GUIDED PATHWAY OVERVIEW

- Guided major and career exploration
- Cross Functional teams
- Shared metrics
- Guided Pathways Elements
- Intersegmental alignment
- Inclusive decision making
- Integrated
- Assessing & documenting learning
- Applied learning outcome
- Strategic professional development
- Integrated technology
- Guided major and career exploration
- Improved basic skills
- Guided Pathways Elements
- Proactive & integrated students supports
- Clear programs skills
14 KEY ELEMENTS

• Inquiry 1-3 Teams, metrics, planning
• Design 4-8 decision making, intersegmental alignment, career exploration, improve basic skills, clear program requirements
• Implementation 9-14 technology campus structure, professional development, learning outcomes, applied learning
GUIDED PATHWAY PLAN INTEGRATION

- Educational Master Plan
  - Vision for Success (State Level)
    - SEAP
    - Strong Workforce
  - Strategic Action Plan (District Level)
    - CAPP
    - Service Area Plan
      - Trio
      - EOPS
      - Student Success
HOW TO ENHANCE STUDENT’S EXPERIENCE

GUIDED PATHWAYS FRAMEWORK:
4 PILLARS

- Clarify the Path for Students
- Help Students Get on a Path
- Help Students Stay on a Path
- Ensure Students are Learning
PILLAR ONE—CLARIFY THE PATH

• Programs (degrees and certificates) are organized
  – Catalog
  – Sequence of courses
  – Two-year predictable schedule
  – Transfer data
  – Employment data
  – Organized website
  – Math and English aligned by major
  – Advisement sheet per major with roadmap
PILLAR TWO—GET ON THE PATH

• Opportunity to explore options
• Have an educational plan
• Use career class in high school
• Supports for gateway courses in math and English
• Supports for major courses where barriers occur
PILLAR THREE—STAY ON THE PATH

- All students need an educational plan
- Department liaisons identify and share barriers
- Student know how much more they need to complete—at a glance—timeline to completion
- Early Alert system
- Support programs—equity lens
PILLAR FOUR—ENSURE LEARNING

- Program outcomes align with transfer degree or employment
- Active learning and applied learning – golden four + teamwork
- Internships, group projects, service learning, experiential learning
- Course student learning outcomes across the program
- Improve teaching through program review, professional development
- Document learning for employers, ie portfolios, extended transcripts
- Assess effectiveness of teaching and create professional development with student voice in mind.
- Focus groups to get student voice for planning and evaluation (customer satisfaction)
LET'S GET STARTED

IDEAS OF HOW TO INSTITUTIONALIZE THE FOUR PILLARS WITH KEY ELEMENT STRUCTURE
THEY’RE COMING

Every part of the institution has a role in making sure these students will be successful in meeting their educational goals.

We must all pull in the same direction to make that happen.

Here are the main questions.

What role does governance council play in this big picture?

What do each of TC groups, committees, and organizational structures do intentionally to ensure that students gain the education to make them successful?
DISCUSSION AND QUESTIONS