



CALIFORNIA GUIDED PATHWAYS PHASE TWO

Determining Shared Aspirations for the Guided Pathways Student Experience

This guide offers a set of statements describing desired experiences for *all students* within a Guided Pathways framework—with special attention being paid to the experiences of underserved students, including students of color, low-income students and/or first-generation students. The statements are based on (1) NCII’s experiences spanning over a decade, through our engagement with efforts like Completion By Design, American Association of Community Colleges (AACC) Pathways, California Guided Pathways (CAGP), and NCII’s Attitude, Agency, and Intensive Implementation (A2I2) cohort of colleges and (2) the shared thought capital and research of our partners—primarily Community College Research Center (CCRC), AACC, The Aspen Institute, Center for Community College Student Engagement (CCCSE), The RP Group, and Sova. Collectively, this list of student experience statements is dually based on our engagement with colleges and evidence-based educational practices and approaches that promote equity and student success.

These aspirational student experience statements are organized in accord with the Loss-Momentum Framework, which offers an intuitive approach to understanding and framing the student experience. While institutions design well-intended Guided Pathways, we want to focus on if and how well students—particularly, students from diverse backgrounds and lived experiences—actually experience those pathways. In short, we want to examine the student *impact* of the institutional intent.

Guided Pathways offers an important opportunity to close long-standing equity gaps for marginalized student groups on your campus who have not historically succeeded and realized their goals. To that end, each of these student experience outcome statements should be developed with an equity lens—specifically, how to be each-student-ready, structure anti-racist practices/policies, dismantle white supremacy in GP design, and use an asset-based approach in considering the student experience. To support your college’s courageous and critical conversations towards racial justice in design and practice, the *Advancing Equity Through Guided Pathways*¹ series offers a suite of eleven brief and practical discussion guides covering various intersections of equity and Guided Pathways.

The guide is intended as an invitation to prompt and support facilitated college/district discussions leading to the development of student outcome statements relevant to their college/district. Each college can customize these statements—and add additional aspirations—to fit their own context. The consensus list can serve as a foundation for further Guided Pathways work.

¹ The *Advancing Equity Through Guided Pathways* series can be found here: <http://ncii-improve.com/advancing-equity-through-pathways/>.

Aspirational Student Experiences Under A Guided Pathways Framework

As each aspect of the student experience is designed, implemented, evaluated, and improved, college personnel must examine the work with a strong equity lens. This work requires asking and answering pointed questions about whether the experience will systemically build equity or perpetuate inequity for students within a Guided Pathways framework—with special attention being paid to the experiences of underserved students, including students of color, low-income students and/or first-generation students. The statements below offer a sample of aspirational student experiences along the student lifecycle; each college can customize these statements—and add additional aspirations—to fit their own context.

CONNECTION STAGE

- Between submission of an application and the first day of classes, each student receives sufficient information to make an informed initial choice of metamajor/field of study.
- Each student encounters multiple experiences, through onboarding, orientation, and early and intentional involvement in the metamajor community, that intentionally build a sense of connection to and belonging within the institution.
- Each student is screened for basic needs support, including housing, nutrition, transportation, and childcare, and is connected to services that can address these needs.
- Each student receives clear and accurate information about how much it will cost and how long it will take to complete their chosen program and is assisted in developing a financial plan for completion of their pathway.

ENTRY STAGE

- By the end of the first semester, each student has engaged in exploring their interests, matching those interests to careers and to a specific program at the college and making an informed decision about their program of study.
- Each student is provided a default program map for their program that includes what courses to take in what sequence, key milestones, and the right math to take for their program.
- Each student is helped to create and maintain a customized, full-program education plan that is based on their default program map and then customized for each student's academic history, interests, schedule restrictions, and where appropriate, target transfer institution to ensure junior status upon transfer.
- Each student will have a first-semester experience within their metamajor that builds a sense of belonging and community with other students, faculty, counselors, etc.; introduces metamajor content; supports development of the full-program educational plan; and, strengthens discipline-appropriate college success skills.
- Each student will enroll in an awesome first-semester course with content related to their metamajor/program of study.
- Each student will enroll in and successfully complete transfer-level math and English courses in their first academic year.

PROGRESS/COMPLETION STAGE

- Each student experiences instruction that engages them through active and experiential learning, relates coursework to their lived experience and is culturally responsive and race-conscious.
- Each student receives relevant and timely academic and non-academic supports, which are seamlessly integrated into the student experience.
- Each student experiences ongoing academic advising and support with a dedicated person or team responsible for monitoring the student's progress, intervening as appropriate, and proactively contacting the student at designated stages of the student journey.
- Each student experiences course schedules that ensure they can take the courses they need to stay on plan, at times that work together with other courses they need to take, in order to graduate or transfer on a timely basis.
- [For colleges within a district] Each student who takes on-plan courses from multiple colleges is assured that (a) courses will "count" toward achieving their program and transfer goals; and (b) that prerequisites and corequisites are consistent.

ADVANCEMENT STAGE

- Each transfer-bound student takes coursework that leads them to junior standing in their major at a university..
- Each student has an equal chance to access and complete a program leading to living-wage careers and/or to transfer with junior standing in a Baccalaureate major leading to a living-wage career.
- Each transfer-bound student receives information on how to finance their university education.
- Each student directly entering the workforce with a college credential has acquired the knowledge and skills to succeed in a living-wage job.