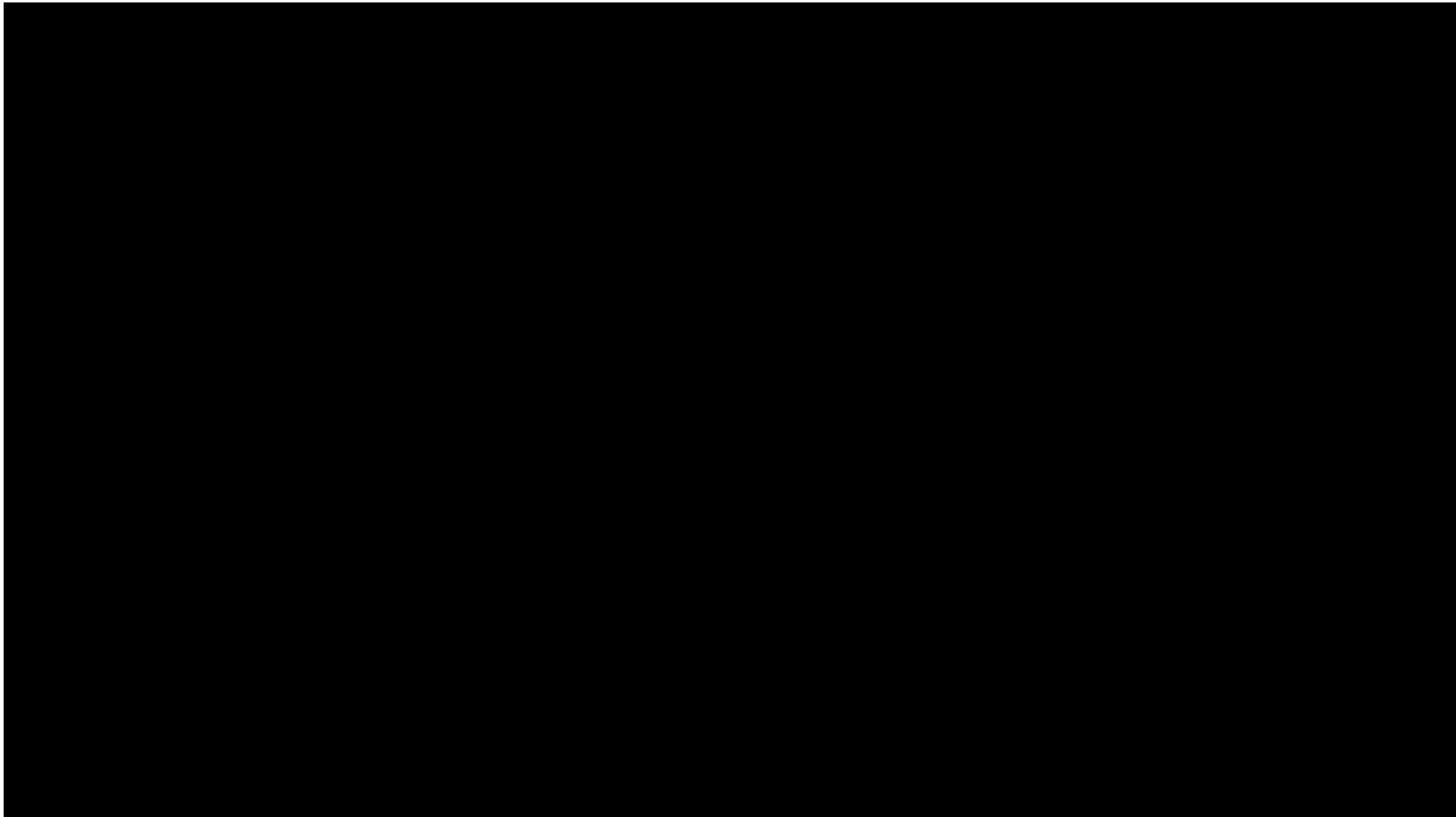
**SUNY Guided Pathways Cohort II – Institute #1**

**October 3, 2019**



Pathways

**Dr. Marcia Ballinger**  
**President Lorain County Community College (OH)**

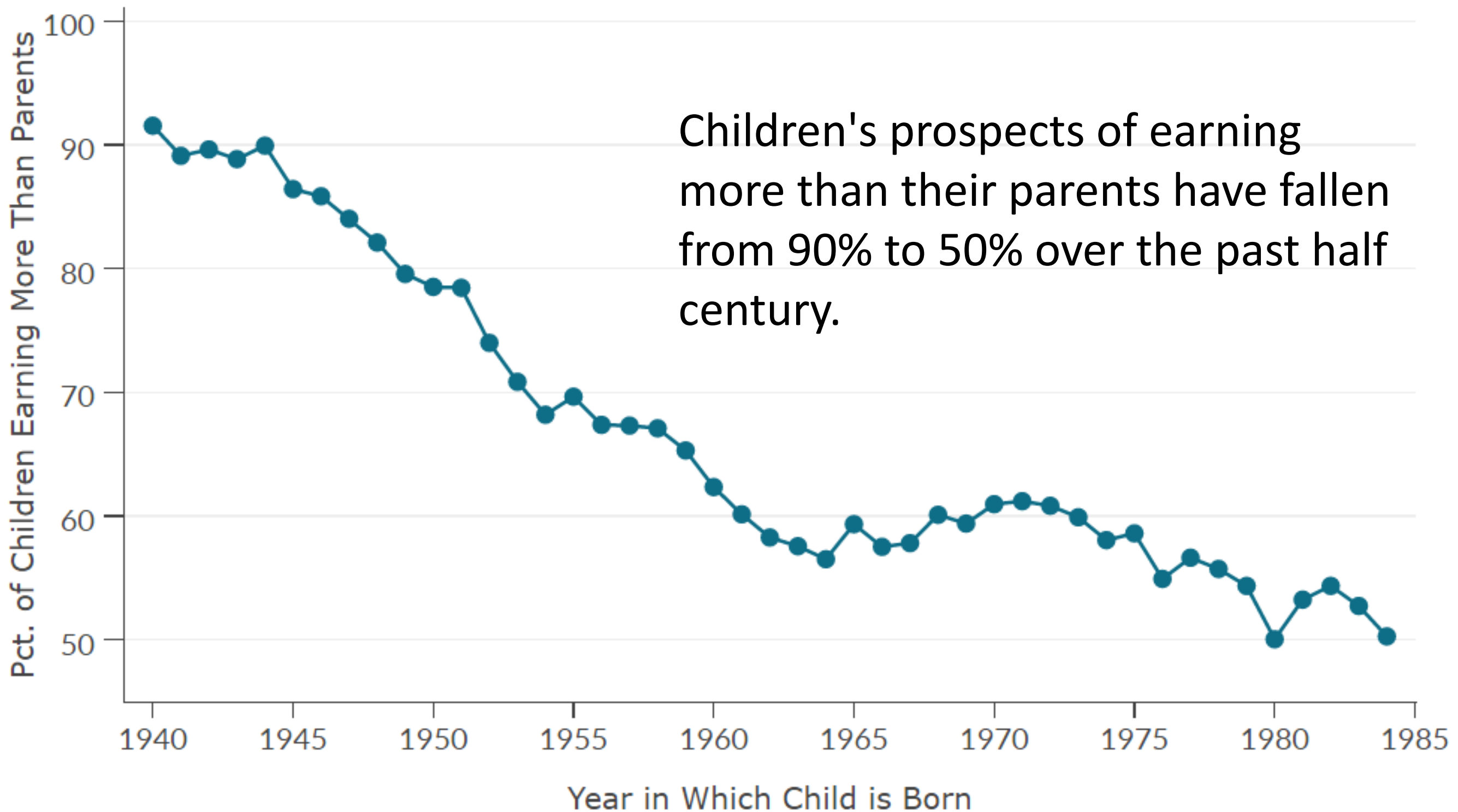




**Why, exactly,  
are we doing this?**

# The Fading American Dream

Percent of Children Earning More than their Parents, by Year of Birth



Children's prospects of earning more than their parents have fallen from 90% to 50% over the past half century.

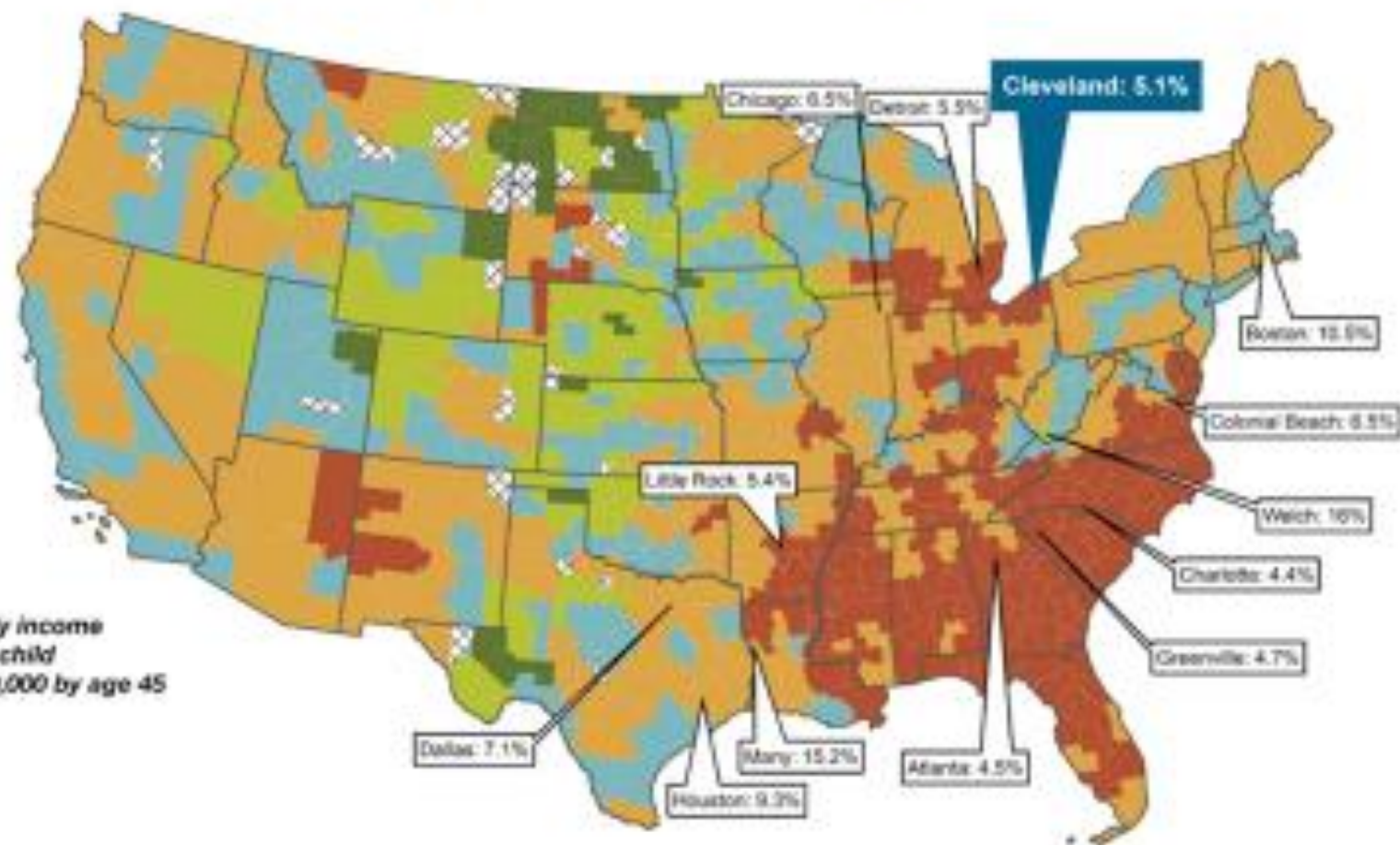
# Upward Mobility is Stalled

A national issue that requires place-based responses

The chance  
a child raised in the  
bottom fifth rose  
to the top fifth











The top fifth is equal to family income  
of more than \$70,000 for the child  
by age 30, or more than \$100,000 by age 45



