“Every system is perfectly designed to achieve the results it gets.”
Paul Batalden

“GO BIG OR GO HOME”

- Heard from students in focus groups
- Research is clear- too many choices, cafeteria menu (programs not classes)
- Need to reframe what we do
- Design for completion (“success”)’
- Refocus: Be college-ready vs. student-ready
- Lost in a maze; mindset is doubt

HOW: Guided Pathways
- Provide goal setting at the beginning—predicts your schedule for years (SS)
- Eliminate “choice vertigo” for students; paralyzed by choices (SS)
- People can process about 4-6 choices
- GE sheet has 300 classes; hand it to them and say “pick 12” (prerequisites are not even listed) (SS and I)
- Have exploratory majors; get out of cafeteria model; meta majors (5) (I and SS)
- Have degree/major map UPFRONT- on all dept. pages (I)
- What are your popular majors (More than 5 graduates?) (PRO, SS, I)
- Map the pathways that lead to goal (I)
- Help students get on the path—(SS and I)
- Choose vs. flip through (SS and I)

WHAT: Program mapping
- Start with program maps
- Have a default program map—students want it (I)
- Are the courses actually critical for their success? (e.g., Model programs) (SS and I)
- Basic skills is not a major
- Map sequences (as CTE does) (I)
- Faculty map out 2 yr. and 4 yr. plan (I)
- Can’t just roll your schedule; schedule on enrollment and where students are in their pathway (I)

HOW: Interventions
- Students need a cheerleader- they don’t know how to ask
• We don’t have services for late-comers; we punish them for not knowing the rules
• Can’t have one entry point to get information
• The “Answer Center”
• Design services WITH students—not FOR students (failure by design)
• Why are students “undecided”? We don’t help them become “decided.” Very well or consistently or at the right time
• Remedial courses have a negative impact. Message is “You are not college ready.” “When you become college ready we will let you do what you want.”
• Welcome Days
• Cross-education (shadow other departments/services)
• What do you do with students that fall off their pathway? Keep them on the path (text and call) (SS and I)
• Ensure they learn (I)
• Call students that dropped before census and help them get into another class
• Email weekly with What is Happening This Week
• Do students even know how close they are to a degree? (Usually No; need an algorithm to say you are closer to X degree than Y)
• How do the rest of the interventions connect to the maps (SS)
• Targeted interventions (SS and I)
• Redesign your in-take processes (SS)
• Systematically design the conversations -all
• Peer advisors help students in their major
• Monitor through early alert (I and SS)

Institutionally
• How do you create time and space to make this work (at your college)- all
• Cross-functional teams -all
• Reframe what we do –all
• Stop innovating at the margins- all (SSSP, BSI, LCs, etc. now)
• > FTES through retaining students, NOT by bringing in new ones !!!!