

# CROSSWALK: WHERE STUDENT SUPPORT (RE)DEFINED AND GUIDED PATHWAYS MEET

Using the Success Factors to Facilitate Pathways Planning

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## Introduction

Many California Community Colleges are working to determine how to make meaning of the state's emerging guided pathways movement, with some early adopters embracing this approach to increasing completion and others still assessing how it fits with their student success agenda. Wherever your college might fall on this continuum, the **six success factors identified through the RP Group's Student Support (Re)defined study** (see side bar, *Success Factors Defined*) **provide a valuable rationale for guided pathways implementation and offer a useful compass for its planning and implementation.**

The guided pathways movement is not another new initiative—rather, it offers an approach to promoting a student-centered culture, organizing existing success initiatives, and ensuring these efforts work for students. **The California Guided Pathways Project has adopted four key pillars for implementation:**

### Success Factors Defined

In reviewing leading studies on effective support practices, the RP Group identified six success factors that contribute to students' achievement.

**Directed:** Students have a goal and know how to achieve it

**Focused:** Students stay on track—keeping their eyes on the prize

**Nurtured:** Students feel somebody wants and helps them to succeed

**Engaged:** Students actively participate in class and extracurricular activities

**Connected:** Students feel like they are part of the college community

**Valued:** Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

- Clarify paths to student end goals
- Help students choose and enter a pathway
- Help students stay on path
- Ensure that students are learning

**The guided pathways approach offers a natural application of findings from Student Support (Re)defined—an opportunity to put into action on your campus what students say they need to succeed in a coherent and cohesive way.**

## How to Use This Resource

The RP Group developed this Success Factors and Guided Pathways Pillars **crosswalk to demonstrate how implementing various guided pathways activities can help a college realize the six success factors.** While not exhaustive, it provides some **concrete examples** of what these intersections look like and where they might practically occur on your campus. We conclude with discussion questions about the crosswalk that colleges can use to spark dialog and support any effort to improve student success, including guided pathways planning; equity work; and student progress, retention, and completion initiatives.



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## CROSSWALK: SUCCESS FACTORS + GUIDED PATHWAYS PILLARS

PILLAR 1: CLARIFYING PATHS TO STUDENT END GOALS		
Success Factor	Intersection	Implementation Strategies
<b>Directed</b>	Articulating the value proposition for enrolling in the college in general, and a pathway in particular, allows students to visualize the academic and career benefits of completing their goals.	Orientation • Counseling • First Year Experience • Information sources (e.g., catalog, website, program webpage)
	Offering students a clear set of courses and actions provides students an opportunity to identify a clear goal and then know what they need to do to achieve that goal.	Curriculum design • Program design • Connecting academic work to employment • Transfer application timeline • Assistance with job preparation (e.g., resume building, interview preparation, job search)
	Embedding real-world application into pathways enables students to make a clear connection between their college experience and their educational/career goals—establishing the value of a college education.	Service learning • Internships • Contextualized teaching and learning • Project-based learning

PILLAR 2: HELPING STUDENTS CHOOSE AND ENTER A PATHWAY		
Success Factor	Intersection	Implementation Strategies
<b>Directed</b>	In addition to providing pathways, students need guidance in selecting a program of study based on their skills, interests, and goals and developing a personalized education plan to map out exactly what they will need to do in order to achieve their goals.	Career counseling • Education plans • Success courses • Bridge programs • First Year Experience
<b>Focused</b>	When students have a clear path to achieving their goal, they are able to see themselves completing in a realistic way, which in turn, keeps them motivated.	Education plans
	Students are more willing to take the steps necessary when they can see how those steps lead them to their goals.	Education plans
	If students see a connection between basic skills coursework and their intended program of study, they are more likely to persist.	Contextualized teaching and learning
	Students need to know what it takes to be successful in college and where support is available.	Success courses • Bridge programs • First Year Experience
<b>Connected</b>	Students are likely to feel a sense of belonging when they are part of a pathways community with student peers pursuing similar goals.	Academic and/or career communities • Pathway orientation
<b>Nurtured</b>	Providing one-on-one support to students in selecting their pathway is a sign of caring about their future success.	Academic and career counseling • Faculty advising
<b>Engaged</b>	Students indicate they can successfully complete basic skills courses when they have adequate support.	Supplemental instruction • Acceleration • Co-requisites
	Students more actively participate in their learning when they see a relevant connection between their coursework and their broader educational and career goals.	Contextualization • Real-world application
	Encouraging students to take at least 9 units in their program of study during the first year can lead to higher completion rates.	Introductory pathway and/or major courses

