

## Institutional Case Statement for Guided Pathways at Scale

*“Chaffey College constantly strives to create educational excellence and to exceed the level of expectations of its students and the community. Although communication, efficiency, and equity will certainly pave the way for a brighter future, the level of impact will be dependent on our ability to integrate these key initiatives together and our ability to use them as framing tools to synthesize all of the hard work being done at the College. For only by harnessing the potential of each individual effort, each new structure, and each opportunity for achieving more through the collaboration of seemingly separate initiatives can Chaffey College create a cohesive culture of practice that best positions the institution for whatever the future may bring.” - Educational Vision and Integrated Planning Model, 2016*

The vision of Chaffey College is to “improve lives through education.” The moral imperatives of equity, social mobility, and economic stability for all Chaffey students compel Chaffey College to implement Guided Pathways at scale. The urgency of these moral imperatives is embedded in nothing less than the day-to-day well-being of our students, their families, and our community.

Our student population faces multiple barriers to upward mobility in our society. In 2015-16 approximately 81% of the Chaffey College student population was from historically underrepresented racial/ethnic groups. From 2010-11 to 2015-16, the percentage of Hispanic students represented in the general student population increased by 27.6% while the percentage of multi-racial/ethnic students increased by 33.3%. Additionally, 64.6% of Chaffey students were identified as economically disadvantaged.

Chaffey has been a state leader in supports such as Student Success Centers, Supplemental Instruction and more recently, curriculum reform in English and math. The Faculty Success Center and New Faculty Orientation are models for professional development. Yet the following disheartening facts about our student success rates remain:

- Only 43% complete after six years
- Chaffey’s student completion rates are below the statewide average
- Completion rates are not improving over time
- Far too few of our students are progressing through lengthy developmental course sequences
- Disparities in student completion rates exist by ethnicity

In addition to our concerns regarding completion rates, recent national statistics suggest our students will face racial and gender wage gaps upon graduation. Preparing our completing students for a successful transition to careers with sustainable wages, either immediately upon graduation or after transfer, creates another sense of urgency for the College.

Using the Guided Pathways framework, Chaffey College is poised to address structural changes as outlined in our most recent Quality Focus Essay and Strategic Plan, but also move beyond what we outlined what was possible in relation to student success. We will look at how we do business and reformulate our existing efforts. Programs, support services, and instructional approaches will be redesigned and re-aligned to help students. As we organize the work for students, we will change the way we see our own work. We will use the same organizing principles of Guided Pathways to reimagine the College's operations. The Four Pillars of Guided Pathways are:

- ***Clarify the path:***  
Design with the end in mind.
- ***Help students choose and enter their path:***  
Strengthen and clarify student-facing information about jobs, careers, and transfer options.
- ***Help students stay on the path:***  
Ensure continuous, proactive advising within pathways, noting milestone achievement, ensuring timely academic alert and support, and requiring advising when students go off the path.
- ***Ensure students are learning:***  
Intentionally design applied and experiential learning experiences throughout each pathway.

In the spirit of Chaffey College's history of innovation, Guided Pathways will be a college-wide collaboration. In order to bring Guided Pathways to scale, faculty, staff, students, administrators, and Institutional Research will be fully engaged in all stages of inquiry, design, implementation and ongoing improvement. Coherence-making is essential. As a college, we take pride in acknowledging what work needs to be done to support our communities of students, as well as the efforts we must undertake to help them succeed within our institution, and beyond. We are a top college not only because we maintain awareness of necessary changes, but because we have the drive and personnel to continue to innovate.