# The Impact of Family Income on Postsecondary Completion

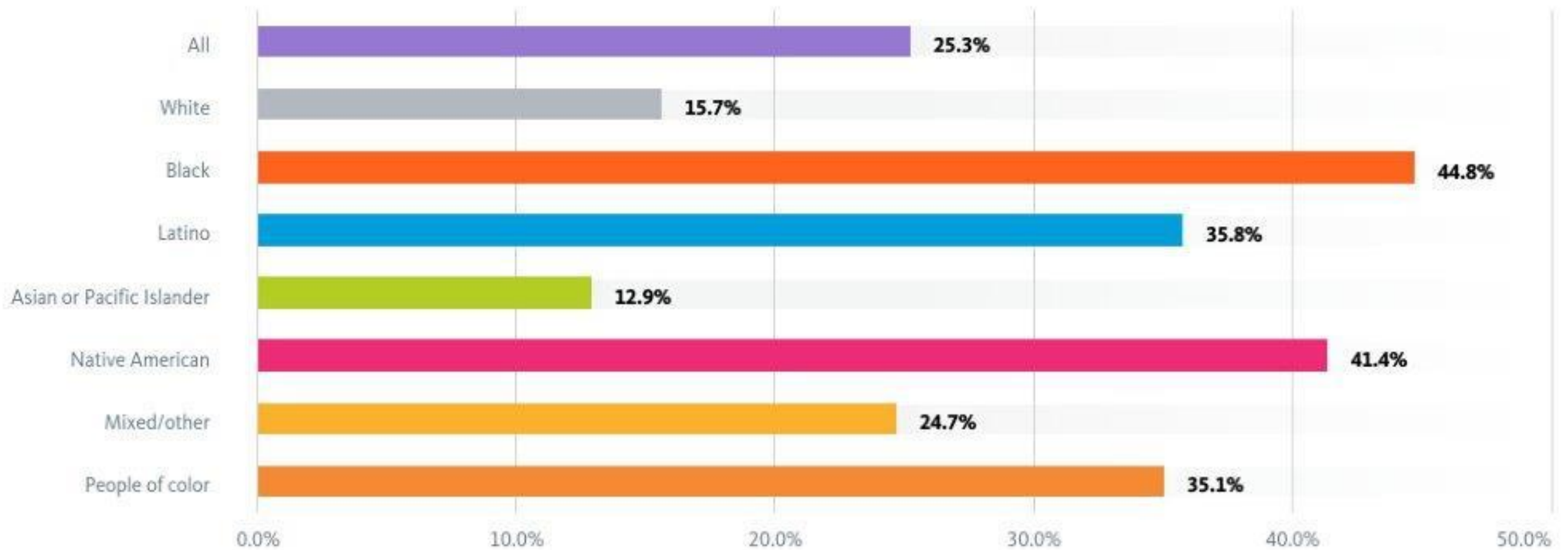
Figure 2: College graduation rates by family income and test scores

	Below-average test scores	Above-average test scores
Richest	 <p>30% Complete college</p>	 <p>70%</p>
Upper middle	 <p>19%</p>	 <p>50%</p>
Bottom middle	 <p>9%</p>	 <p>39%</p>
Poorest	 <p>6%</p>	 <p>26%</p>

**Source:** *Affluent Students Have an Advantage and the Gap is Widening*, December 12, 2012, New York Times based on research from Bowen, W.G., Chingos, M M., & McPherson, M.S. (2009). *Crossing the Finish Line: Completing College at America's Public Universities*. Princeton, N.J.: Princeton University Press

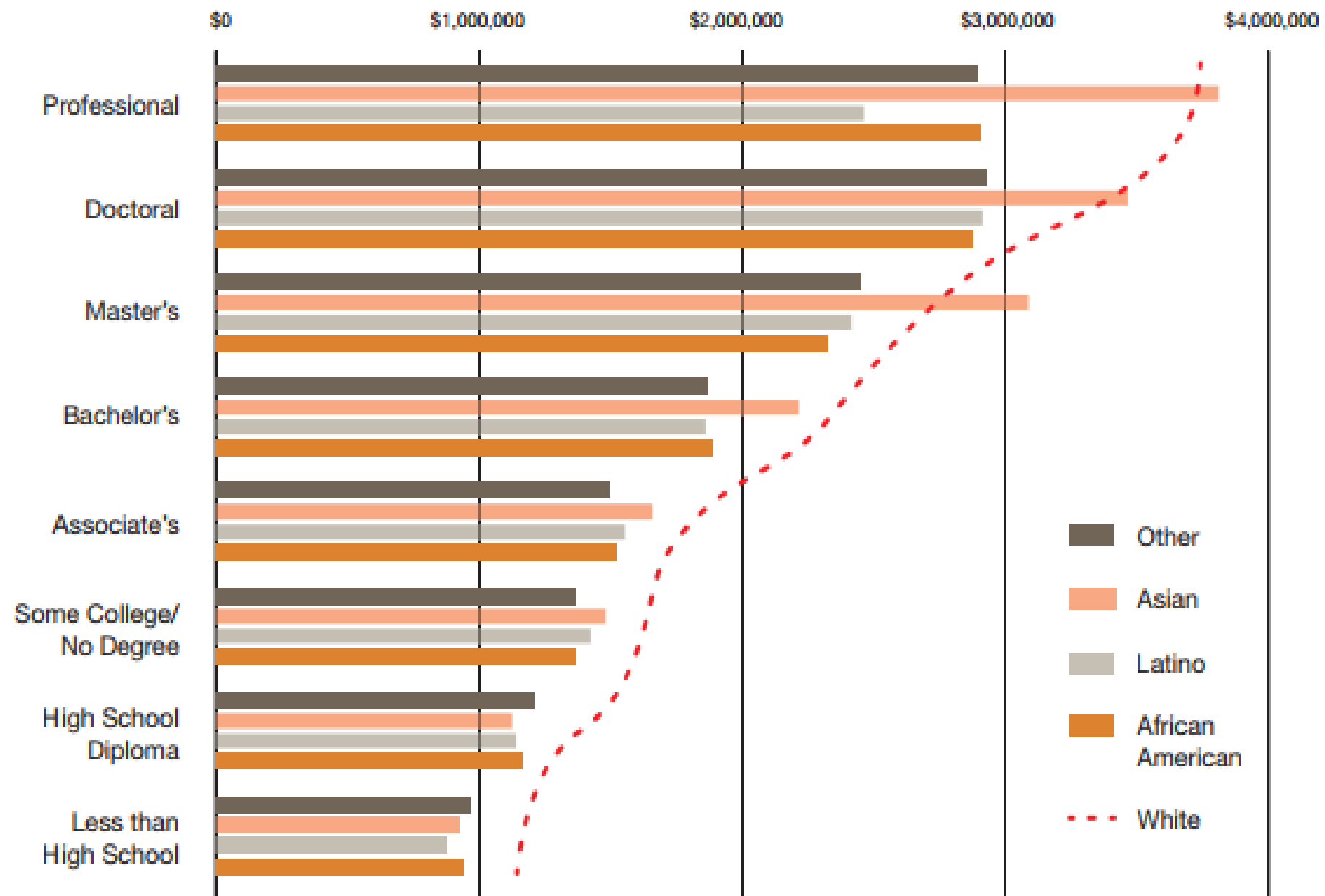
# Children under 5 living in poverty

Percent people below poverty by race/ethnicity and age : United States, Under 5, 100%, 2014



IPUMS  
PolicyLink/PERE National Equity Atlas, [www.nationalequityatlas.org](http://www.nationalequityatlas.org)

# Education is the path out of poverty



Source: Georgetown CEW: <https://cew.georgetown.edu/wp-content/uploads/2014/11/collegepayoff-complete.pdf>



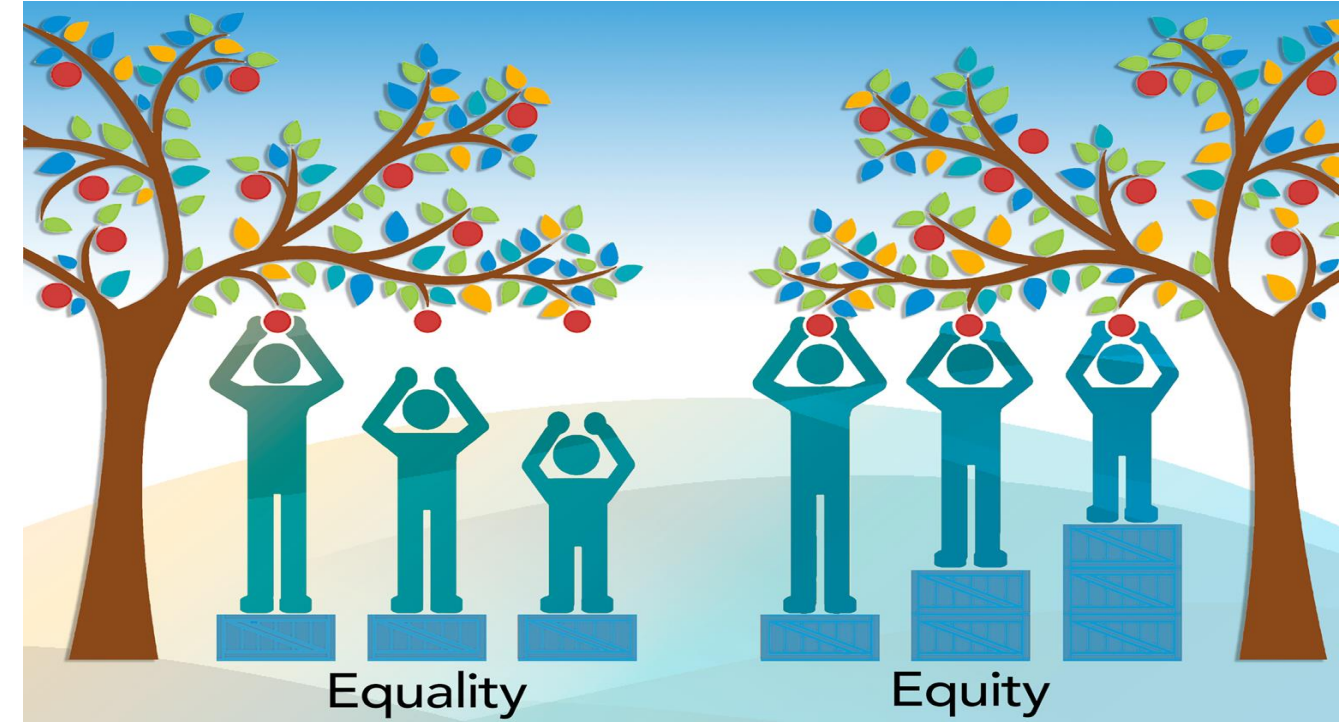
# EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.



