The Guided Pathways Model "is an integrated, college-wide approach to student success that creates a college GPS [global positioning system] for our students to navigate their way through their entire higher education experience to completion. Working with the local high schools, [CRC] orients the student to their starting location of their higher education journey and choosing the path that will move them toward a career of interest to them and of value in the labor market."—N. Strobel & S. Christian (Bakersfield College, "What is the Guided Pathways Model?")

PURPOSE:

CRC Guided Pathways:

- Guide students along their chosen academic path.

    o CRC lets students know the actions they need to take when necessary.

    o CRC guides students back to the path of their chosen destination when the inevitable life events, or academic obstacles appear in their path.

- Empower a wider range of diverse students to explore and succeed in higher education.

- Make the college journey less intimidating for students.

- Clearly define the employment/career opportunities of each chosen path.

- Ensure that students achieve the learning objectives/skills necessary to be successful in the work environment and/or 4-year institution.

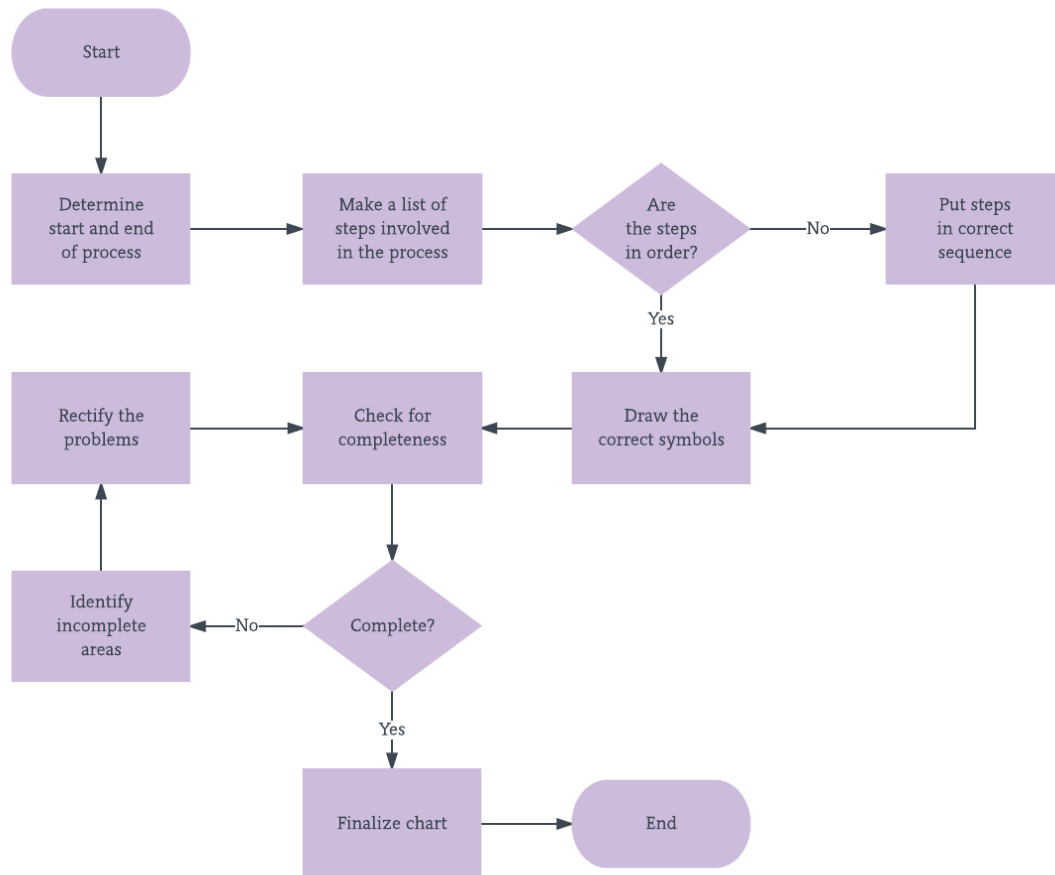## WHO: Clarifying the Path Workgroup

WHAT:

- With the Program learning outcomes in mind, link the courses in succession that are necessary to achieve the outcomes (via a Program Map).

    o Create the shortest comprehensive path (via a Program Map) of courses students will take from their first day of attendance to their completion.

    o Determine the competencies needed to prepare students for employment & further education in fields of importance to CRC's service areas. (In collaboration with *Learning on the Pa*th.)

    o Determine how competencies of the paths influence the identification of the **meta-majors** for the colleges. (In collaboration with Learning on the Path, and sister colleges.)

- Provide detailed description of employment and further education opportunities targeted by each program (e.g., to share on the program website/brochure/etc.); early career guidance. (In collaboration with Learning on the Path.)

WHEN: Fall 2017 and Spring 2018

HOW:

- Determine how many academic programs can be mapped (via Program Maps).

- Determine how many student services can be mapped (via Process Maps).

- Determine who and when individuals can be trained (to teach how to map).