### PILLAR 3: HELPING STUDENTS STAY ON PATH

Success Factor	Intersection	Implementation Strategies
<b>Directed</b>	Students who are unlikely to be accepted into limited-access programs (e.g., nursing, culinary arts) need to be informed of their options to alternate yet viable paths to credentials and a career.	Counseling • Education plans • Career assessments • Stackable certificates
<b>Focused</b>	Students feel more motivated to continue if they can track and see the progress they are making towards their goals and how close they are to achieving those goals.	Degree planner/audit
	Meeting with counselors/advisors on an ongoing basis helps students track progress towards their goals and address any barriers affecting that progress.	Relationships with counselors, faculty advisors, success coaches, retention advisors
	Notifying students when they veer off their path either by taking courses not on their education plans or not reaching milestones by certain times can help bring students back on track.	Degree planner/audit that links with registration
<b>Connected</b>	Building and maintaining strong relationships with other individuals on campus can help students build a community of support.	Mentoring • Study groups • Student clubs and government • Counseling • Faculty advising • Campus jobs
<b>Nurtured</b>	Showing students that someone at the college cares about them and their success can lead them to feel obligated to succeed because of the care and support they have received.	Relationships with counselors, advisors, instructional faculty, classified staff, fellow students
	Reaching out to struggling students demonstrates that the institution cares about helping them stay on the path.	Early alert • Degree planner/audit
	Students who feel that they matter and have something worthwhile to offer are more likely to persist.	Focus groups • Campus jobs • Student clubs and government

### PILLAR 4: ENSURING STUDENTS ARE LEARNING

Success Factor	Intersection	Implementation Strategies
<b>Directed</b>	Communicating what it takes to be successful at the next phase of their education/career helps students be better prepared to meet those expectations.	Alignment of program learning outcomes to four-year institutions and employer expectations • Relationships with faculty at four-year institutions • Advisory committees • Employer engagement
<b>Focused</b>	Knowing that they are learning helps students stay motivated and make progress towards their goals.	SLO database accessible to students • Classroom assessment techniques • Regular feedback from faculty on performance
<b>Connected</b>	Opportunities to be involved in and out of the classroom help students identify connections in their learning and reinforce their pathway focus and academic/career choices.	Mentoring • Study groups • Student clubs and government • Internships • Instructional faculty • Campus jobs • Service learning • Project-based learning • Faculty office hours

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## PILLAR 4: ENSURING STUDENTS ARE LEARNING (CONTINUED)

Success Factor	Intersection	Implementation Strategies
<b>Nurtured</b>	Students want to know that individual(s) on the campus care about their learning as well as the factors that can either enhance or hinder their learning.	Mentoring • Counseling • Faculty office hours • Faculty advising
	Providing students with ongoing and regular feedback on their learning helps students identify additional opportunities to improve their learning.	Frequent learning assessments (graded or ungraded) • Constant access to progress/grade in the class
<b>Engaged</b>	Activities outside of the classroom help students deepen their learning.	Internships • Cooperative education • Service learning • Campus jobs • Undergraduate research
	Encouraging students to more closely interact with their coursework as well as with their peers and faculty results in more active learning.	Study groups • Project-based learning • Faculty office hours • Flipped classroom • Faculty-led improvement of teaching practices
<b>Valued</b>	Analyzing SLO data and using those data to improve teaching practice shows students that the college values student learning.	SLO database where results are available in ways that allow the assessment of learning in the aggregate and facilitate use of these data for improvement
	Students want the opportunity to provide feedback on their classroom experience in order to help shape their own learning.	Classroom Assessment Techniques • Faculty evaluation surveys

## Discussion Questions

We offer the following questions to guide reflection on this crosswalk and facilitate discussions about how to advance student success on your campus through guided pathways implementation, using the Student Support (Re)defined success factors as your guide for pathways planning and action.

- Which of these examples resonate with the work happening on your campus? If you are already engaging with the success factors and/or pathways, what activities can you leverage?
- Which of these key intersections are missing in your current student success and completion efforts?
- Which intersections are of greatest priority? Which ones will make the greatest impact? Which would be the easiest to implement?
- What are the immediate opportunities to advance guided pathways planning and implementation using the success factors?
- What challenges do you anticipate to integrating the success factors with your guided pathways effort?
- Who is, and who needs to be, engaged in your guided pathways effort?
- What information and resources do you need to move this discussion forward?

### For more information...

**Visit:**

[www.rpgroup.org/student-support](http://www.rpgroup.org/student-support)

[www.caguidedpathways.org](http://www.caguidedpathways.org)

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