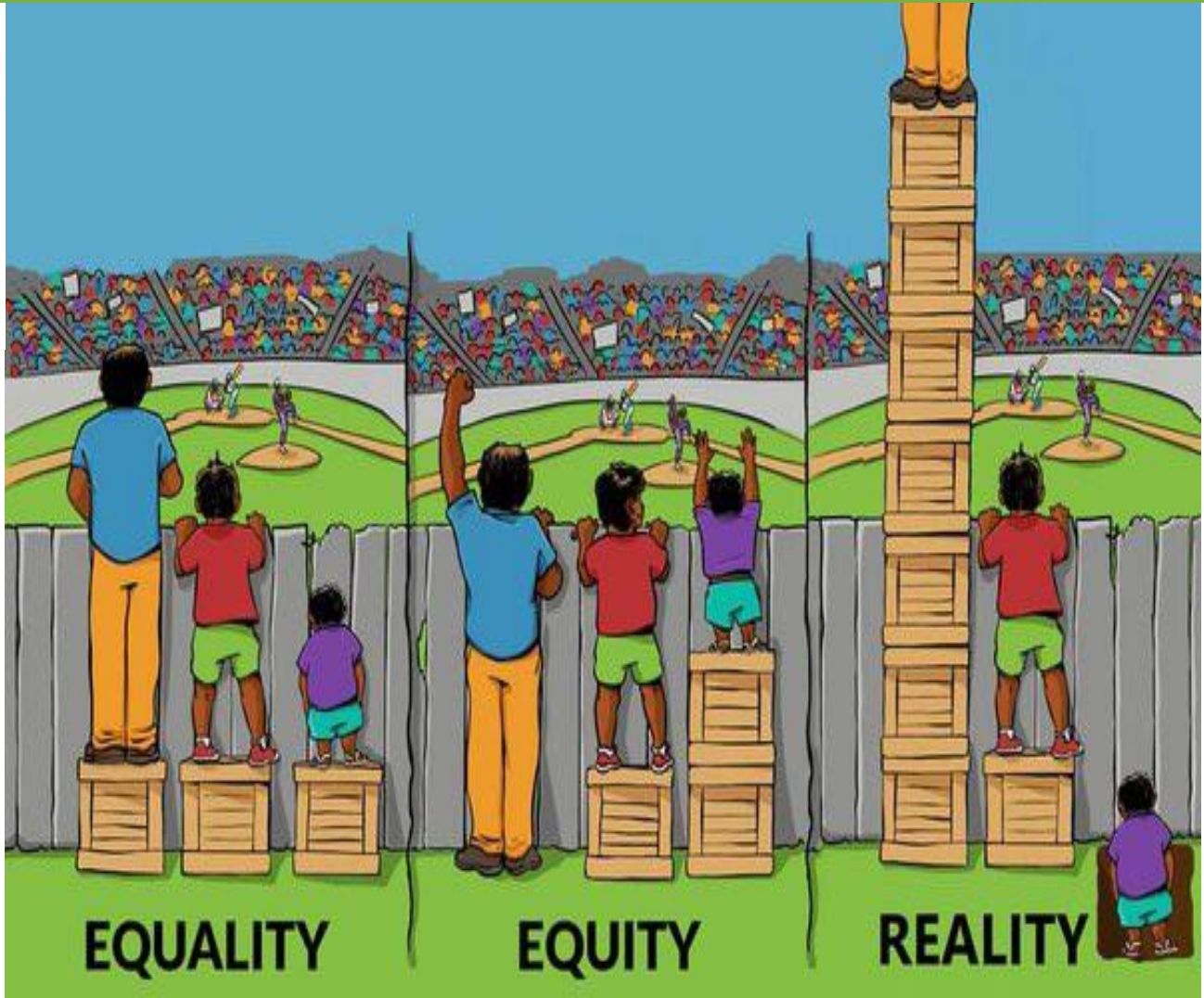
Equality

Equity



Equity

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EQUALITY

EQUITY

REALITY

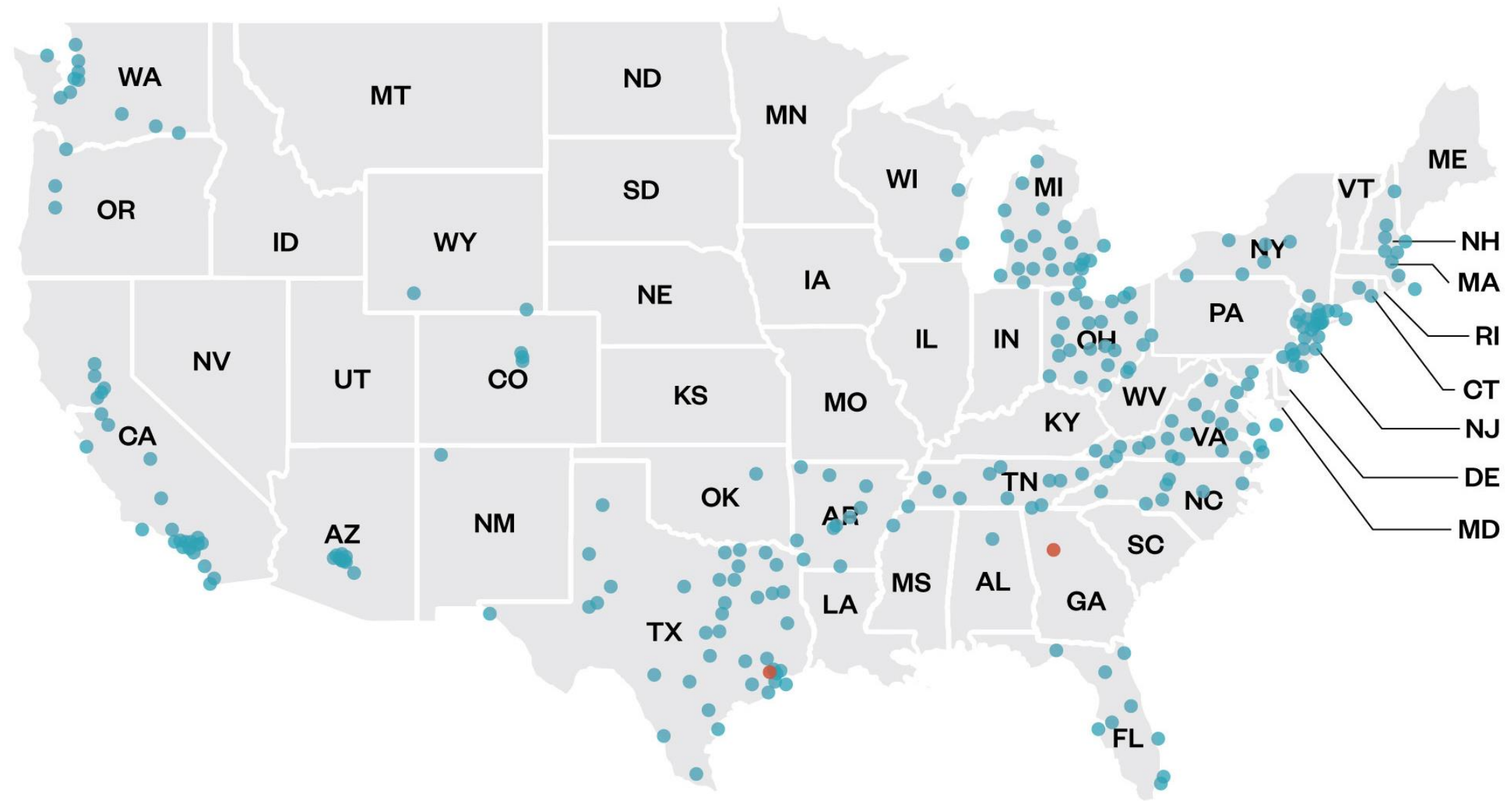




# How did we get here?

- Achieving the Dream
  - Over a decade of institutional reform
- Developmental Education Initiative
  - Small pockets of success
- “Get with the Program”
  - Making the connection for students
- Completion by Design
  - Initial investment in structured pathways
- AACCC Pathways Project

# A National Movement: Colleges Implementing Guided Pathways



**Institution Type**  
 ● Community College  
 ● University



## What we know after more than a decade of reform....

***The proportion of community college students completing community college and earning a credential has not changed***

- Every college is perfectly designed to produce precisely the results it is currently getting
- Problems of scale
- Developmental education divergence
- Challenges in institutional transformation
- Demographic and economic changes
  - Declining enrollment and declining state appropriation
- Culture change vital to implementation and sustainability
  - Culture trumps strategy every time



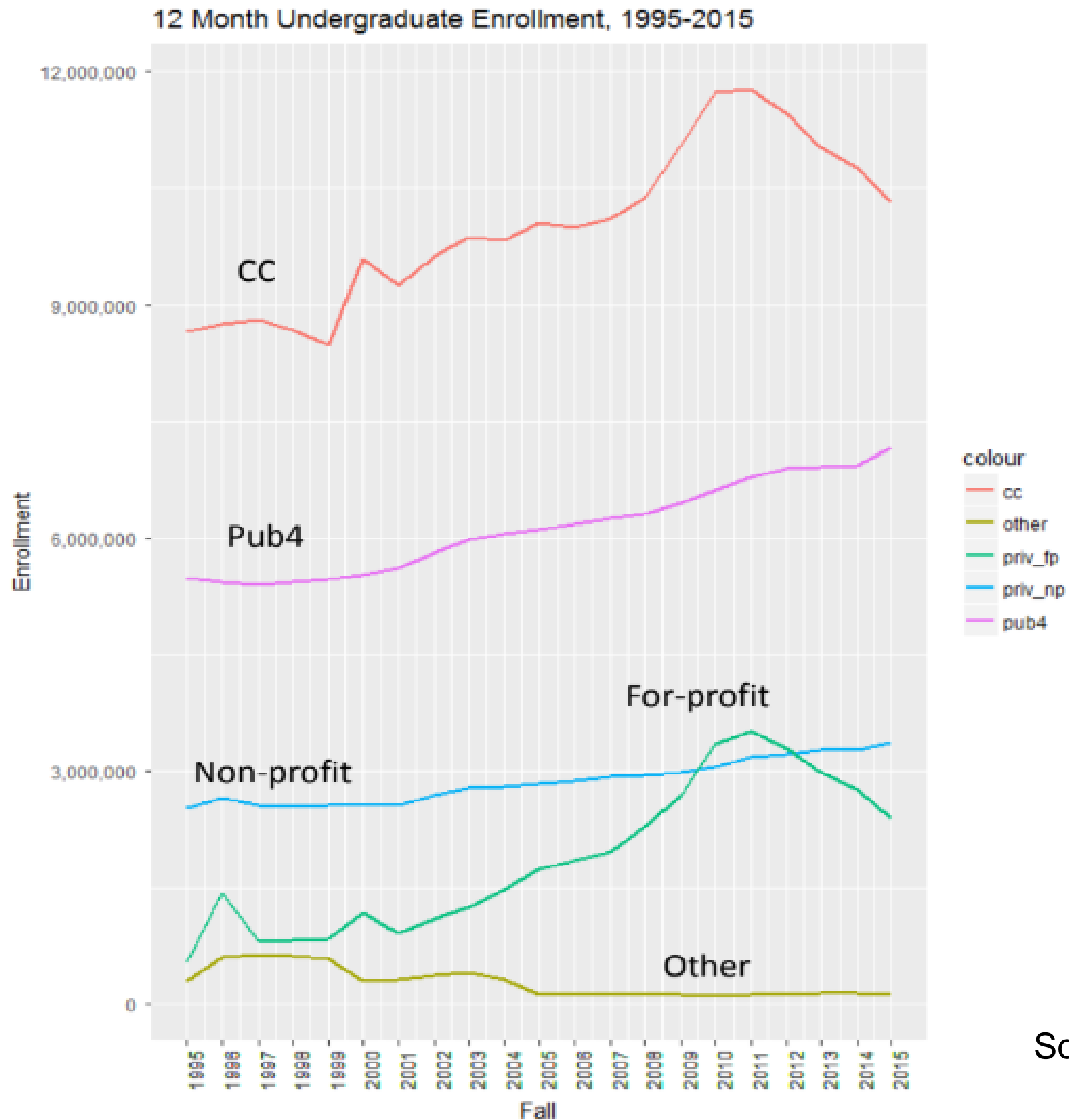
# Institutional reform has been.....

