**Guided Pathways, Vision and Glossary**

**[Brief] Definition: Guided Pathways Model**

The guided pathways model includes an easy-to-use plan that helps students get on a path and stay on a path AND a college-wide approach to student success that supports students to complete their path. [See expanded definition under glossary of terms.]

**Vision**

Clackamas Community College, as a guided pathways institution, provides an integrated, college-wide, holistic approach to student success that enables students to reach their goals in the most efficient way possible.

**Purpose Statement**

At Clackamas Community College, we are passionate about supporting students in reaching their educational and life goals.

**Guided pathways work groups and charges**

**Collaborative Advising Work Group charge**

Collaborative Advising will ensure students receive accurate and consistent information during advising by aligning the work of academic and career coaches and faculty advisors at all three campuses. This is a multi-year project comprised of the following phases:

* Phase I: Exploration and assessment
* Phase II: Planning
* Phase III: Implementation

**Guided Pathways Task Force charge**

The charge of the Guided Pathways Task force is to provide leadership and coordination of the research, learning, development, planning and implementation of the college-wide guided pathways initiative. The task force will establish timelines of tasks, set standards of measurement for improvement, oversee the progress of the guided pathways work groups and communicate progress to the college community.

**2017-18 leadership task force subcommittees - Navigate**

The Navigate Work Group’s charge is to facilitate a team of key campus stakeholders who guide the implementation of Education Advisory Board’s (EAB) Navigate software, which will create a foundation for streamlined onboarding, early alert, scheduling with advising, and enhanced communication systems for new and returning students leading to increased enrollment, retention and completion as envisioned through guided pathways.

 **Glossary of Terms**

**Collaborative advising (faculty and staff advising model) –** Collaborative advising brings together academic and career coaches (often referred to as professional advisors) and faculty serving in an advising capacity to ensure accurate and consistent information is provided to students based on where they are on their path. Collaborative advising enables faculty and advisors to have the same view into a student at the same time because they are share information, thus increasing the chance of student success.

**Early alert –** A system to identify barriers to an individual student’s academic success as soon as possible so faculty or staff at the college can help the student stay on path.

**Educational focus area** (former known as meta major) **–** CCC has created X# broad educational focus areas that help undecided students early on explore disciplines or careers that match some of their expressed interests (Education focus areas include: [possible] Arts and Media, Business; Health Sciences; Industrial Technology; Liberal Arts; Public Service, Education, and Human Services; STEM.

Educational focus areas:

* Gather together guided pathways curriculum maps in associated subjects and identify common early courses in those curriculum maps.
* Help students explore with intention and guide them toward a goal.
* Allow students to change their path while minimizing taking credits they won’t be able to use for their goal.

Add language about community approach, co-curricular, resources (e.g. career exploration, FYE, advising) It’s a whole support network idea.

**Guided pathways curriculum map –** Beginning within an educational focus area, a guided pathways curriculum map defines for students the courses they should to take and the order in which they should take them either to complete a degree or certificate leading to employment or a transfer degree leading to a specific major at a baccalaureate institution.

**Guided pathways model –** The guided pathways model includes an easy-to-use plan that helps students get on a path and stay on a path and a college-wide approach to student success that weaves together services and high-quality instruction. This holistic approach supports students so they complete a path, with the goal to transition to a baccalaureate program or into the labor market.

**Navigate –** Navigate is a web-based tool designed to support guided pathways. It helps lead new, returning and current students through the enrollment process and other key steps to achieve their goals at CCC. A few key features:

• My Path: Customized checklist of key steps and resources for enrolling and persisting at CCC

• Major Explorer: Quick and easy tool to help students choose an area of interest or program at CCC

• My Profile: Snapshot of a student’s progress, communication preferences and upcoming appointments

**Onboarding –** Refers to processes that help students begin their pathway to a college credential, including college orientation, financial aid, registering for classes and academic advising. CCC, as a guided pathways institution, will provide clear ways for students to understand how to start college, how to pay for college, what they will learn, where to find support services and resources, and what to expect post-graduation.

**Pre-college pathways** – Pre-college pathways are designed to lead to an educational focus area(s), to prepare students to meet their goals without taking unneeded coursework through dual credit in high school or through pre-college courses, such as developmental education. May need revision – reference transitional, on-ramps

**Teaching and learning –** In the guided pathways model, instruction is delivered in a way that encourages active, engaged learning and emphasizes overall program learning outcomes framed as skills, concepts and habits of mind.

* Skills include both program specific, like creating a project management document, and general education skills, such as critical thinking.
* Concepts are valued over content: Less course/class time is focused on delivering factual information and more on contextualizing content, so students understand connections between content and to their own mental models.
* Habits of mind include how to approach learning, mindsets around learning and behaviors that reinforce learning.

A critical part of teaching and learning in this model is assessing whether students are learning what they have been promised through learning outcomes. This helps faculty revise and improve the learning throughout a program. We cannot expect students to persist if they do not experience the value they have been promised.

Guided Pathways communication plan (draft outline)

1. Create common vision statement; purpose; glossary of terms.
2. Create a detailed guided pathways project timeline that combines all workgroup timelines.
	1. Max is working on this – deadline of Feb. 28-ish
3. Create a guided pathways timeline for the all audiences at CCC.
4. Use above in a communication plan through June 2019 to include the following ideas:
	1. Quarterly updates at vice presidents meetings
	2. Quarterly updates at presidents council
	3. Quarterly updates at Board of Education
	4. Quarterly updates with ASG
	5. Quarterly formal email updates from the vice president of instruction and student services
	6. A schedule of updates from vice president of instruction and student services and/or Guided Pathways Task Force (e.g., through FYI Today, blog, web page, Moodle page)
	7. Informal open houses sponsored by the Guided Pathways Leadership Task Force.
	8. Informal learning opportunities (e.g., Pizza with Plotkin) sponsored by the vice president of instruction and student services and ISPD for the whole community, and for targeted audiences.
	9. Identify guided pathways champions (start with task force members?), both instructional and non-instructional, and a process for them to reach out to faculty, admin, staff and students. Hold a workshop for the champions to get them up to speed and on the same page. They would agree to invite one other person and have them invite two others to have coffee and talk about guided pathways. Is there a deliverable at the end? Concerns? Complaints? Ideas? Trends?
	10. David going to department meetings – non-instructional
	11. Winter inservice opportunity – include as a component
	12. Create electronic information to share
	13. Fall inservice opportunities
	14. Summer inservice opportunities
	15. Weekly tidbit/fast fact/ quiz to engage staff, faculty AND students – reader board?
	16. Swag – “get on a path, stay on a path, complete the path” Buttons, mugs, pens?
	17. Create graphic that shows the umbrella of guided pathways
	18. Incorporate the cafeteria model (how we are now) vs. guided pathway model (how we will be in the future) in communication. The chart is a nice tool to show the differences and how it's a whole college shift.
	19. Road show – Jil idea from Google doc
	20. FAQ – start with email David sent out in January
	21. Mechanisms to engage –

Digital reader boards

CCC This Week

FYI Today

Video/animation

Email

Student portal

Posters

Postcards

Evites

Social media

Clackamas Print

Newsletter

Forums

Open houses

Coffees/living room meetings

Website