



Guided Pathways

Kick-Off

March 1, 2018

Guided Pathways

Career & Transfer
Center

Articulation
Agreements

Fast-track
Courses

Co-Curricular
Support

Aligning
Curriculum

Career
Exploration

Program
Mapping

Cohorts

Early Alert

Embedded
Advising

Marketable
Skills

Block
Scheduling

Alternative
Pathways

Co-Requisite
Courses

Academic
Support



Welcome



PRESIDENT'S OFFICE

Congratulations! You have been selected to serve on one or more of our Guided Pathways (GP) task forces or subcommittees. These workgroups will be designing and implementing the GP practices through the guidance of the Guided Pathways Steering Committee led by Drs. James Templer and Vicki Stanfield.

COM will work together as part of the Texas Pathways Project—a statewide strategy focused on building capacity for community colleges to design and implement structured academic and career pathways at scale for all students.

As Dr. Rob Johnstone stated at Convocation, the Guided Pathways movement is a transformative journey, not a destination. Therefore, your participation and two-year commitment is critical to the success of COM's endeavors to move its student success agenda forward. Drs. Templer and Stanfield will be communicating further instructions after this semester gets under way.

Many regards,

A handwritten signature in black ink, appearing to read 'Warren Nichols', written in a cursive style.

Dr. Warren Nichols
President



Introduction to Guided Pathways

FOUR PILLARS OF GUIDED PATHWAYS



Why Guided Pathways?

Students

Student success is our top priority. COM will be the college of choice for our community.