- **C**hange for small numbers of students

**OR**

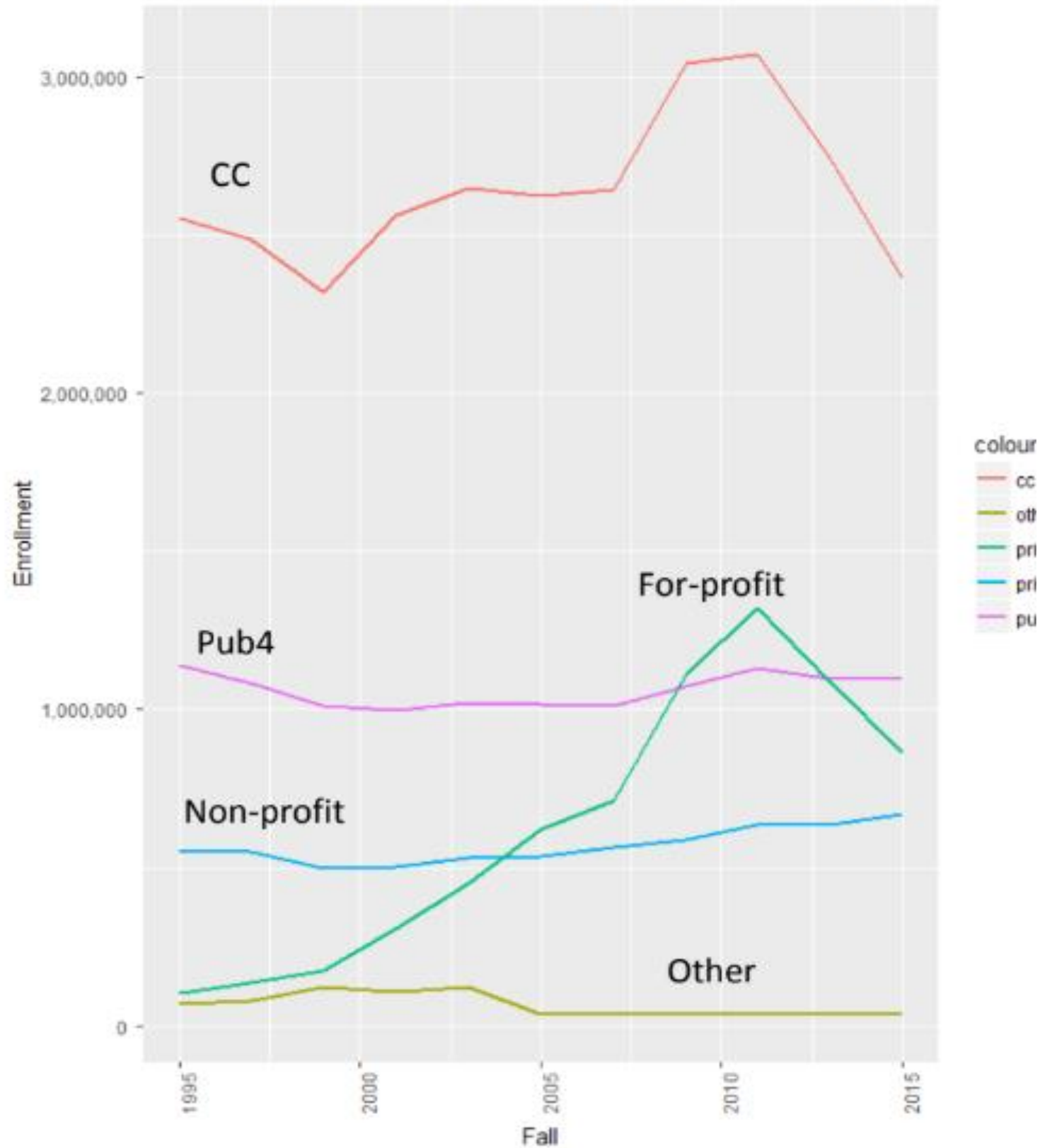
- **c**hange for large numbers of students

# 12-Month Undergraduate Enrollment by Sector



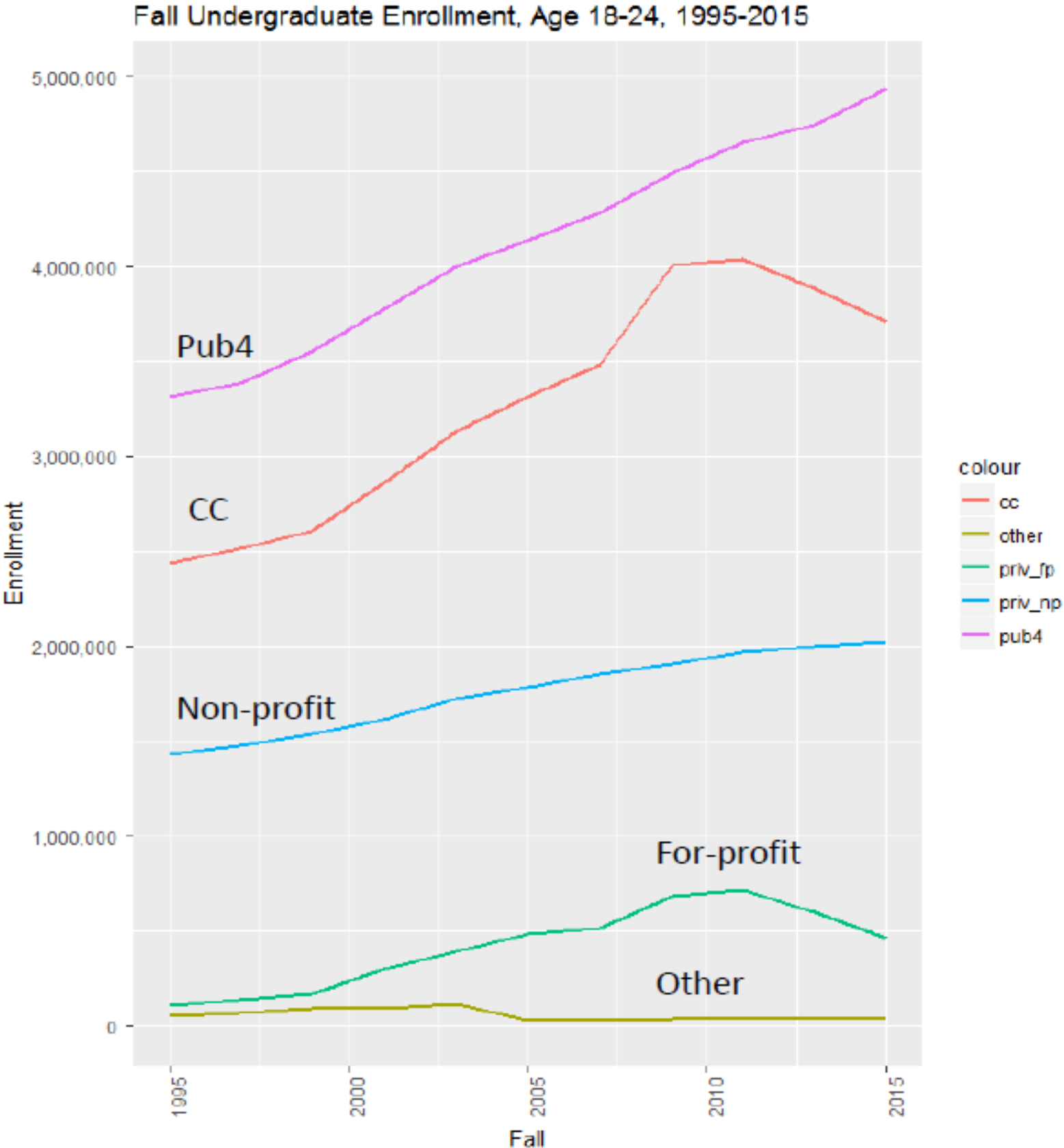
# Fall Undergraduate Enrollment by Sector, Age 25 or above

Fall Undergraduate Enrollment, Age 25 or above, 1995-2015



Source: IPEDS

# Fall Undergraduate Enrollment by Sector, Age 18-24

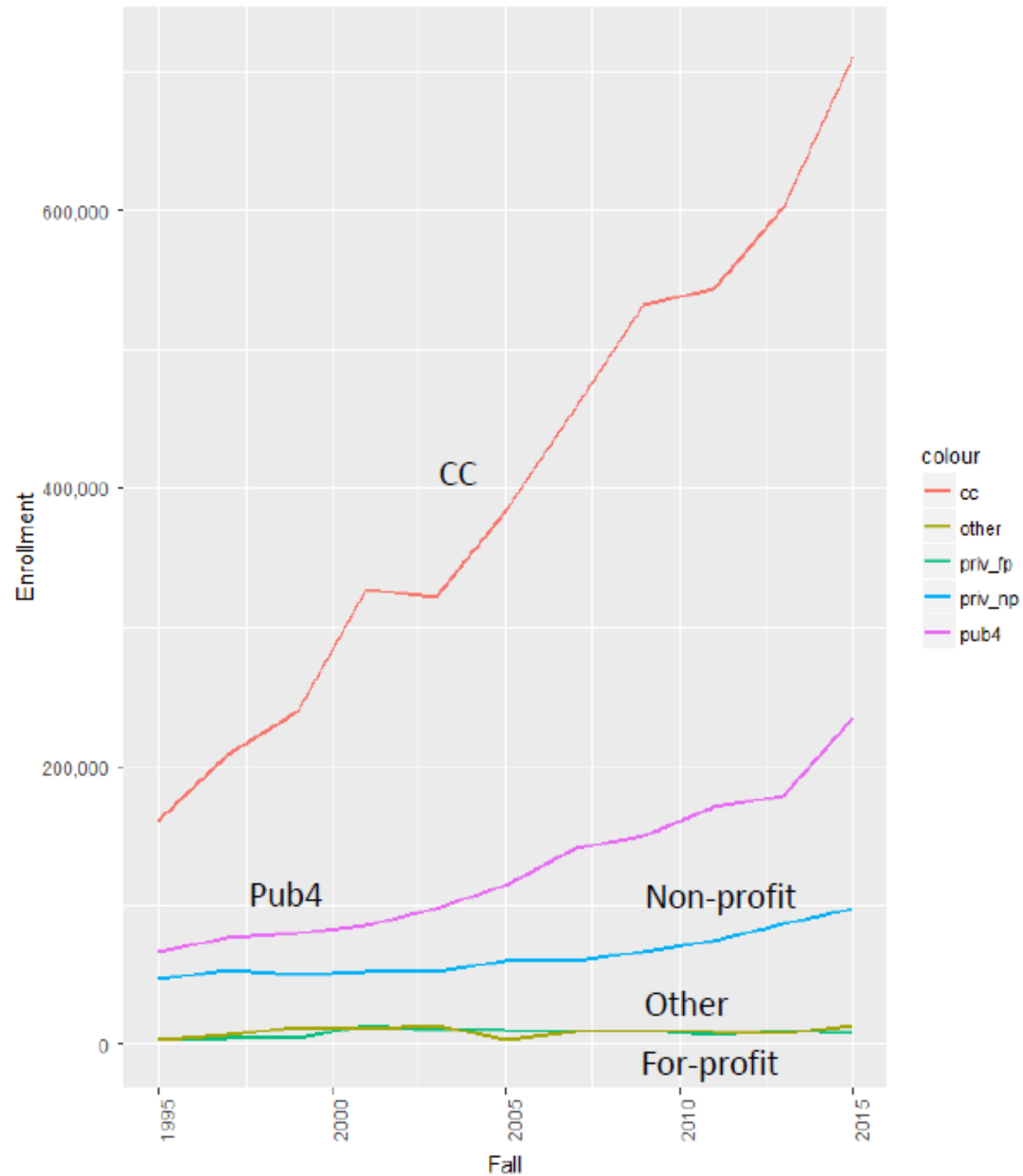


Source: IPEDS



# Fall Undergraduate Enrollment by Sector, Age 17 or below

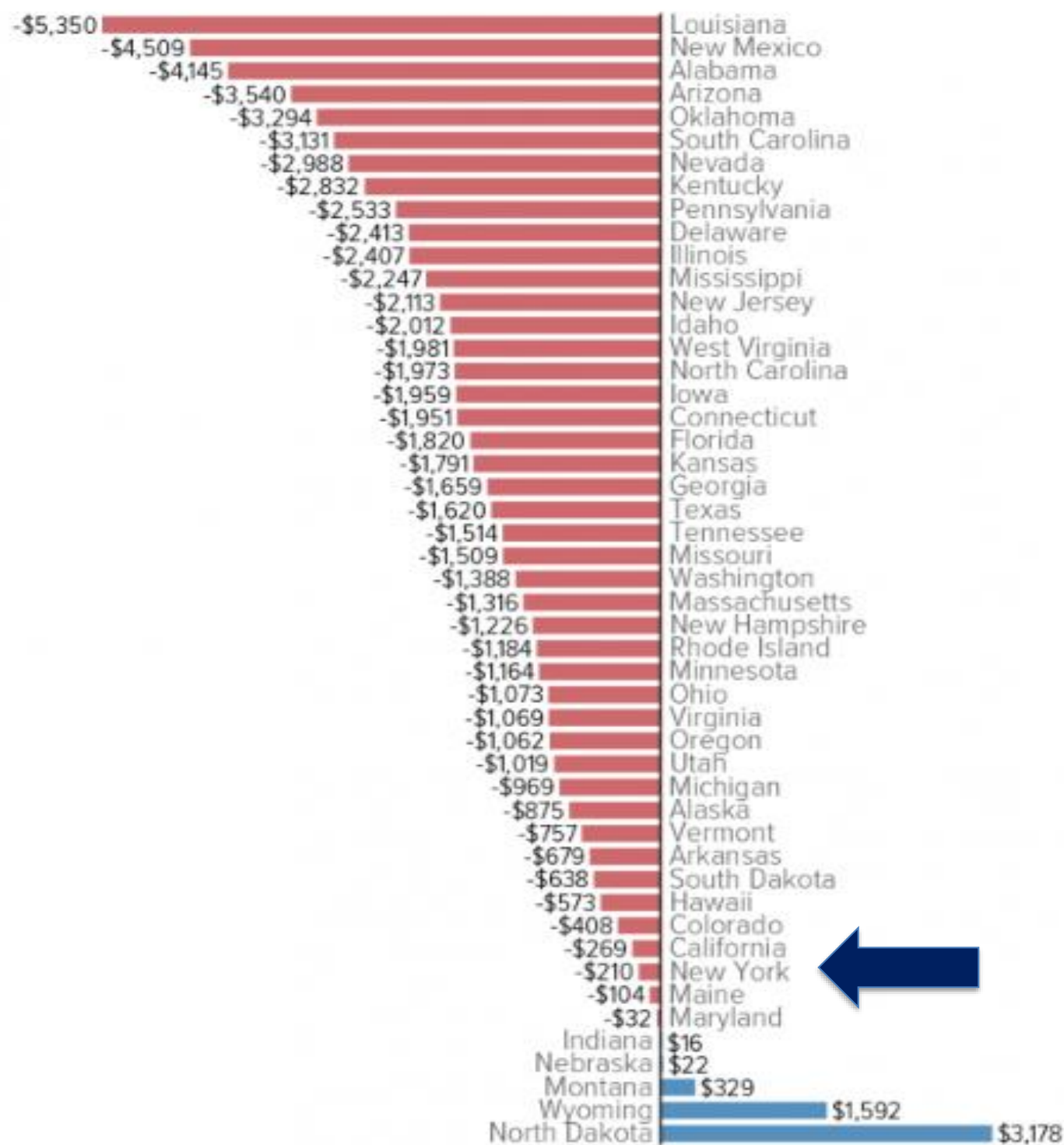
Fall Undergraduate Enrollment, Age 17 or below, 1995-2015



