



Guided Pathways, Vision and Glossary

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

Curriculum Work Group charge

The Guided Pathways Curriculum Work Group is charged with establishing meta majors for degree- and certificate-seeking students, as well as developing guided pathways curriculum maps.

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.

Pre-college Pipeline charge

The pre-college pipeline work group is charged with guiding a team of key stakeholders to ensure that pre-college programs, most notably developmental education (e.g., ABE/GED/ESL) and High School Connections programs are considered as onramps to guided pathways and are implemented as such. In collaboration with the Curriculum Work Group, it will develop streamlined paths for pre-college students to reduce time to completion and clear pathways for High School Connections students to meet degree and/or certificate goals.

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 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 will create broad educational focus areas that help undecided students early on explore disciplines or careers that match some of their expressed interests.

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.

Guided pathways curriculum map – Beginning within an educational focus area, a guided pathways curriculum map defines for students the courses they should 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), in order to prepare students to meet their goals without taking unneeded coursework through accelerated college-credit in high school or through pre-college courses, such as developmental education, which may include GED and ESL populations.

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.