



Pathways

Welcome

AACC Institute

INTEGRATING

REDESIGNED DEVELOPMENTAL EDUCATION
INTO PATHWAYS

Download the Mobile App Now!

<https://crowd.cc/s/1P1ec>



Scan this code with a
QR reader to easily
download the app.

Logging In Via the Web

Through the Invitation

1 Open your invitation email. Access your invitation on the device that you plan to bring to the event.

Tap **Verify Account**.

2 Activate your account. Click **mobile web browser** to complete the verification via the Online Event Guide.



Through a URL

1 Open the OEG. Access the web version of the event's app using this URL:
<https://crowd.cc/june2018pathways>. Tap the hamburger icon in the top left, **Log in**, then **Log In** once again from the dropdown.

2 Enter your deets. Enter your first and last name where prompted, then tap **Next**. Enter an email address you have access to, then tap **Next** one more time.

3 Verify your account. Access your verification email. You'll see it includes your four-digit verification code.

Return to the log in page and enter the verification code, then tap **Verify** to log in to your mobile app.

Contributing Partners



Believe in Your Students.
Believe in Yourselves.





How Did We Get Here?



Pathways

Building Blocks for Student Success & Completion

- Achieving the Dream
- Completion By Design
- Developmental Education Initiative
- CA Basic Skills Initiative/ “Poppy Copy”
- Foundations of Excellence
- Multiple Evidence-Based Interventions/High-Impact Practices
- *Plentiful* Institutional, Organizational, and State Initiatives
-All involving
- Examination and Use of Data
- And now, **Guided Pathways**



Reprise:
THE CASE FOR PATHWAYS

DATA QUESTIONS

- What % of entering students present at census date never complete a college credit?
- What is the average number of college-level credit hours earned by associate degree graduates from your college?

DATA QUESTIONS

- What % of entering students complete college-level English and math courses in their first year?
- What % of entering students complete a full-program educational plan by the end of their first term?
- What % of entering students complete at least 9 credits in their chosen program of study in their first year?



What Have We Learned?

- Discrete practices will not lead to substantial improvements in outcomes at scale.
- Every college is perfectly designed to produce precisely the results it is currently getting.
- If nothing changes, nothing changes.



What Have We Learned?

- Too many choices → indecision, procrastination, decision paralysis, bad choices: *BRAIN FREEZE*
- A clear and simplified set of options, with clear information on costs and benefits—or provision of a “default option” — helps people make better decisions.
- Reminders, assistance, and feedback help keep people on track.



What Have We Learned?

- Students benefit when they have clear goals and a concrete sense of how they are progressing toward those goals.
- Instructional program coherence improves learning.
- Momentum matters.