By 2025

 FTE to
4,000

Currently
3,000 FTE

 Annual
Awards to
1,300 

Currently
696 Awards and
Certificates

 Time to
Degree to
4 years

Currently
Average
5 years

 Average SCH
per Degree
to 70

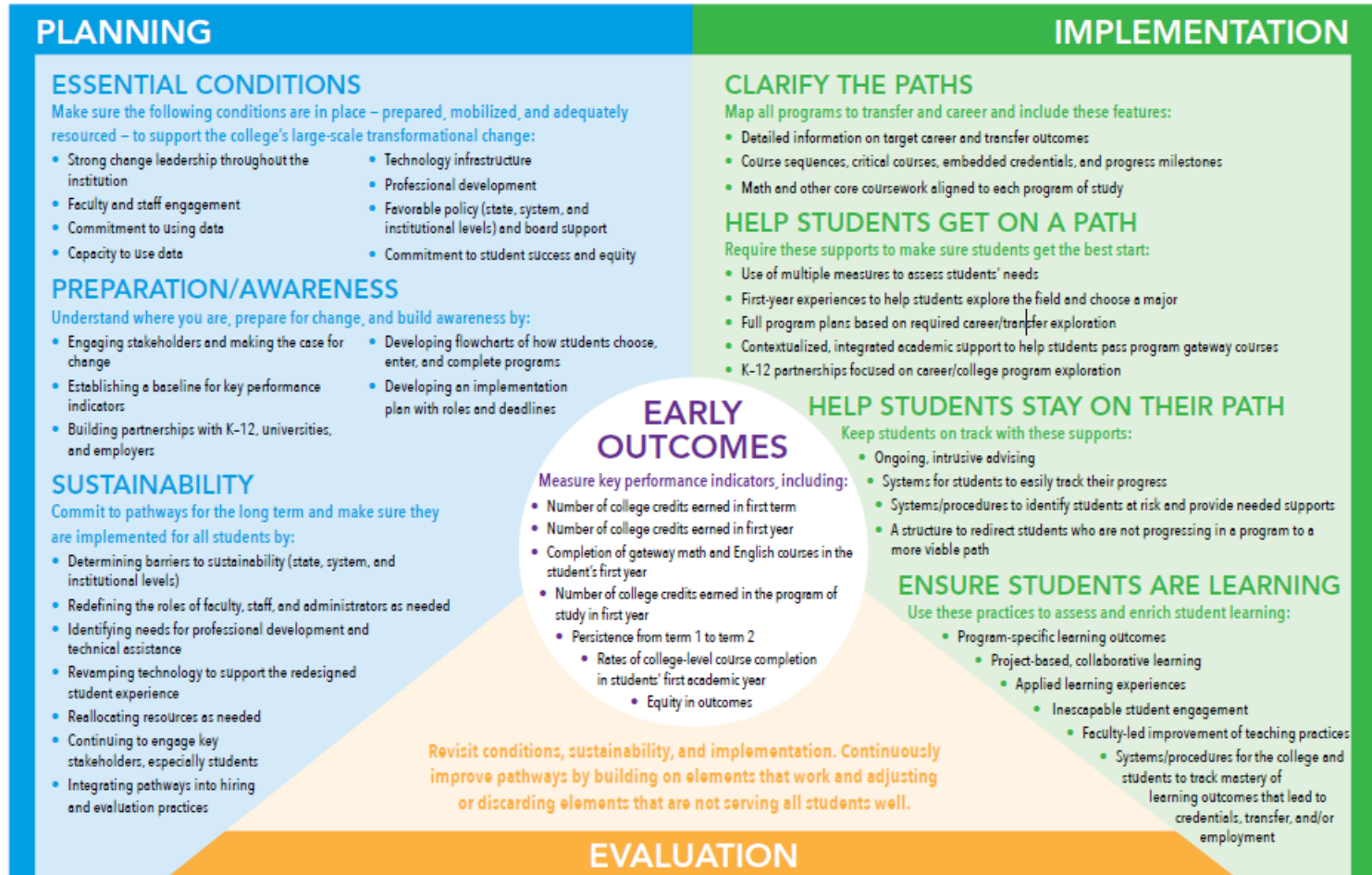
Currently
Average
101 SCH

The Guide Pathways Transformation



Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. **The goals are to improve rates of college completion, transfer, and attainment of jobs with value in the labor market — and to achieve equity in those outcomes.**





GP Steering Committee

Dr. James Templer, Chair

Dr. Vicki Stanfield, Vice-Chair

Dr. Warren Nichols, Ex-Officio

Mary Ann Amelang

David Anderson

Dr. Carla Boone

Dr. Clen Burton

Kay Frieze

Dr. Kris Kimbark

Ron LeVick

Dr. Steve Sewell

Sean Skipworth

Michelle Valdes

Dr. Teri Walker



GP Task Force 1/Subcommittee 1 - Charge

- Every program is well-designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.
- Programs are aligned with 4-year institutions where the majority of students transfer and are clearly mapped across the two sectors. Transfer students know which college courses they should take to be prepared to seamlessly transfer into baccalaureate programs without loss of credit leading toward the targeted degree.



GP Task Force 1/Subcommittee 2 - Charge

- Every new college student is helped to explore career/college options, choose a program of study and develop a full-program plan as soon as possible.



GP Task Force 1/Subcommittee 3 - Charge

- Assistance is provided to students who are unlikely to be accepted into limited access programs such as nursing to redirect to another more viable path to credentials and a career.
- The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.



GP Task Force 1/Subcommittee 4 - Charge

- Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
- Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.
- Results of learning outcomes assessment are used to improve teaching and learning through program review, professional development, and other intentional college efforts.



GP Task Force 2 - Charge

- Detailed information is easily accessible on the college's website providing employment and further education opportunities targeted by each program.



GP Task Force 3 - Charge

- Programs are aligned with high school endorsements and are clearly mapped across the two sectors. High school students know which high school courses, including DC courses, they should take to be prepared to seamlessly matriculate into college programs.
- The college works with high school students and other feeders to motivate and prepare students to enter college-level coursework in program of study when they enroll in college.



GP Task Force 4 - Charge

- Special supports are provided to help academically unprepared students to succeed in the "gateway" courses for the college's major program areas - not just in college-level math and English - as soon as possible.
- Intensive support is provided to help very poorly prepared students and adult basic learners to succeed in college-level courses as soon as possible.



GP Task Force 5 - Charge

- Required math courses are appropriately aligned with the student's field of study.



GP Task Force 6 - Charge

- Advisors monitor which program every student is in and how far along he/she is toward completing the program requirements.
- Students can easily see how far they have come and what they need to do to complete their program.
- Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.



