



Pillar Committee Definitions

Pillar Committee:

Clarify the Path

Summary

Simplify students' choices with default program maps that show students a clear pathway to completion, further education and employment in fields of importance to the region. Establish transfer pathways with transfer institutions, to optimize applicability of community college credits to university majors.

Essential Practices

- **Faculty & Staff Engagement:**
 - Faculty and staff are engaged in developing, implementing, and refining each Guided Pathways element.
- **Meta Majors & Programs of Study:**
 - Every Program of Study is well-designed to guide and prepare students to enter employment and further education in fields of importance to the college's service, and Programs of Study are clustered by Meta Major.
 - All credential-seeking students are required to enroll into a Meta Major upon enrollment and select a program of study within 1-2 quarters.
- **Designing Program Degree Maps:**
 - Programs are clearly mapped out for students and provide a coherent pathway from college entry through to completion or transfer.
 - Learning outcomes are clearly defined at the Program of Study level rather than merely at the course level.
- **Communication:**
 - There is a college-wide understanding of Guided Pathways
 - Information on Programs of Study, organized by Meta Majors and is easily available to students via the college website and other materials.
- **Technology**

- Technology is in place that allow registration, advising, and progress monitoring systems that support Guided Pathways Implementation.

College Spark Minimum Requirements Year 1 (Spring 2017) & 2 (Spring 2018)

- **First Year Minimum Requirement (Spring 2017)**
 - By the end of the first year Guided Pathways vision and goals is clearly communicated throughout the college
 - By the end of the first year faculty and staff are broadly engaged in cross departmental teams to support Guided Pathways redesigns.
 - By the end of the first year, determine technology changes needed to facilitate changes to advising, registration, and progress monitoring
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- **Second Year Minimum Requirement (Spring 2018)**
 - By the end of the second year Meta Majors and their Programs of Study have been defined, including program learning outcomes, and an exploratory course sequence for each major.
 - By the end of the second year default course sequences are established for each program and have been reviewed cross-departmentally
 - By the end of the second year communications materials have been created and website has been updated to effectively inform students about Meta Majors and Programs of Study; including employment and further education opportunities.

Pillar Committee:

Help Students Choose & Enter a Path

Summary

Students are guided through a structured process to explore, understand, and choose a meta/major and program related to their educational and career interests. Redesign traditional remediation as an “on-ramp” to a program of study, which helps students explore academic and career options from the beginning of their college experience, particularly in program “gateway” courses. Provide accelerated remediation to help very poorly prepared students succeed in college-level courses as soon as possible.

Essential Practices

- **Intake:**
 - Every new credential-seeking student is helped to explore career/college options, choose a Meta Major; orientation and intake activities are mandatory so that students can be helped to clarify their goals for college and careers
- **Advising**
 - Advising is mandatory & intrusive for all credential-seeking students, facilitates prompt entry into a Program of Study, and monitors progress through to completion or transfer.
- **Gateway Courses:**
 - Intensive supports are provided to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas.
 - For many students, remediation is eliminated through models that integrates pre-college or foundation skills with college-level coursework to scaffold student’s success in critical college-level courses.
 - For students who need a pre-requisite approach, developmental instruction is contextualized to students’ program of interest
- **Math Pathways:**
 - Required math courses are appropriately aligned with Meta Majors, and where possible contextualized to students’ field of study.

College Spark Minimum Requirements for Year 1 (Spring 2017) & 2 (Spring 2018)

- **Minimum Requirements for Year Two (Spring 2018)**
 - By the end of the second year a plan to revise placement, intake, and orientation has been completed that helps & requires students choose a Meta major upon enrollment and enter a program of study within two quarters.



- A plan to revise advising has been completed that makes advising mandatory for all students, facilitates entry into a Program of Study as quickly as possible, and supports students' progress through completion.
- Advising staff are trained to provide advising aligned with Guided Pathways.
- By the end of the second year, a plan to implement these essential practices at scale is in place, with implementation beginning in the third year.

Pillar Committee:

Help Students Stay on the Path

Summary

Support students with a strong advising process, strengthen clarity about transfer and career opportunities, ensure they develop an educational plan with predictable schedules, monitor their progress, and intervene when they go off track. Embed academic and non-academic supports throughout students' programs to promote student learning and persistence.

Essential Practices

- **Scheduling:**
 - The college schedules courses to ensure students can take the courses needed when needed, and can complete their programs in as short a time as possible.
- **System for Program Monitoring:** Students' progress relative to their academic plan is monitored. This includes:
 - Monitoring which program every credential-seeking student is in and their progress to completion
 - Tracking how many students are in each meta major, and how many students are in an exploratory course sequence
 - Tracking students that switch from one Meta major or program study to another.
 - Information is used to inform scheduling and advising policy and practice, and to provide frequent feedback to students, advisors and instructors
- **Student Access to Self-Tracking:**
 - All credential-seeking students can easily see how far they have come and what they need to do to complete their program.
- **Intervening with Students:**
 - The college can identify when students are at risk of falling off their program plans and has policies and supports in place to intervene
 - 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.

College Spark Minimum Requirements Year 1 (Spring 2017) & 2 (Spring 2018)

- **By the end of year 2:** A student tracking system is in place to monitor each of these elements of this Essential Practice

Pillar Committee:

Ensure Students Are Learning

Summary

Establish program-level learning outcomes aligned with the requirements for success in employment and further education in a given field. Integrate applied learning experiences across programs of study. Ensure incorporation of effective teaching practice.

Essential Practices

- **Learning outcomes:**
 - Learning outcomes are clearly defined for each of our programs (not just courses), aligned with the Minimum Requirements for success in the further education and employment outcomes targeted by each program
- **Faculty Practices:**
 - Faculty assess whether students are mastering learning outcomes and building skills across each program, and this information is available to students. Faculty use the results of learning outcomes assessment to improve the effectiveness of instruction in their programs
- **College Practices:**
 - The college assesses effectiveness of educational practice and uses results to create targeted professional development

College Spark Minimum Requirements Year 1&2

- Ongoing application and evaluation of essential practices listed above