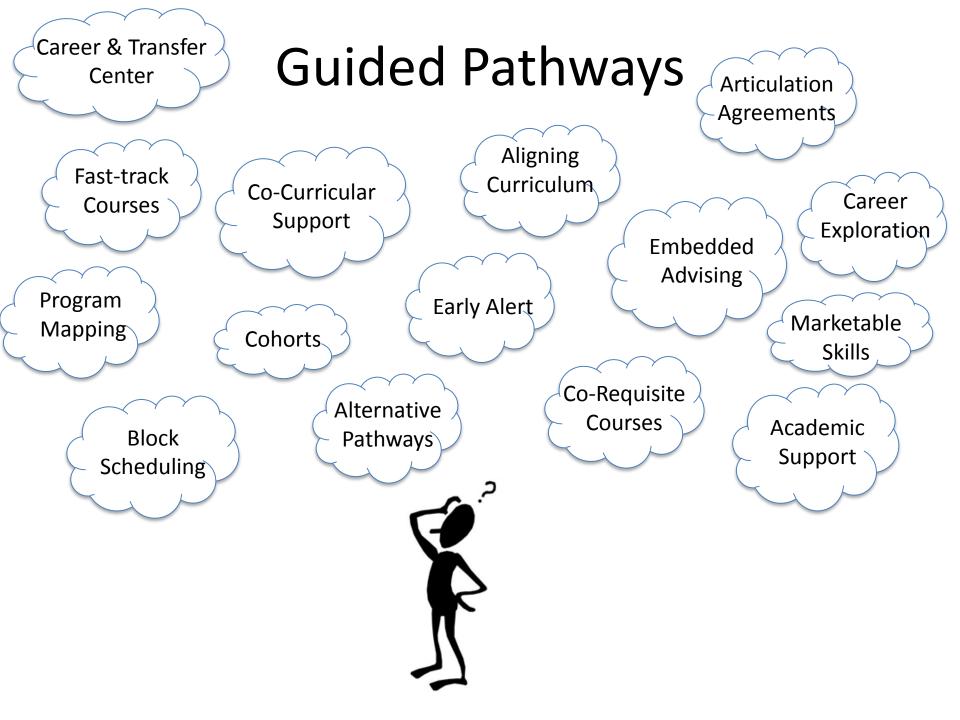




# Guided Pathways Kick-Off

March 1, 2018



### 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,

James Nice

Dr. Warren Nichols President



## **Introduction to Guided Pathways**

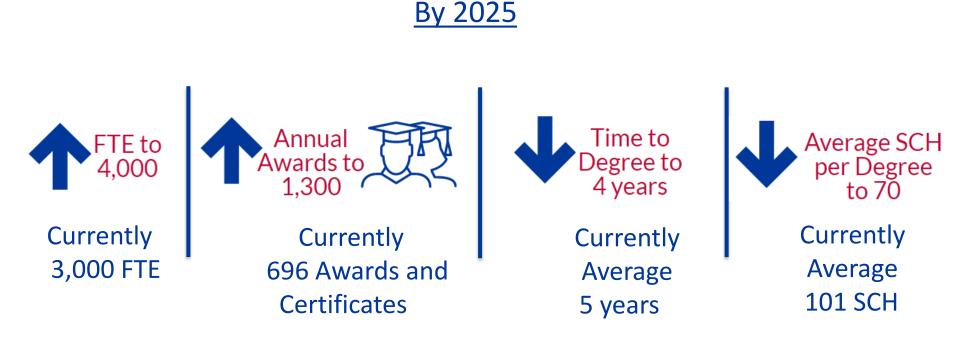
### FOUR PILLARS OF GUIDED PATHWAYS





# Why Guided Pathways?

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





## **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.

### PLANNING

### ESSENTIAL CONDITIONS

Make sure the following conditions are in place - prepared, mobilized, and adequately resourced - to support the college's large-scale transformational change:

- Strong change leadership throughout the Technology infrastructure
- institution
- Faculty and staff engagement
- Commitment to Using data
- Capacity to Use data

- Professional development
- Favorable policy (state, system, and
- institutional levels) and board support
  - Commitment to student success and equity