Essential Features of The Pathways Model

CLARIFY THE PATH

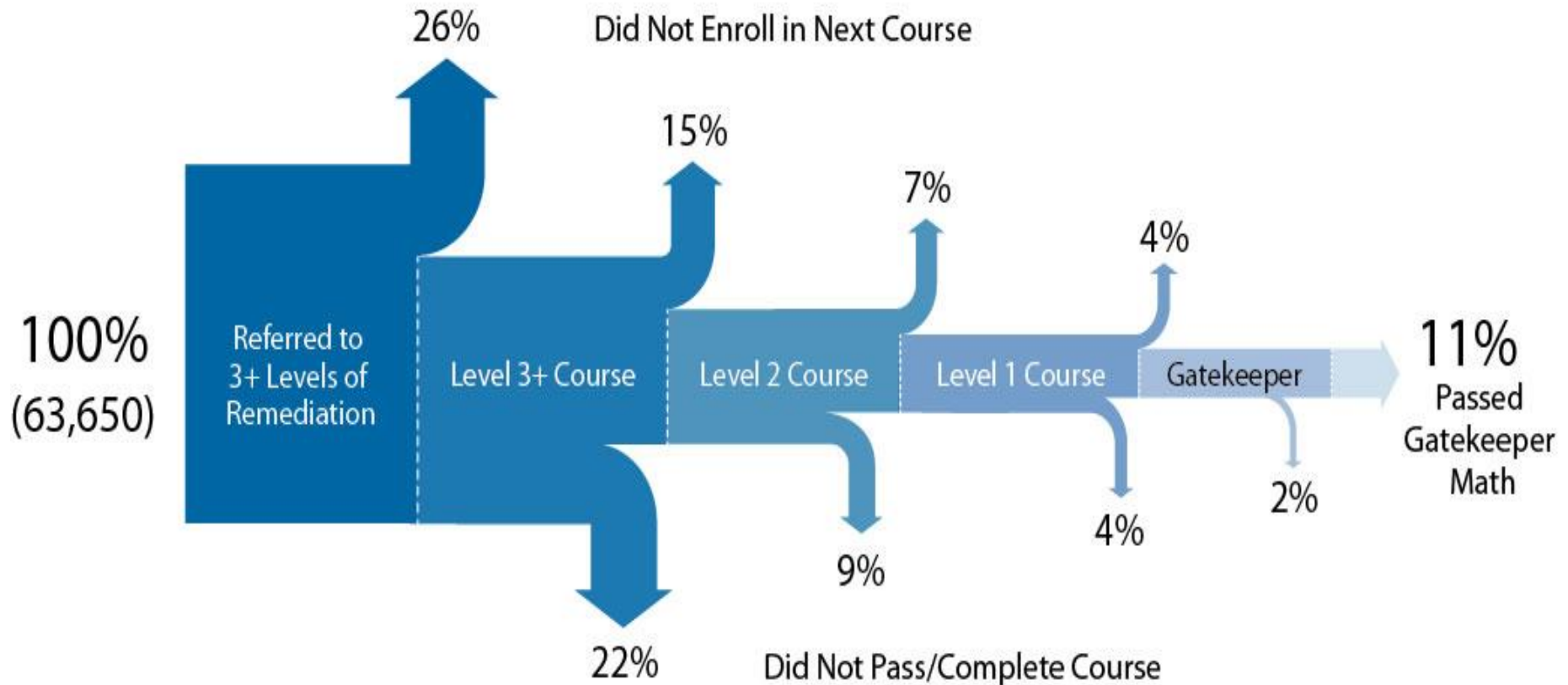
HELP STUDENTS CHOOSE AND ENTER A PATH

HELP STUDENTS STAY ON THE PATH

ENSURE THAT STUDENTS ARE LEARNING

Dev Ed Sorting System

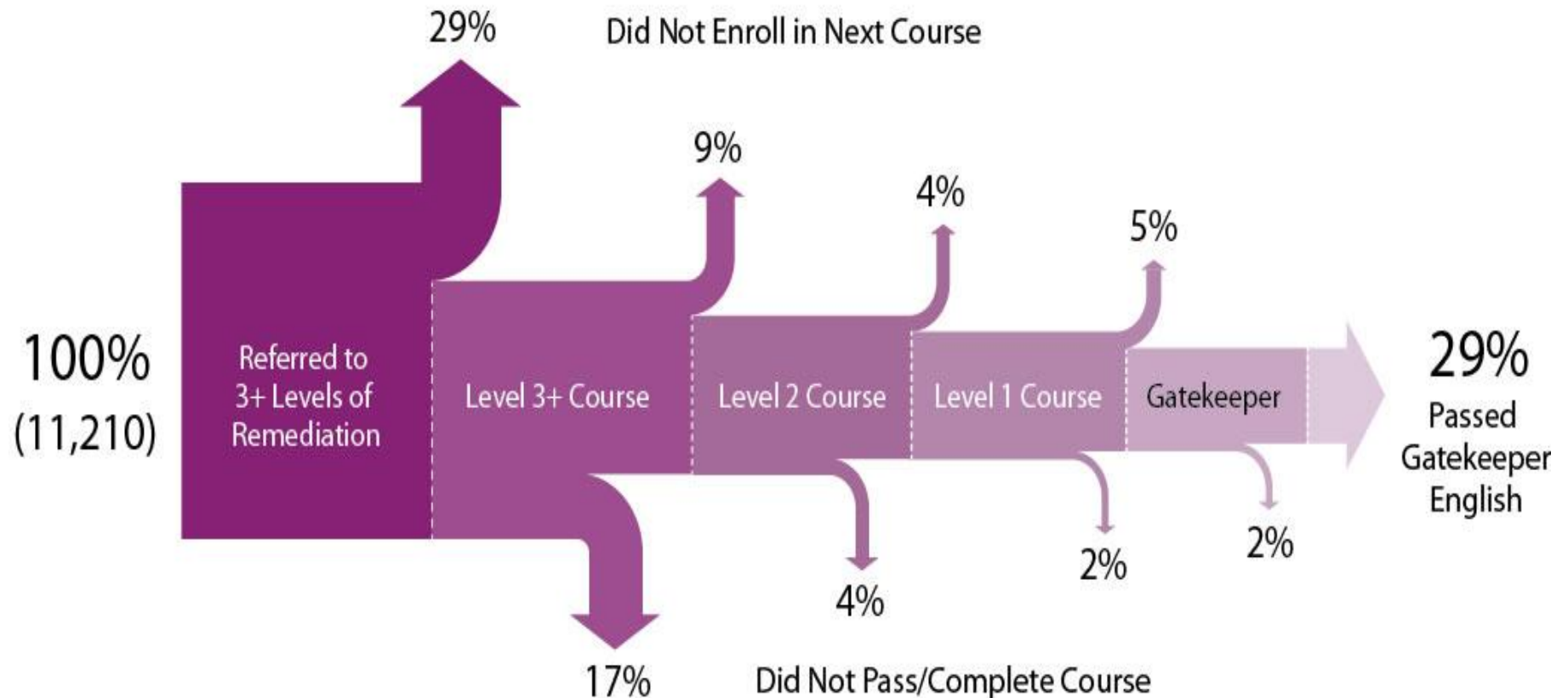
Student Progression Through the Developmental Math Sequence²¹