GP Task Force 7 - Charge

- Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, services learning, and study abroad and other active learning activities that program faculty intentionally embed into coursework.
- The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.



GP Task Force 8 - Charge

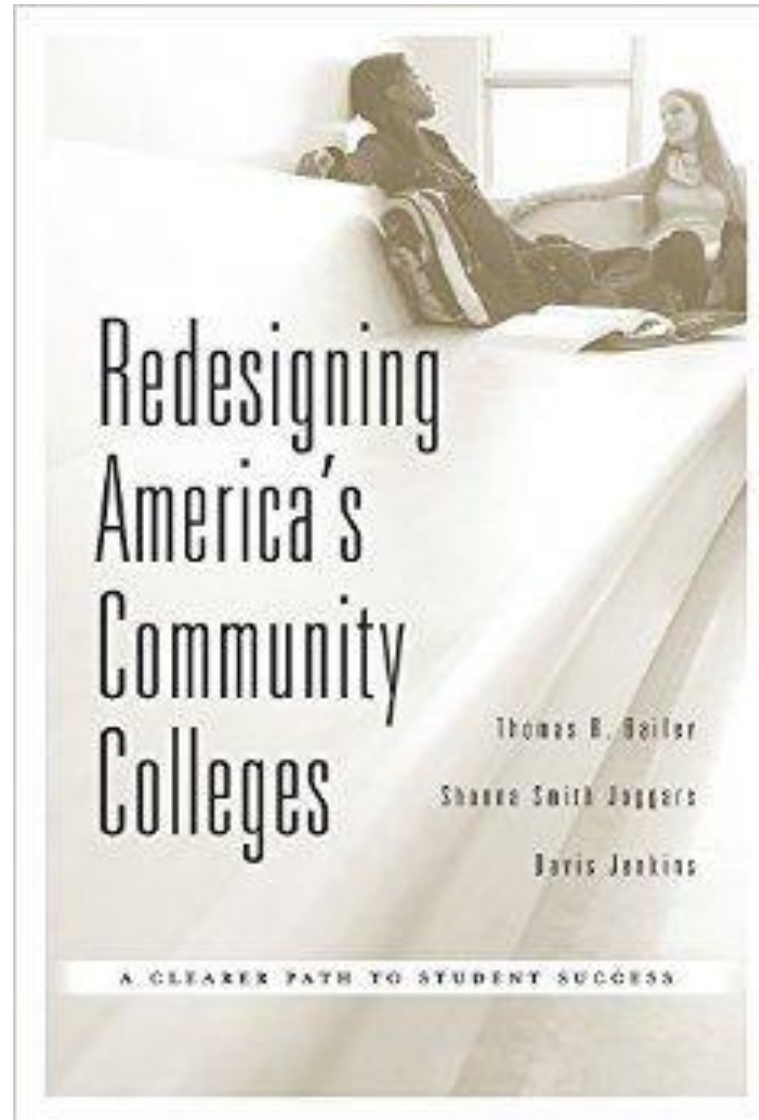
- The college assesses effectiveness of educational practice (e.g., using CCSSE or SENSE, etc.) and uses results to create targeted professional development.



Timeline

YEAR 1	FA2017	Pre-Planning
	SP2018	Engagement/High-Level Planning
	SU2018	In-depth Planning/Begin the Work
YEAR 2		Continue In-depth Planning and Work / Initial Implementation
YEAR 3		Evaluation / Improved Implementation

Recommended and Required Reading



COM Guided Pathways Website

www.com.edu/guided-pathways



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What is Guided Pathways?

Guided Pathways is an integrated, highly structured, approach to student success that:

- Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success
- Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.

Guided Pathways is a college-wide reform that provides a framework for integrating initiatives such as Math Pathways, the Co-Requisite Model, and 60x30.

The Four Pillars of Guided Pathways

Guided Pathways consists of four dimensions or "Four Pillars":

- "Clarify the Path" – create clear curricular pathways to employment and further education
- "Enter the Path" - help students choose and enter a program pathway
- "Stay on the Path" – help students stay on their path
- "Ensure Learning" - ensuring that learning is happening with intentional outcomes

Wrap Up



More information coming soon!