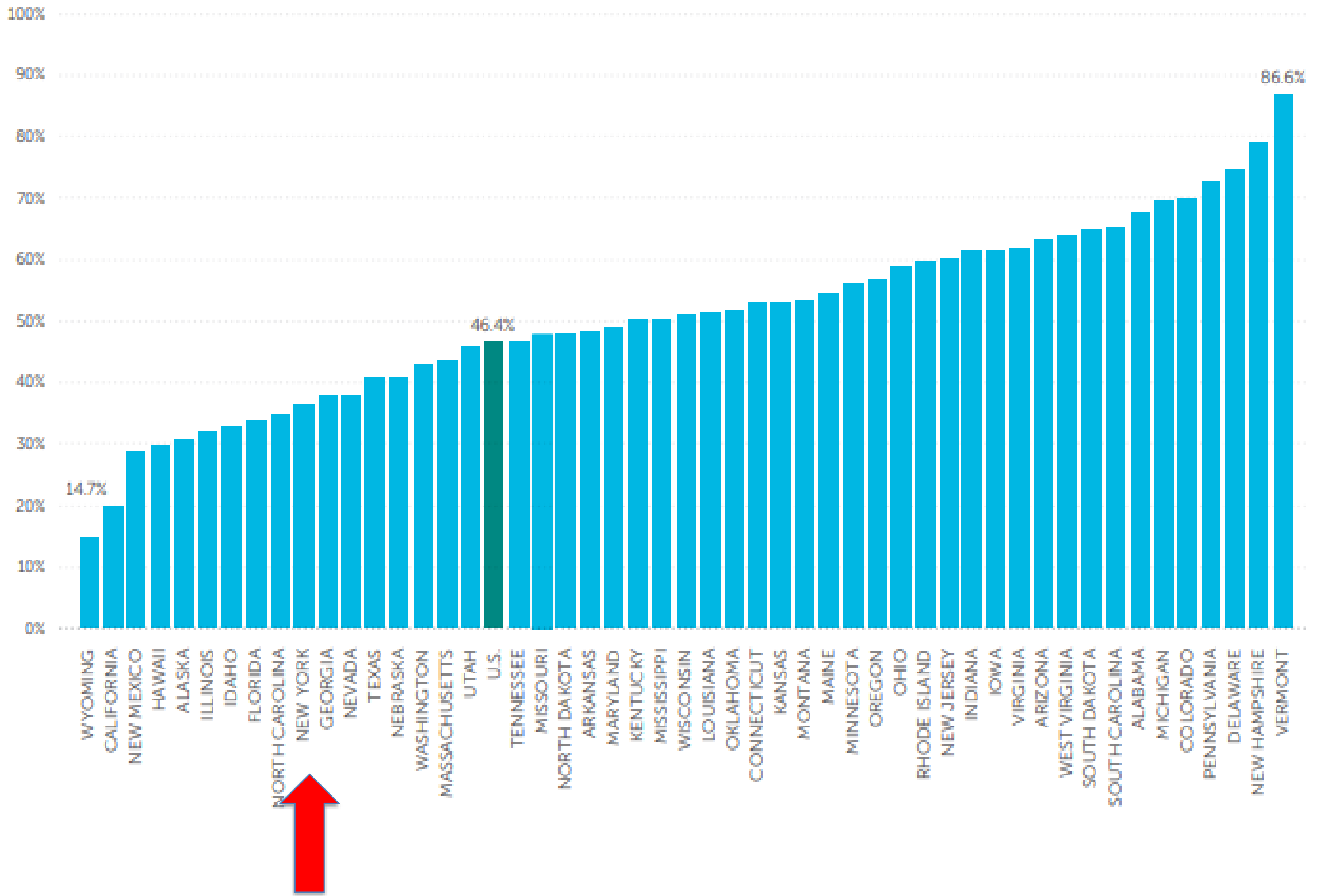
Source: IPEDS

## State Funding for Higher Education Remains Far Below Pre-Recession Levels in Most States

Change in state spending per student, inflation adjusted, 2008-2017



# NET TUITION AS A PERCENT OF TOTAL EDUCATIONAL REVENUE, FY 2017



Source: SHEEO 2018.

# GUIDED PATHWAYS RESOURCE CENTER

## *TOOLS AND RESOURCES FOR COLLEGES*

Bringing **guided pathways** to scale involves substantial redesign of students' educational experience and touches every aspect of college operations. The **guided pathways model** introduced below describes the critical steps colleges take as they do this challenging, complex work.

This resource center is organized around the guided pathways model. Click any section — **planning**, **implementation**, **early outcomes**, or **evaluation** — to see details of the model and to find relevant tools and resources. Or visit **toolkits** for collections of materials on key topics.



[Why Guided Pathways?](#)



[View or download the full guided pathways model](#)

[Toolkits](#)

[Pathways Institutes](#)

[Engagement Toolkit](#)

[Tools for Leaders](#)

[Pathways Coaching Guide](#)



# **Leadership for Guided Pathways: Guy Generals, President Community College of Philadelphia (PA)**



# Guided Pathways Essential Practices

## 1 Clarify paths to student end goals

- Meta-majors
- Program maps
- Career + transfer information
- Math pathways

## 2 Help students get on a path

- Early career/transfer exploration
- Academic and financial plan
- Integrated & contextualized academic support

## 3 Keep students on path

- Monitoring progress on plan
- Intrusive support
- Frequent feedback
- Predictable scheduling

## 4 Ensure students are learning

- Field-specific learning outcomes
- Active learning throughout
- Field-relevant experiential learning

# Guided Pathways Mindset Shifts

## FROM:

## TO:

Transfer vs. CTE, credit vs. non-credit



Career-connected transfer paths or livable-wage job w/ clear degree path

Full-time vs. part-time



On-plan vs. off-plan

Job/transfer support for near completers



Career/transfer exploration and planning for all students from the start

Standardized placement tests



Multiple measures and in-class diagnostic assessment

Pre-requisite remediation



Integrated/contextualized academic support

Algebra and English comp “gatekeepers”



Critical program courses (including field-appropriate math)

In-class vs. co-curricular



Program-relevant active/experiential learning

# Guided Pathways Cultural Shifts

FROM:

TO:

Are students college-ready?



Are colleges student-ready?

Sanctioned wandering



Purposeful direction

Institutional siloes



Cross-functional teams

Discrete strategies/  
boutique programs



Evidence-based practices integrated  
into coherent student experiences  
*at scale*

Support services optional/  
by referral



Integrated/contextualized academic  
support

Teaching classes faculty  
want to teach when they  
want to teach them



Teaching classes students need to  
take when they need to take them

Equity as sidebar



Equity as design principle





# “We are Already Doing It”

(Don't Need Another State or National Initiative)

## What I Knew

- We provide all students what they want, when they want, where they want and how they want.
- Students, faculty, and staff understand how it is all connected
- Students should have max flexibility, meaning can opt in or out (orientation, college success course, overriding placement results)
- Maximum choice provides maximum flexibility
- Students use tutoring and coaching as they need it
- Students reach out for help when need it (if you have it, they will come)
- Curriculum listed in catalog is sufficient direction to student
- Students know what their goals are
- We are in the education business so services needed outside of education are the responsibility of others (food, housing, mental health, income)
- Part-time student needs same as full-time students (children are little adults)
- Processes and services should be available and applied equally to all

## What I Know Now

- What we had was fragmented and informed by many varied beliefs and experiences (depended who you talk to or worked with)
- Default decision is to make no choice
- What you think is obvious is not always obvious to others
- To many, seeking help is an admission of failure
- Natural tendency is accept failure, overestimate ability, or wait too long
- Wrap around services part of business of education
- Equality ≠ Equity



Start here.  
**GO ANYWHERE.**

# INSTITUTIONAL EXAMPLE

Jackson College (MI)

# **Strong Change Leadership: Dan Phelan, President Jackson College (MI)**



### General Education/MTA Requirements

Course #	Course Name	Credits	Prerequisites
ANT 131	Cultural Anthropology	3	ENG 085*
ART 111	Art History: Prehistoric to 1400	3	ENG 085, ENG 091
BIO 110	Introductory Biology	4	ENG 085*, ENG 090* and MAT 033* or higher
COM 240	Interpersonal Communication	3	ENG 085, ENG 091
ENG 131	Writing Experience I	3	ENG 085 and ENG 091
ENG 132	Writing Experience II	3	ENG 131
HUM 131	Cultural Connections	3	ENG 085 and ENG 091
MUS 131	Understanding Music	3	ENG 085*
NSC 131	Contemporary Science	4	ENG 090* and MAT 020* or higher
PLS 141	American National Government	3	ENG 085, ENG 091
PSY 140	Introduction to Psychology	4	ENG 085* and ENG 090*
SOC 231	Principles of Sociology	3	ENG 085* and ENG 090*
MAT 130	Quantitative Reasoning	4	MAT 030
SEM 140	Seminar in Life Pathways	3	

### JC Associate in Arts and EMU Social Work/Liberal Arts Electives

Course #	Course Name	Credits	Prerequisites
ENG 249	African-American Literature	3	ENG 085* and ENG 131
GEO 132	World Regions	3	ENG 085* and ENG 090*
PSY 245	Infancy and Childhood	3	PSY 140
PSY 251	Abnormal Psychology	3	PSY 140
PSY 252	Developmental Psychology	3	PSY 140
SOC 152	Social Psychology	3	PSY 140 or SOC 231
SOC 236	Women in a Changing Society	3	ENG 085* and ENG 131

\*Required for EMU's BSW program. If not transferred from JC, must be completed at EMU.

**Note from EMU:** Sign up with us! If you let us know you are using this articulation agreement, we can stay in touch with you and provide information and advising to you while you are still at your community college. Sign up at:

### Sample Course Map

This program map satisfies the Associate in Arts degree (AA) degree from Jackson College, the Michigan Transfer Agreement (MTA), and the liberal arts requirements for the Bachelor of Social Work (BSW) degree at Eastern Michigan University.

