Community Colleges of Spokane
Spokane Falls Community College

Guided Pathways
Retreat 1
Handouts
Redesigning America’s Community Colleges
THOMAS BAILEY, SHANNA SMITH JAGGARS, DAVIS JENKINS - 2015

For your reference, here are a few high-points from the text:

Community Colleges Are Designed For Access, Not Success:
- Too many choices, too little guidance
- Paths to end goals unclear
- Barriers to career advancement
- Students’ progress not monitored
- Lost in the maze

Building Guided Pathways to Student Success

Design Features of Pathways
- Creates exploratory or "meta-majors"
- Predictable schedules
- Integrated instruction in foundation skills
- Progress tracking, feedback and support

Design Principles & Policies
- Requires every student to have a clear road-map to completion.
- Simplify choices for students, using program maps as program plans that every student can customize with support from an advisor.
- Gives students predictable course schedules -- make it easier to organize their lives around school.
- Redesigns the student intake process to help entering students.
- Helps undecided students choose a major as quickly as possible.
- Monitors student progress on their program plans and allows for feedback and support as needed.

Importance Of Engaging Faculty & Staff In The Process
- Collaborate within and across departments to build outcomes across a clearly defined sequence of courses.
- Faculty and student services staff need to work together to monitor and support students as they enter and make progress towards their identified goals.
- Rethink not only their approach to professional development, but also their committee structures, institutional research activities, program review processes, budgeting practices, and policies for employee hiring, performance review, and incentives.

Need More Information? Read the text.
- Ask your table facilitator ways you can lend/borrow a copy of the book to read.

Community Colleges of Spokane
Spokane Falls Community College
Redesigning America’s Community Colleges

Thomas Bailey, Shanna Smith Jaggars, Davis Jenkins - 2015

For your reference, here are a few highpoints from the text:

COMMUNITY COLLEGES ARE DESIGNED FOR ACCESS, NOT SUCCESS
- Too many choices, too little guidance
- Paths to end goals unclear
- Barriers to career advancement
- Students’ progress not monitored
- Lost in the maze

BUILDING GUIDED PATHWAYS TO STUDENT SUCCESS

Design Features of Pathways
- Exploratory or “meta-majors”
- Predictable schedules
- Integrated instruction in foundation skills
- Progress tracking, feedback and support

Design Principles and Policies
- Require every student to have a clear roadmap to completion.
- Simplify choices for students, using program maps as the defaults for program plans that are required of every student but that students can customize with support from an advisor.
- Give students predictable course schedules that make it easier to organize their lives around school.
- Redesign the new student intake process to help entering students who undecided about a major to choose a field of study as quickly as possible.
- Monitor student progress on their program plans, providing feedback and support as needed.

Importance of engaging faculty and staff in the process
- Collaborate within and across departments to build outcomes across a clearly defined sequence of courses.
- Faculty and student services staff need to work together to monitor and support students as they enter and make progress towards their identified goals.
- Rethink not only their approach to professional development, but also their committee structures, institutional research activities, program review processes, budgeting practices, and policies for employee hiring, performance review, and incentives.
**SFCC GUIDED PATHWAYS WORKSHOP**

**DISCUSSION QUESTIONS**

1. Based on your department's perspective and expertise, what are the perceived current barriers **within AND outside** of your department that may impact students successfully onboarding at SFCC?

2. As the content expert and the owner of your work, what are some potential **solutions** to overcome these perceived barriers?

3. To successfully remove these barriers, what are the needs (that may include emotional support) in your department(s) for successful implementation of pathways?

4. Now that you have identified the perceived barriers and potential solutions, again as the content expert and owner of your work, what **may change OR need to change** in your work to successfully implement pathways to provide **SUPPORT/GUIDANCE** to enhance the student experience at SFCC?
SFCC PATHWAYS: QUICK REFERENCE

POINTS OF CONTACT

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>POC</th>
<th>EXTENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>Person 1</td>
<td>X5555</td>
</tr>
<tr>
<td>Admissions &amp; Registration</td>
<td>Person 2</td>
<td>X5555</td>
</tr>
<tr>
<td></td>
<td>Person 3</td>
<td>X5555</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Person 4</td>
<td>X5555</td>
</tr>
<tr>
<td></td>
<td>Person 5</td>
<td>X5555</td>
</tr>
<tr>
<td>Testing Center</td>
<td>Person 6</td>
<td>X5555</td>
</tr>
<tr>
<td>WorkForce &amp; CCE</td>
<td>Person 7</td>
<td>X5555</td>
</tr>
<tr>
<td>DSS</td>
<td>Person 8</td>
<td>X5555</td>
</tr>
<tr>
<td>Pullman</td>
<td>Person 9</td>
<td>X5555</td>
</tr>
</tbody>
</table>

FAQ

PLEASE FILL IN THE ANSWERS DURING THE OVERVIEW

1. WHAT ARE GUIDED PATHWAYS AT SFCC?

2. WHAT ARE THE BENEFITS FOR STUDENTS?

3. WHERE DO YOU REFER STUDENTS WHO WISH TO CHANGE THEIR PATHWAY VS. CHANGE THEIR DEGREE PLAN?

4. WHICH COHORT OF STUDENTS ARE CURRENTLY ON PATHWAYS AT SFCC?

5. WHERE CAN PATHWAY INFORMATION BE LOCATED IN CTCLINK? (current and future)
GUIDED PATHWAYS FEEDBACK
FROM STUDENT SERVICE ADMINISTRATORS

WHAT ARE SOME QUESTIONS/CONCERNS YOU HAVE HEARD FROM YOUR STAFF?

- Funding for the guidance courses embedded as a required elective in some pathways.

- "Why are we doing this?"

- Provide scripts for frontline staff to converse with students about pathways without crossing the line of advising.

- "How will this change our individual work?"
  - Ex: Will you restructure your staff according to pathways?

- Highlight some of the work yet to come: website, pre-application, marketing and communication

- The focus is on NEW students. Pathways are not necessarily beneficial to current students since they are already well on their way to earning specific degrees.

- Provide case scenarios in Phase II (ex: process for changing pathway vs. process for changing plan)

- Provide screenshots of how to identify pathway assignments in the Student Center

- Many staff members have next to no general knowledge of guided pathways or what the positive benefits are for students.

- Through the rumor mill, some staff members have adopted the mindset that pathways may be harmful for certain student populations.

- Logistics:
  - What is the standard process to change a pathway designation?
  - How do we manage the large population of exploratory students who must transition to an official pathway designation by their second term?

- How will the onboarding process change to accommodate pathways?