GUIDED PATHWAYS TO SUCCESS
and GAME CHANGERS

Presented by
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FRAMING IBHE’S WORK

- The Illinois Public Agenda for College and Career Success: 60 X 2025 Goal
- The Public Agenda 5 Years Later (http://www.ibhe.state.il.us/Board/agendas/2014/April/NCHE MSReport_KeyFindings.pdf)
- Data Based Priorities, Goals, and Metrics
  - Improving Affordability for Middle/Low Income Students (A)
  - Reducing Gaps for Underrepresented Groups (B)
  - Increasing Adult College Completion Aligned with Workforce Needs (C)
  - Improving Capacity for Policy Advocacy (D)
GUIDED PATHWAYS TO SUCCESS (GPS) STRATEGIES AND GAME CHANGERS

• Complete College America (CCA) has outlined GPS Strategies and Game Changers for State and Campus Implementation.

• To get the greatest return on investment for reforms, CCA urges states and campuses to implement all of the GPS/Game Changers
Performance Funding. Use the CCA and NGA metrics to tie state funding to student progression through programs and completion of degrees and certificates. Include financial incentives to encourage the success of low-income students and graduates in high-demand fields.

Corequisite Remediation. Default more unprepared students into college-level gateway courses with mandatory, just-in-time instructional support. Combine reading and writing instruction. Align math to programs of studies, matching curriculum to real-world career needs. Provide remedial help parallel to highly structured coursework.

15 to Finish. Incentivize students to attend full-time, 15 credits per semester (30 per year). Use banded tuitions so 15 credits cost students no more than 12 credits. Cap degree requirements (120 for bachelor’s and 60 for associate). Ensure college credits can be transferred.

Structured Schedules. Help working students balance jobs and schools by using structured scheduling of classes to add predictability to their busy lives.

Guided Pathways to Success. Enabled by technology, default all students into highly structured degree plans, not individual courses. Start students in a limited number of “mega majors,” which narrow into majors. Map out every semester of study for the entire program and guarantee that milestone courses are available when needed. Use built-in early warning systems to alert advisers when students fall behind to ensure efficient intervention.
Where We Are

- CCA technical assistance state implementing GPS in three large institutions (UI-Chicago, SIU-Carbondale, and City Colleges of Chicago)
- 3 year grad rate at City Colleges doubled
- Implementation of pathways, meta majors
- Expanded use of predictive analytics
- Elimination of non-credit math dev ed at SIU
- Creation of multiple math pathways; Jan. 15 Math Pathways Institute at UIC
GUIDED PATHWAYS TO SUCCESS/GAME CHANGERS (A,B,C)

Where We Need to Be

- Expanding implementation to more institutions through convening and innovation incentives
- Supporting greater employer engagement in pathway development (shared value approach)
- Ensure focus on GPS for traditional and adult learners
- Stronger connections with current pathways programs in Illinois (Illinois Pathways, NCLB funded learning exchanges in STEM, health, agriculture, advanced manufacturing)
- Stronger evaluation of outcomes (closing gaps, fewer credits to degree, impact of dev ed redesign, improved employability)
STRENGTHENING POLICY ADVOCACY (D)

- Where We Were
  - A fragmented system with a less than coherent voice for higher education
  - A weakened IBHE with a disengaged Board

- Where We Are Going (with a little help)
  - An engaged IBHE with focused priorities
  - A higher education caucus in the legislature
  - Mobilized trustees at the two/four year colleges
  - Consistent messaging from the Public University Presidents
  - Voice of IBHE-FAC and IBHE –SAC included
  - A “Return on Investment” (ROI) focused advocacy strategy
  - Active employer/regional engagement
THANK YOU!

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