#### SEMESTER 1

Course #	Course Name	Credits	Prerequisites
ENG 131	Writing Experience I	3	ENG 085 and ENG 091
PSY 140	Introduction to Psychology	4	ENG 085* and ENG 090*
MAT 130	Quantitative Reasoning	4	MAT 030
SEM 140	Seminar in Life Pathways	3	

#### SEMESTER 2

Course #	Course Name	Credits	Prerequisites
BIO 110	Introductory Biology	4	ENG 085*, ENG 090* and MAT 033* or higher
ENG 132	Writing Experience II	3	ENG 131
PLS 141	American National Government	3	ENG 085, ENG 091
SOC 231	Principles of Sociology	3	ENG 085* and ENG 090*

#### SEMESTER 3

Course #	Course Name	Credits	Prerequisites
GEO 132	World Regions	3	ENG 085* and ENG 090*
MUS 131	Understanding Music	3	ENG 085*
NSC 131	Contemporary Science	4	ENG 090* and MAT 020* or higher
PSY 251	Abnormal Psychology	3	PSY 140

#### SEMESTER 4

Course #	Course Name	Credits	Prerequisites
ENG 249	African-American Literature	3	ENG 085* and ENG 131
HUM 131	Cultural Connections	3	ENG 085 and ENG 091
PSY 245	Infancy and Childhood	3	PSY 140
SOC 236	Women in a Changing Society	3	ENG 085* and ENG 131

MTA is completed at the end of this term

#### SEMESTER 5

Course #	Course Name	Credits	Prerequisites
ANT 131	Cultural Anthropology	3	ENG 085*
ART 111	Art History: Prehistoric to 1400	3	ENG 085, ENG 091
COM 240	Interpersonal Communication	3	ENG 085, ENG 091
PSY 252	Developmental Psychology	3	PSY 140
SOC 152	Social Psychology	3	PSY 140 or SOC 231

AA is completed at the end of this term



**Jackson College**

Student name: \_\_\_\_\_

Student username: \_\_\_\_\_

Default password: \_\_\_\_\_

Verify online account working for:  
 \_\_\_\_\_ e-S  
 \_\_\_\_\_ Lett  
 \_\_\_\_\_ E-m

Update the student program  
 ... program  
 ... home  
 ... naviga

Update the student  
 ... program

Update the Google  
 ... program

Add "AT" to PER  
 ... program

CASM your conv  
 ... program

If passed, grant t  
 ... program

Approve course  
 ... program

\*\*\* WHEN FULLY CO

Navigator signature: \_\_\_\_\_

Notes:  
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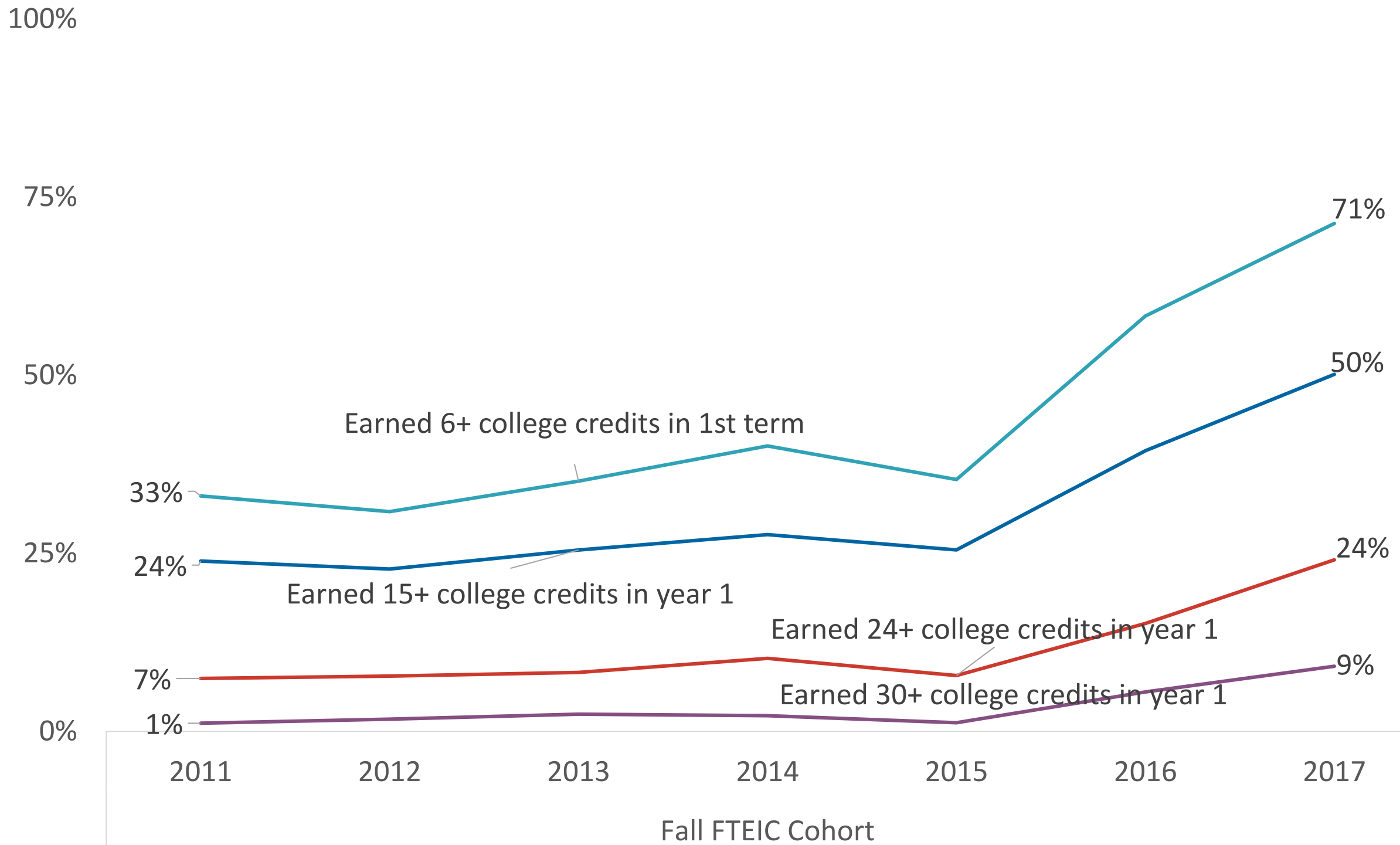
<p><b>Jackson College Pathways</b></p> <p><b>Business and Computer Technology</b></p> <p>Careers in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.</p>
<p><b>Health Sciences</b></p> <p>Careers in this path are related to the promotion of health, treatment of disease. These include research, prevention, treatment, and related health technologies.</p>
<p><b>Human Services</b></p> <p>Careers in this path are related to economic, political, and social systems. These include education, government, law enforcement, leisure and recreation, military, religious, child care, social services, personal services.</p>

Jackson College Pathways with Michigan Career Pathways Information				
Jackson College Pathways	Is This Career Path for You?	Career Categories	Courses in School	Sample Careers and Levels of Education Required
<p><b>Liberal Arts</b></p> <p>Careers in this path are related to the humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.</p>	<p>Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas? Do you like making crafts, drawing, playing a musical instrument, taking photos, or writing stories? This may be the career path for you!</p>	<p>Advertising and Public Relations Creative Writing Film Production Foreign Languages Journalism Radio and TV Broadcasting</p>	<p>Journalism Graphic Arts Language Arts Fine Arts Courses (Arts, Drama, Music) Architectural Drafting and Design Sculpture Photography</p>	<p>Public Relations Executive <i>UG</i> Dancer <i>D</i> Film Producer <i>HS</i> Fashion Designer <i>UG</i> Journalist <i>UG</i> Radio and TV Broadcaster <i>HS</i></p>
<p><b>Science, Engineering, and Math (STEM)</b></p>	<p>Do you love science, and understanding how things work? Do you like to invent and design things? Do you enjoy working with numbers and data? This could be the career path for you!</p>	<p>Life Sciences Physical Sciences Lab. &amp; Medical Technology Computer Science Architecture Engineering and Related Technologies Math &amp; Data Analysis</p>	<p>Biology Chemistry Physics/Astronomy Environmental Science Computer Science Engineering Mathematics</p>	<p>Physical Scientist Life Scientist Architect <i>G</i> Engineer <i>G</i> Chemical Engineer <i>UG</i> Software Engineer <i>UG</i> Web Designer Mathematician <i>G</i> Actuary <i>G</i></p>
<p><b>Skilled Trades and Agriculture</b></p> <p>Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.</p>	<p>Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing building structures? Are you curious about how things work? Would you enjoy painting a house, repairing cars, wiring electrical circuits, or woodworking? Do you like to garden or mow the lawn? This may be the career path for you!</p>	<p>Precision Production Mechanics and Repair Manufacturing Technology Drafting Construction Agriculture</p>	<p>Drafting Science Robotics Machine Tools Physical Sciences/Physics Industrial/Mechanical Drafting Math Electronics Agriculture</p>	<p>Plumber <i>HS</i> Electrician <i>HS</i> Air Traffic Controller <i>HS</i> Auto Mechanic <i>HS</i> Draftsman <i>HS</i> Surveyor <i>HS</i> Geographer <i>UG</i> Farmer <i>HS</i> Landscape <i>D</i></p>

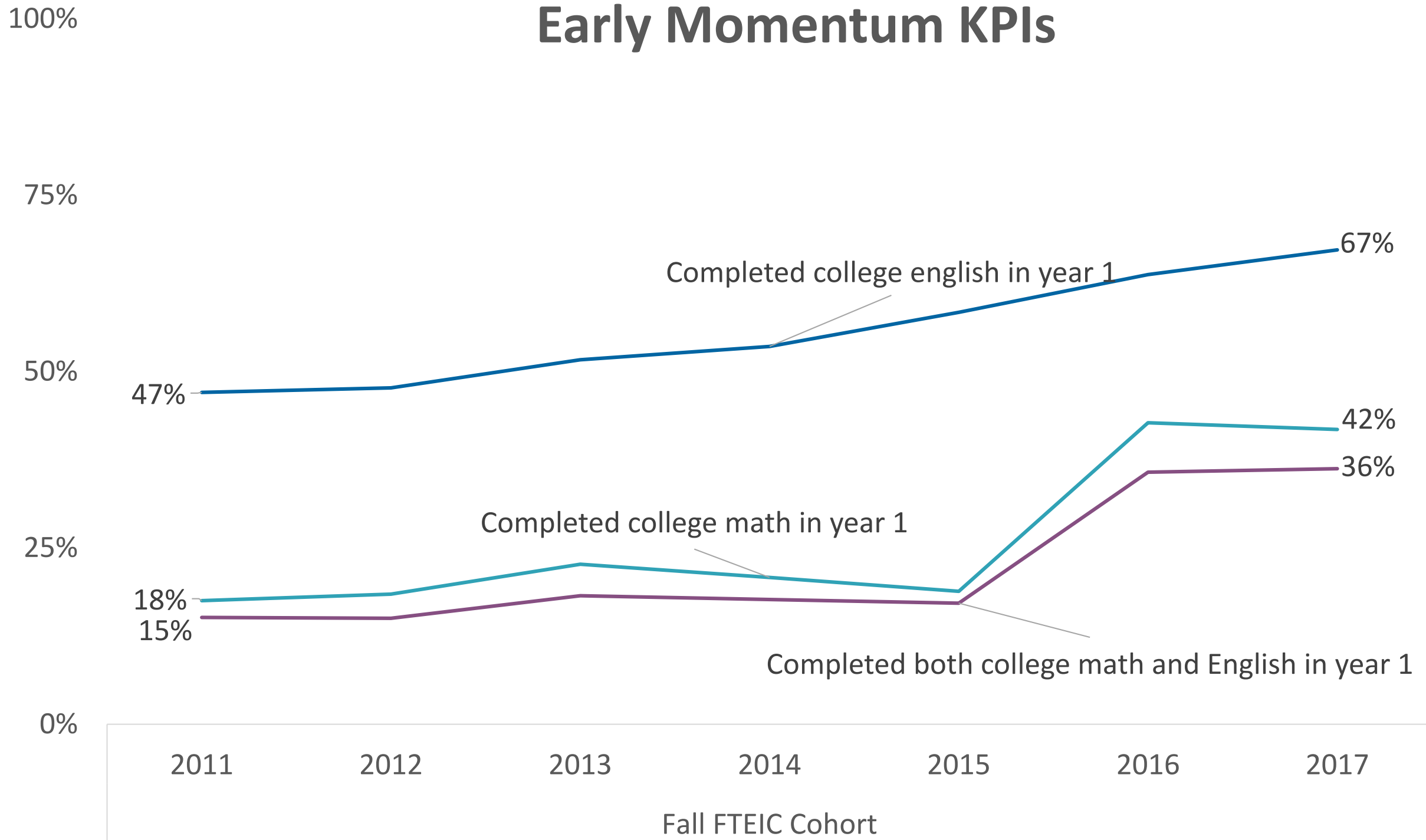
**Education Level Key:** High School Diploma: *D*, 1 to 2 Years Past High School: *HS* Undergraduate Degree: *UG* Graduate Degree: *G*