Source: Bailey, Jeong & Cho, 2010.

Dev Ed Sorting System

Student Progression Through the Developmental Reading Sequence²²



Source: Bailey, Jeong & Cho, 2010.

Transforming Developmental Education



Core Principles for Transforming Remediation

Principle 1

Every student's postsecondary education begins with an intake process to choose an academic direction and identify the support needed to pass relevant credit-bearing gateway courses in the first year.

Core Principles for Transforming Remediation

Principle 2

Enrollment in college-level math and English courses or course sequences aligned with the student's program of study is the default placement for the vast majority of students.

Core Principles for Transforming Remediation

Principle 3

Academic and nonacademic support is provided in conjunction with gateway courses in the student's academic or career area of interest through co-requisite or other models with evidence of success in which supports are embedded in curricula and instructional strategies.

Core Principles for Transforming Remediation

Principle 4

Students for whom the default college-level course placement is not appropriate, even with additional mandatory support, are enrolled in rigorous, streamlined remediation options that align with the knowledge and skills required for success in gateway courses in their academic or career area of interest.

Core Principles for Transforming Remediation

Principle 5

Every student is engaged with content of required gateway courses that is aligned with his or her academic program of study – especially in math.

Core Principles for Transforming Remediation

Principle 6

Every student is supported to stay on track to a college credential, from intake forward, through the institution's use of effective mechanisms to generate, share, and act on academic performance and progression data.

Institute Objectives

- Illustrate how the *Core Principles for Redesign Developmental Education* can be directly applied in designing and implementing guided pathways for students.
- Focus on acceleration strategies as key to strengthening student progress and equity in outcomes.
- Examine how guided pathways reforms can build on, integrate, and contextualize academic skill-building strategies already in place in the institution.
- Produce draft action plans delineating next steps in integrating redesigned developmental education into pathways, specifically incorporating strategies for broad campus engagement and needs for professional development and technical assistance.
- Continue building an engaged learning network among participating colleges



Institute Norms

- Start on time, end on time
- This is not a “conference;” everyone’s presence is needed. (It’s also not a staff meeting!)
- All voices are valued and heard
- As a matter of simple courtesy to speakers and other participants, *PLEASE* use electronic devices only for on-task Institute activities.



Institute Norms

- *Meet every college where it is* in the work of guided pathways reform.
- Discussions/ debates are disciplined by data and evidence.
- Evaluations are important and used; PLEASE complete them.
- Students are the focus: the question is not “Are students college-ready?” but “Are colleges student-ready?”