### PREPARATION/AWARENESS

Understand where you are, prepare for change, and build awareness by:

- Engaging stakeholders and making the case for change
- Establishing a baseline for key performance. indicators
- Building partnerships with K-12, Universities, and employers

### SUSTAINABILITY

### Commit to pathways for the long term and make sure they

are implemented for all students by:

- Determining barriers to sustainability (state, system, and institutional levels)
- Redefining the roles of faculty, staff, and administrators as needed
- Identifying needs for professional development and technical assistance
- Revemping technology to support the redesigned student experience
- Reallocating resources as needed
- Continuing to engage key stakeholders, especially students
- Integrating pathways into hiring and evaluation practices

- Developing flowcharts of how students choose, enter, and complete programs
- Developing an implementation plan with roles and deadlines

### CLARIEY THE PATHS

Map all programs to transfer and career and include these features:

- Detailed information on target career and transfer outcomes
- Course sequences, critical courses, embedded credentials, and progress milestones
- Math and other core coursework aligned to each program of study

### HELP STUDENTS GET ON A PATH

Require these supports to make sure students get the best start:

- Use of multiple measures to assess students' needs
- First-year experiences to help students explore the field and choose a major
- Full program plans based on required career/transfer exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K-12 partnerships focused on career/college program exploration

### HELP STUDENTS STAY ON THEIR PATH

- - Ongoing, intrusive advising
  - Systems for students to easily track their progress
  - Systems/procedures to identify students at risk and provide needed supports
  - A structure to redirect students who are not progressing in a program to a more viable path

### ENSURE STUDENTS ARE LEARNING

- Program-specific learning outcomes
  - Project-based, collaborative learning
    - Applied learning experiences
      - Inescapable stüdent engagement
        - - Systems/procedures for the college and students to track mastery of learning outcomes that lead to credentials, transfer, and/or

employment

Contributors to this model for Guided Pathways are: American Association of Community Colleges (AACC), Achieving the Dream (ATD), The Aspen Institute, Center for Community College Student Engagement (CCCSE), Community College Research Center (CCRC), Complete College America, The Charles A. Dana Center, Jobs for the Future (JFF), National Center for Inquiry and Improvement (NCII), and Public Agenda.

Use these practices to assess and enrich student learning:

- - - - - Faculty-led improvement of teaching practices

IMPLEMENTATION

student's first year

study in first year

Number of college credits earned in first term

Number of college credits earned in first year

Persistence from term 1 to term 2

# EARLY

### Measure key performance indicators, including:

Completion of gateway math and English courses in the

Number of college credits earned in the program of

in students' first academic year

Equity in outcomes

Revisit conditions, sustainability, and implementation. Continuously

improve pathways by building on elements that work and adjusting

or discarding elements that are not serving all students well.

**EVALUATION** 

Rates of college-level course completion

### OUTCOMES

### Keep students on track with these supports:

## **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.

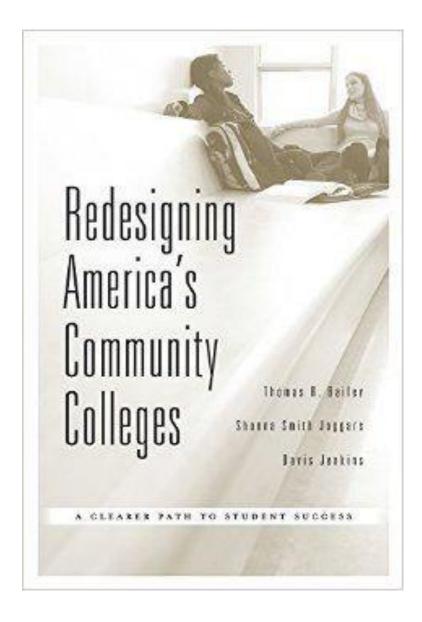
### **GP** Task Force 8 - Charge

 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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### **Guided Pathways**

Guided Pathways	What is Guided Pathways?				
Guided Pathways Resources	Guided Pathways is an integrated, highly structured, approach to student success that:				
Steering Committee and Taskforces	<ul> <li>Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success</li> </ul>				

 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!