Source: [https://www.michigan.gov/documents/pathways\\_8310\\_7.html](https://www.michigan.gov/documents/pathways_8310_7.html)

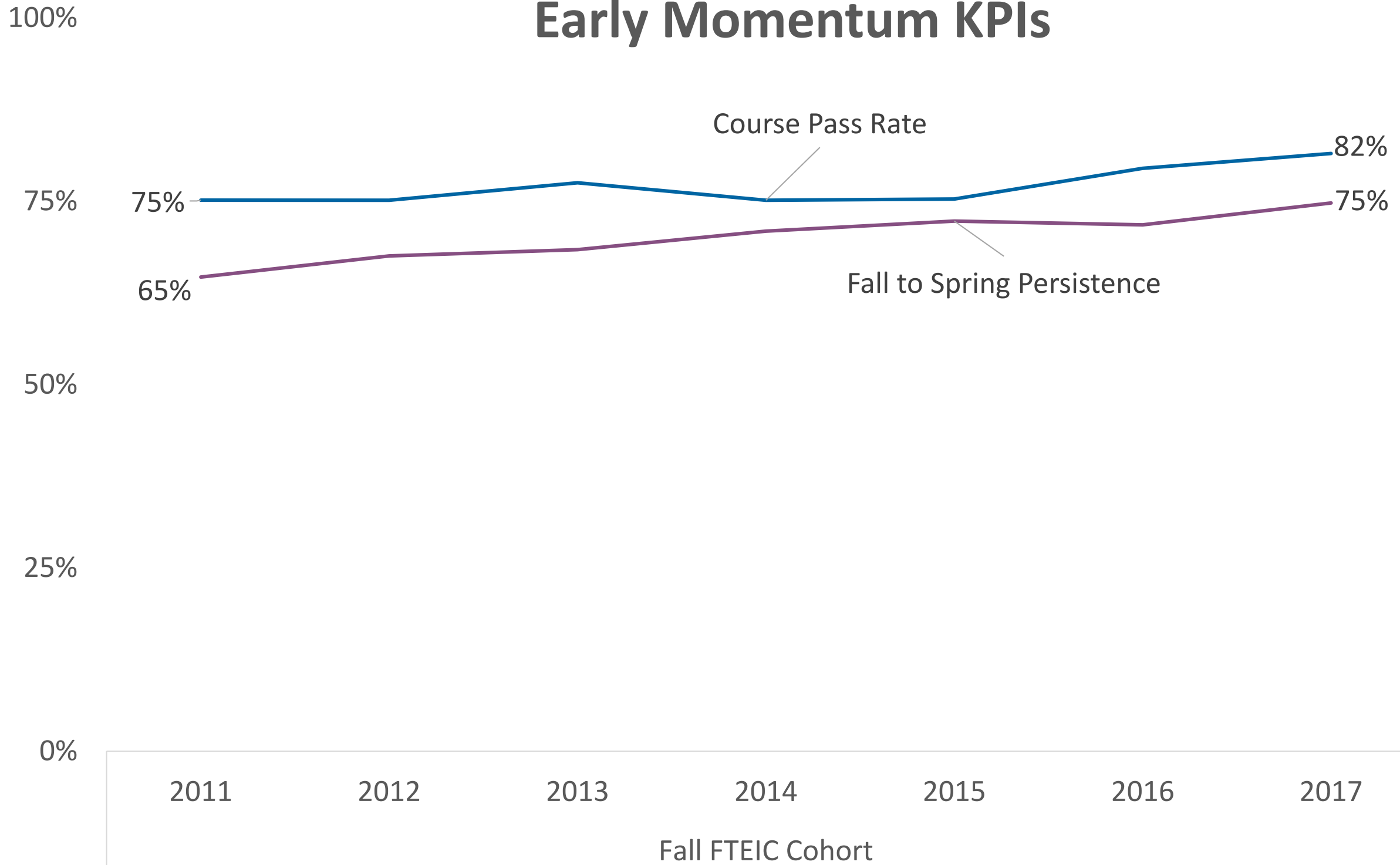
# Jackson College Credit Momentum KPIs



# Jackson College Gateway Math & English Early Momentum KPIs



# Jackson College Credit Pass Rate and Persistence Early Momentum KPIs





# **INSTITUTIONAL EXAMPLE**

Lorain County Community College (OH)



## Human/Social Services and Public Safety

Programs and majors in this pathway lead to careers in social work, psychology, journalism, counseling, public administration, and safety forces along with associated transfer programs.

[Explore this pathway](#)

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## Liberal and Creative Arts

Programs and majors in this pathway lead to careers in humanities, journalism, literature, music, photography, theatre, religion, philosophy, foreign language, digital arts and associated transfer programs.

[Explore this pathway](#)

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## Science and Math

Programs and majors in this pathway lead to careers in mathematics, biology, chemistry, physics, sustainable agriculture, environmental, and associated transfer programs.

[Explore this pathway](#)

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## Personal and Professional Development

You don't have to be pursuing a degree to benefit from education and training at LCCC. Whether you want to improve your job skills, become certified in a specialty or just enjoy the experience of learning something new, be sure to check out the wide range of continuing education courses at LCCC.

[Explore this pathway](#)

Accounting, Associate of Applied Business

Alternative Energy Technology - Solar Technology Major, Associate of Applied Science

Alternative Energy Technology - Solar Technology, One-Year Technical Certificate

Alternative Energy Technology - Wind Turbine Major, Associate of Applied Science

Alternative Energy Technology - Wind Turbine, One-Year Technical Certificate

Alternative Energy Technology - Wind Turbine, Short-Term Technical Certificate

Automation Engineering Technology - Maintenance Technician, Short-Term Technical Certificate

Automation Engineering Technology - Maintenance/Repair, Associate of Applied Science

Automation Engineering Technology - Systems Specialist Major, Associate of Applied Science

Business Administration - Entrepreneurship, Associate of Applied Business

Business Administration - Human Resource Management, Associate of Applied Business

Business Administration - Management, Associate of Applied Business

Business Administration - Marketing, Associate of Applied Business

Business Administration - Real Estate, Associate of Applied Business

Business Management, One-Year Technical Certificate

Computer Engineering Technology - Business Forensics Investigations Major, Associate of Applied Science

Computer Engineering Technology - Business Forensics Investigations, One-Year Technical Certificate

Select one of the following:

[BADM 251](#)

PRINCIPLES OF MANAGEMENT <sup>5</sup>

3

[MKRG 251](#)

PRINCIPLES OF MARKETING <sup>3</sup>

Science with Lab Elective <sup>6</sup>

4

Electives

2-3

**Hours**

**16-17**

**Total Hours**

**60-61**

- <sup>1</sup> Students transferring to the Hiram College University Partnership Accounting Program should take [MTHM 168](#). Students transferring elsewhere should obtain transfer information from that institution.
- <sup>2</sup> A student must register for the orientation course when enrolling for more than six credit hours per semester or any course that would result in an accumulation of 13 or more credit hours.
- <sup>3</sup> Indicates that this course has a prerequisite.
- <sup>4</sup> This course offers an opportunity for experiential learning.
- <sup>5</sup> Students transferring to the Hiram College University Partnership accounting program should take [BADM 251](#).
- <sup>6</sup> Science elective with lab selected from the [general education/transfer module](#). Suggested electives are: [BIOG 151](#), [BIOG 152](#), [PSSC 153](#). If transferring to Hiram other options are [BIOG 159](#), [BIOG 163](#) or [ASTY 151](#).

## Electives

[ACTG 161](#)

PAYROLL ACCOUNTING

3

[ACTG 253](#)

FORENSIC ACCOUNTING

3

[ACTG 287](#)

WORK-BASED LEARNING I - ACTG

1-3

[BADM 211](#)

BUSINESS COMMUNICATIONS

3

[CISS 212](#)

SPREADSHEET APPLICATIONS

3

(Students transferring to the Hiram College University Partnership Accounting Program can take any of the above electives with the exception of ACTG 287.) (Students taking [ACTG 287](#) may need 2 credit hours.) In addition, students transferring to the Hiram College Partnership accounting program should take a humanity or fine arts course as an elective. Suggested courses for Hiram transfers are: [ARTS 245G](#), [ENGL 253G](#), [ENGL 255](#), [ENGL 257G](#), [HSTR 151G](#), [HSTR 161](#), [HUMS 271G](#), [HUMS 274](#), [MUSC 261G](#) or [SOCY 276G](#). Students intending to transfer elsewhere should consult with the intended transfer institution or consult with an LCCC counselor or advisor for transfer information.



Programs

The Ohio State University  
The University of Akron Bachelor's  
Degree Programs

The University of Toledo Bachelor's  
Degree Programs

University of Cincinnati Degree  
Programs

Western Governors University  
Bachelor's Degree Programs

Youngstown State University  
Bachelor's Degree Programs

Youngstown State University  
Master's Degree Programs

### Class Schedule

### Contact the UP

### Frequently Asked Questions

### University Partnership Scholarship Opportunities

### UPComing Events

### What We're UP to

### Admission Requirements

67 semester hours of credit toward the Associate of Applied Business in Accounting

Complete the following courses:

ACTG 151 & 152  
ACTG 265  
ACTG 251 & 252  
ECNM 151  
BADM 251  
FNCE 251  
ENGL 161 & 162  
MTHM 168  
Natural Science w/Lab  
Elective Humanities or Fine Arts

### GPA Requirements

2.5 overall GPA at LCCC  
2.0 overall GPA in Business/Economics courses  
Earn at least a 2.0 overall GPA in Accounting courses  
Earn at least a "C" in all courses

### For More Information

Students interested in this program can schedule an appointment with Krystal Iwuagwu, Hiram College Counselor, at (330) 977-7514 or [iwuagwukr@hiram.edu](mailto:iwuagwukr@hiram.edu).

## Bachelor of Arts in Integrated Environmental Studies

The integrated environmental studies major focuses on developing students' abilities to incorporate concepts and knowledge relevant to environmental issues from across multiple disciplines and to communicate about those in important ways. Progress toward these central goals is supported by a variety of skills developed through hands-on learning experiences. Integrated Environmental Studies students can expect to integrate information from various fields, confront diverse and sometimes conflicting perspectives, and apply these in specific problem-solving efforts.

