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**Center for Student Success**  
Guided Pathways in the State of New Jersey  
Strategic Plan 2015 – 2016

**Introduction**

Guided Pathways is a national movement that engages colleges and universities as they design and implement integrated, coherent program pathways with embedded support services so that students are provided clearer roadmaps and enhanced supports from entry to completion. Following a series of statewide meetings and webinars, 13 out of New Jersey’s 19 community colleges will be involved in the first cohort of the Guided Pathways redesign work. To help support them in these efforts, the cohort colleges will be provided technical assistance and guidance from the Center for Student Success and the New Jersey Council of County Colleges.

What follows are some key principles related to the road ahead, a schedule of events for the next academic year, and a proposed timeline and key activities that our New Jersey cohort colleges will be engaged in, with milestones that will help keep time on task.

**Key Principles for Guided Pathways in New Jersey**

- To help make the most informed decisions at the state level, the Center for Student Success has identified a statewide Guided Pathways Steering Committee including representation from the following constituencies: presidents, academic officers, student services officers, institutional research officers, and faculty.
- Colleges are required to identify a Guided Pathways Cross-functional Campus Team, with a designated team leader. We recommend this team include faculty, department chairs, deans, and student services professionals in advising, career services, and counseling, as well as institutional research administrators, and others.
- Though colleges are encouraged to tailor this program to the specific needs of their campus communities, New Jersey’s colleges will navigate the Guided Pathways initiative in a cohort model. To help the Center gauge where your college is in this Guided Pathways work and where you want to be, we ask that your team complete the attached Guided Pathways to Success Planning Template (Attachment A) by October 30, 2015.
- When communicating this initiative to your campus, significant emphasis should be placed on the work that needs to be done on program mapping, with a marriage between curricular and non-curricular programs, from entry to completion.
- Lastly, as the research suggests, the faculty role in all of this work is critical.

## **Schedule of Events**

Please save the dates for the following in-person and online events related to the Guided Pathways initiative.

- October 5, 2015 – First Guided Pathways Cohort Meeting featuring CCRC Tom Bailey
- November 6, 2015 – Guided Pathways Meeting (Team Lead(s) ONLY)
- November 9 or 10, 2015 (*TBD*) – Webinar on Guided Pathways (link to be distributed)
- December 11, 2015 – Student Success Summit on Developmental Education
- February 3, 2016 – Webinar on Guided Pathways (link to be distributed)
- February 19, 2016 – Student Success Summit on Enhancing Student Services
- April 1, 2016 – Second Guided Pathways Cohort Meeting

## **Proposed Timeline and Key Activities**

The following practices come from the *Guided Pathways Success Planning Template*, designed by Davis Jenkins at the CCRC.

### ***Phase One – Engagement/High-level Planning: Starting with the End in Mind***

- (a) Make the case for change by drawing on student data and experience; (b) Broadly engage faculty and staff in scrutinizing current practices and planning large-scale reform; (c) Communicate vision and goals.

### ***Phase Two – Laying Groundwork for Implementation: Mapping Student to End Goals***

- (a) Every program is well-designed to guide and prepare students to enter further education and employment in fields of importance to our region; (b) Detailed information is provided on the college's website on the further education and employment opportunities targeted by each program; (c) Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is on the college's website.

### ***Phase Three – Initial Scale Implementation: Helping Students Enter a Pathway***

- (a) Every student, including the many who arrive without clear plans for college and careers, is helped to explore career/college options and choose a program of study as soon as possible; (b) Special supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college's major program areas – not just for college-level math and English; (c) Required math courses are appropriately aligned with the student's field of study; (d) Intensive support is provided to help very poorly prepared students to success in college-level courses as soon as possible; (e) Assistance is provided to students who are unlikely to be accepted into limited access programs such as nursing or culinary to pursue another viable path to a credential and a career.

### ***Phase Four – Improved Scale Implementation: Keeping Students on the Path***

- (a) The college monitors which program students are in and how far along they are toward completing their program requirements; (b) Students can easily see how far they have come and what they need to do to complete their program and prepare for further education and employment; (c) The college tracks

student progress to ensure that they are staying on plan and making progress; (d) The college is able to identify when students are at risk of falling off their program plans and for intervening effectively when it happens; (e) The college schedules courses to ensure students take the courses they need when they need them.

### ***Phase Five – Continuous Improvement: Ensuring that Students Are Learning***

- (a) Learning outcomes are clearly defined for each of our programs (not just courses); (b) Learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program; (c) Faculty assess whether students are mastering learning outcomes and building skills across each program; (d) Faculty use the results of learning outcomes assessment to improve the effectiveness of instruction in their programs; (e) The college tracks mastery of learning outcomes by individual students and that information is easily accessible to students and faculty.

### **Guided Pathways Team Task**

- Provide the names and titles of the college's finalized Guided Pathways Cross-functional Team members by October 30, 2015 to Dr. Yesenia Madas, Executive Director at the Center Student Success at ymadas@njccc.org.
- As a first matter of business, the Center requests that your Guided Pathways Cross-functional Campus Team Leader work with his or her team on completing the ***Guided Pathways to Success Planning Template*** (Attachment A). Your completed template is due to Dr. Madas via email by November 4, 2015.
- We also ask that your Guided Pathways Cross-functional Campus Team submit a ***Campus-Specific Implementation Plan*** (template forthcoming) to Dr. Madas via email by January 29, 2015.

### **Resources**

Bailey, T., Jaggars, S. S., & Jenkins, D. (2015). *Implementing Guided Pathways: Tips and Tools*, Community College Research Center.

Bailey, T., Jaggars, S. S., & Jenkins, D. (2015). *Redesigning America's community colleges: A clearer path to student success*. Cambridge, MA: Harvard University Press.

Karp, M. M., & Fletcher, J. (2014). *Evaluating your college's readiness for technology adoption*. New York, NY: Columbia University, Teachers College, Community College Research Center.

***For guided pathways reforms to succeed, broad-based communication, engagement, and collaboration are critical. – Community College Research Center (March 2015)***