- Determine **if** college-wide mapping workshops should be held, and when, or if, individual contacts would be more effective.

  - Determine whom to invite.

  - Determine date(s).

- Link the academic path to career path(s).

- Train-the-trainer in Program/Process Mapping.

  - Understand how to develop a program map.

    - Offer fewer options (too many options lead to paralysis of action).

    - Be mindful of defaults—create very structured and meaningful default paths.

  - Train others on how to map academic programs. (Refer to Program Map Template.)

  - Understand the process of how to develop a process map.

    - Identify the qualifications/requirements for each student service program.

    - Identify the steps.

  - Train others on how to Process Map student services (i.e., clarify the path for a student to enter and successfully benefit from a student service program such as EOPS, DSPS, financial aid, FYE, tutoring, etc.). See below:

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WHO: Entering the Path

WHAT:

- Understand the student experience.
- Understand the function and process map of student services.
- Create a strong partnership to assure college-bound seniors are college-ready.

WHEN: Fall 2017 & Spring 2018

HOW:

- Identify individuals to include in the workgroup to assist in the tasks.
- Map the on-boarding experience for students to enter CRC.

- Identify barriers to the on-boarding process.
    - Minimize the number of steps/clicks for the students (provide them with the easiest and clearest path to enter).
    - Minimize duplications/steps/clicks/time.
- Identify ways to bring the best practices to scale.
- Understand the current assessment process and how the Common Assessment Initiative's Multiple Measures Assessment Project (http://rpgroup.org/All-Projects/ctl/ArticleView/mid/1686/articleId/118/Multiple-Measures-Assessment-Project-MMAP) can assist CRC Guided Pathways.
    - Map out the quickest route possible for underprepared students.
    - Consider co-requisites for gateway courses.
    - Consider accelerated remedial courses/redesign basic skills.
    - Get students into the college level classes that got them interested in college in the first place ASAP.
    - Identify ways to streamline and align the appropriate student services program(s) for the student to assist them to be successful.
- Identify how each student service program allows students to successfully enter a path.
- Collaborate with the high schools to align curriculum and instruction that will prepare students for college level courses.
- Articulate courses at the high school when appropriate.
- Develop dual enrollment where appropriate.

WHO: Staying on the Path

WHAT:

- Determine how to monitor with intention, student progress along the pathway.
- Provide intrusive interventions that redirect the students back onto the pathway when 'life happens'.
- Identify early alert criteria.
- Examine Student Experience Lifecycle software to best integrate and optimize it for our students.
- Examine Enrollment Management Software and how it can be use to offer courses when students need them.
- Outline how the meta-majors will operate. (In collaboration with Entering and Learning on the Path)

WHEN: Fall 2017 & Spring 2018

HOW:

- Draft scenarios for which students, faculty, and staff coexist together in each meta-major.

- Identify the specific roles of students, faculty, staff and student services (in the meta-major) to help students stay on the path.
  - What academic support services are needed?
  - What resources (space, time, equipment, etc.) are needed?
- Identify the interaction between instructors, counselors, and support staff when students are at-risk for failing.
- Identify the most effective method of communication with students so they remain engaged, informed and supported.
  - What resources are required/needed?
  - Who will be responsible?
- Identify scheduling of classes to ensure students can take the courses they need when they need them.
  - Examine the desired features of the Enrollment Management Software.
  - What can the Enrollment Management Software do?
  - How can the software be used most effectively?
  - Examine what is needed to develop a predictable/master schedule.

WHO: Learning on the Path

WHAT:

- Ensure that the learning outcomes are clearly defined for each program and courses within a program.

- Ensure that the learning outcome prepares students for employment &/or further education in fields of importance to the college's service area.

- Ensure that the learning outcomes are readily available for our students (and their families)—e.g., on the CRC website.

- Ensure that faculty are accessing the outcomes to improve the effectiveness of instruction in their programs.

- Identify the common learning outcomes that align to each meta-major.

WHEN: Fall 2017 & Spring 2018

HOW:

- Identify the competencies students need to have to be successful in a transferring &/or career path.

  - I.e., complete a reverse map of what successful students have in term of competencies (e.g., soft skills, communication, hard skills, critical thinking, etc.)

- Institutional Competencies (or ISLOs) will be influenced by the competencies.

- Identify common characteristics within each meta-major.

  - The characteristics (e.g., competencies, job prospects, general education courses, gateway courses, etc.) will assist CRC in identifying the meta-majors. (In collaboration with Clarifying the Path & District/sister colleges.)

  - The characteristics will assist CRC in grouping programs into a meta-major. (In collaboration with Clarifying the Path.)

- Review current PSLOs

  - Are PSLOs reflective of competencies students need to be successful upon transfer or entry into careers?

  - Are the PSLOs current (to meet today's industry needs)?Do PSLOs confirm the competencies students need to be successful in industry?

  - What is the relationship of the PSLOs to the course SLOs? How do the course SLOs prepare students for the competencies needed for transfer or entry into career?