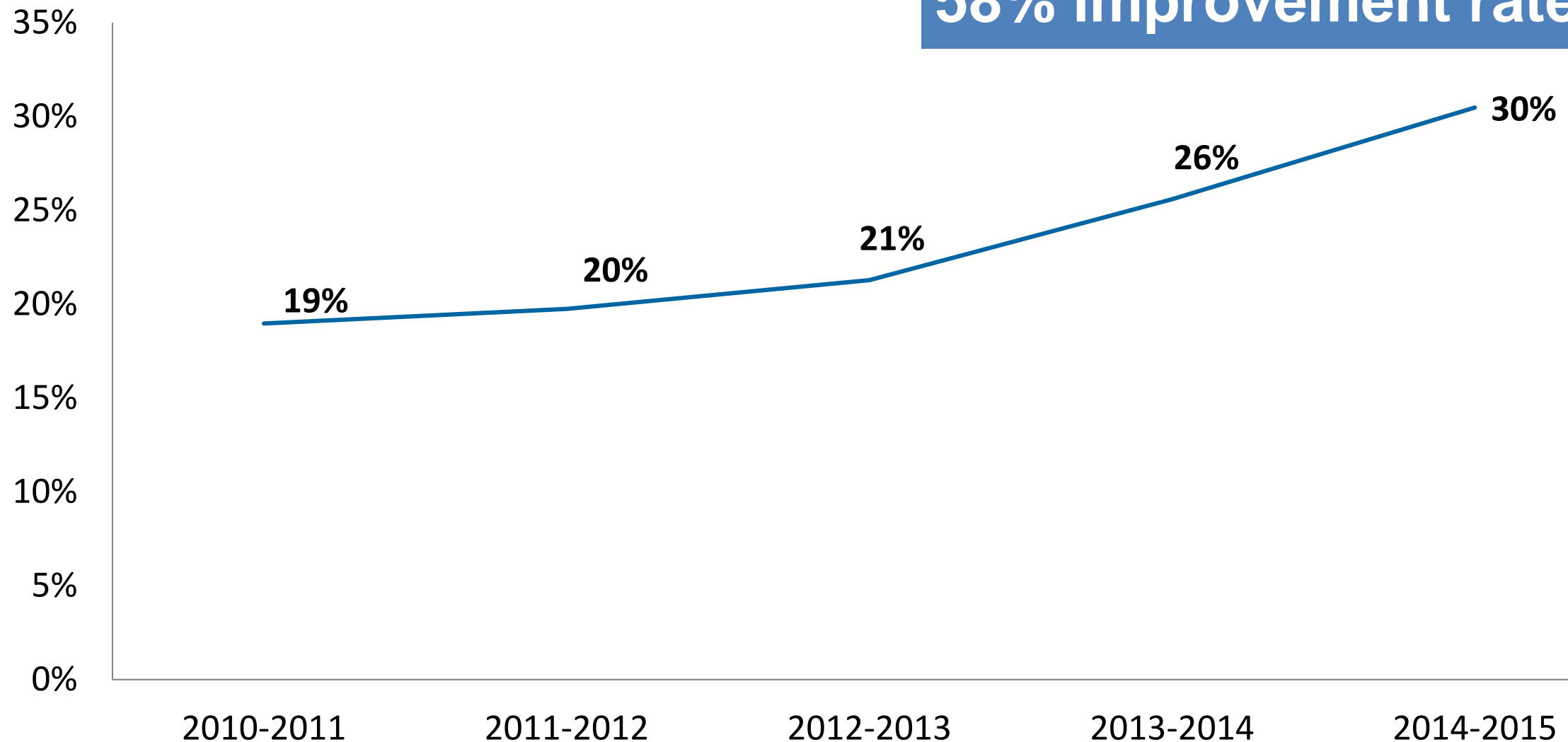
Students majoring in Integrated Environmental Studies proceed through three key Integrative courses beginning with our introductory course (INTD 22500: Humans and the Environment) and ending with our capstone course (EVST 48000: Senior Seminar); take a series of required courses from an array of disciplines to build a multidisciplinary foundation; and select four to six elective courses.

Hiram College courses are taught by Hiram College faculty either in person or via distance learning. Students can complete the Integrated Environmental Studies degree in its entirety on LCCC's campus.



# Students Who Passed $\geq 3$ College Courses In Their Program Area in Year 1

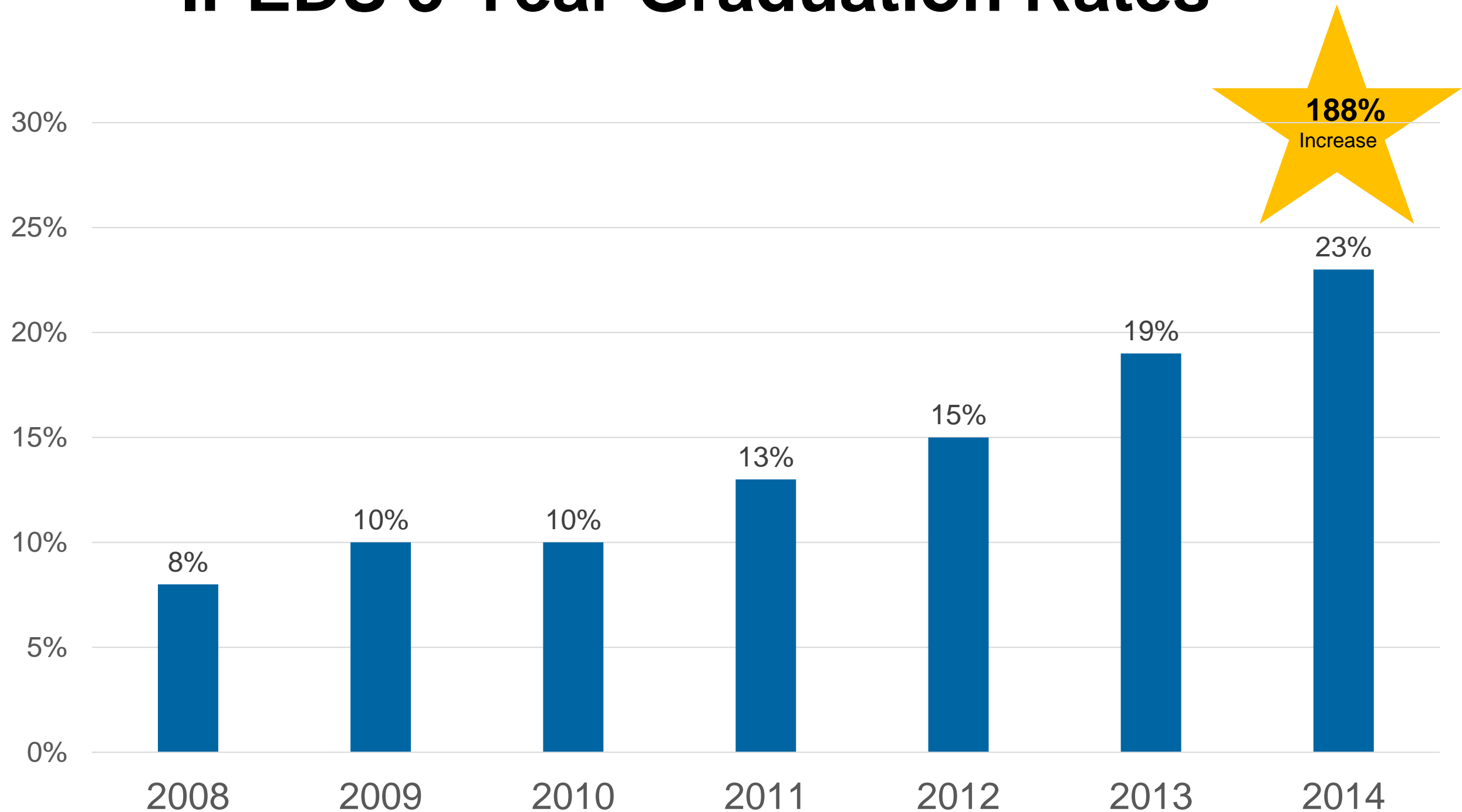
58% improvement rate!



Concentration is defined as 9 credit hours within a program of study within 1 year

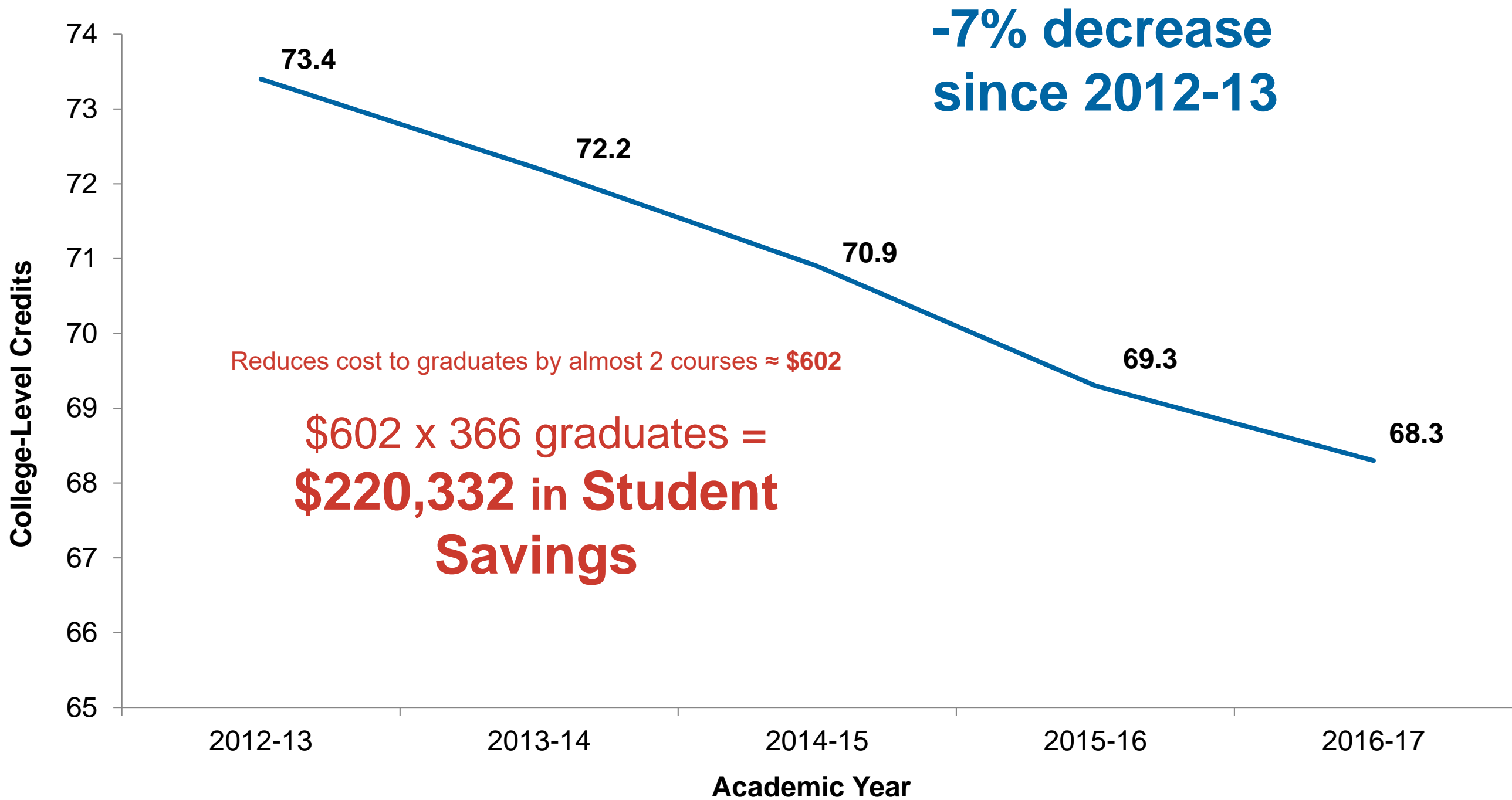


# IPEDS 3-Year Graduation Rates





## First Associate degree completers within 4 years with 15 or fewer transfer-in credits





## Student Success Return on Investment

Fall full-time student retention	2011: <b>56%</b>	2016: <b>67%</b>
<b>370</b> more full-time students retained		
Each full-time student retained to year two ≈	<b>\$4,900</b> in tuition and subsidy	
Over <b>\$1.8 million</b> gained from student success efforts since 2011		



# Save on the cost of a BA!



College/University	University Costs 4 Years With Room & Board	Bachelor's Degree Completion Cost through MyUniversity	Savings!
<b>Ashland University</b> B.S. in Education	\$157,416	\$32,798	<b>79%</b>
<b>Bowling Green State University</b> B.S. in Biology	\$75,400	\$11,745	<b>84%</b>
<b>Cleveland State University</b> B.A. in Psychology	\$85,227	\$12,525	<b>85%</b>
<b>Hiram College</b> B.A. in Accounting & Fin. Mgmt	\$160,600	\$24,554	<b>85%</b>
<b>Kent State University</b> Bachelor of Bus. Admin.	\$77,408	\$12,893	<b>83%</b>
<b>University of Akron</b> B.S. in Sport Studies	\$80,578	\$12,811	<b>84%</b>
<b>University of Toledo</b> B.S. in Computer Science & Eng.	\$83,177	\$15,726	<b>81%</b>

\*\* LCCC's in county tuition is \$3,077 per year for a full-time student

Percent savings based on Bachelor's Degree with LCCC's MyUniversity Guarantee versus all 4 years at the university rates and incurring room & board.

# Guided Pathways Guiding Questions

- Does every program lead to: a) a livable-wage job (with clear paths to further education), or b) transfer with junior standing in the student's field of interest?
- How do we help entering students explore interests, choose a program that is a good fit, and develop a full-program plan?
- How do we ensure that every entering student has a “light the fire” learning experience in term 1?
- How can we monitor students' progress to make sure they stay on plan?
- How can we schedule classes so that students can take the courses they need to advance on their plans when they need them?
- How do we ensure that all students gain program-relevant experience?
- How can we enable more underrepresented students to enroll and complete programs leading to higher-opportunity outcomes?



**QUESTIONS?**

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