

**MINUTES OF THE OCTOBER 13, 2020
CLATSOP COMMUNITY COLLEGE
BOARD OF DIRECTORS
WORK SESSION**

The Work Session on Guided Pathways was called to order by Chair Robert Duehmig at 5:35 p.m.

Board Members Present: Robert Duehmig, Rosemary Baker-Monaghan, Karen Burke, Sara Meyer, Anne Teaford-Cantor, Tim Lyman, and Dave Zunkel. **Board Members Absent:** None. **Others Present:** Peter Williams, Teena Toyas, Lisa Nyberg, Jerad Sorber, Deputy Clerk JoAnn Zahn, President Chris Breitmeyer, and Recording Secretary Pat Schulte.

Chair Duehmig said this work session is on Guided Pathways. The November work session will be on Distance Learning, and in December there will be an Executive Session for the President's Evaluation.

President Breitmeyer introduced Elizabeth Cox Brand who is the Executive Director of the Oregon Student Success Center. CCC is in the third cohort of community colleges. This work is done to improve student outcomes.

Elizabeth Cox Brand said Pathways started in 2016 with Linn-Benton Community College when they jumped into the national Guided Pathways project. In Oregon, the first cohort included five colleges, the second cohort had four colleges, and the final cohort has six colleges, including Clatsop. Ms. Cox shared a PowerPoint about Guided Pathways. There are three phases that colleges go through to implement Guided Pathways. The first step is planning, including essential conditions, planning/preparation, and sustainability; the next step is implementation, including clarify the paths, help students get on a path, help students stay on their path, and ensure students are learning; and the final step is evaluation. The four Guided Pathways essential practices include: 1. Clarify paths to students' end goals (meta-majors, program maps, and career + transfer information), 2. Help students get on a path (early career/transfer exploration, academic and financial plan, and integrated and contextualized academic support), 3. Keep students on the path (monitoring progress on plan, intrusive support, frequent feedback, and predictable scheduling), and 4. Ensure students are learning (field-specific learning outcomes, active learning throughout, and field-relevant experiential learning). Guided Pathways help a student make a clearer choice immediately. We want to eliminate students coming to our colleges undecided. The

sooner students are able to choose a path, the more likely they are to persist and complete. One of the reasons we do Guided Pathways is to help students narrow down choices so they can figure out what they need to do. We talk about rigor being in the classroom and not on the way to the classroom. Ms. Brand showed a map of the U.S. where community colleges are doing Guided Pathways. You may hear “we don’t need to do that, we are already doing guided pathways.” Ms. Brand pointed to the slide of the “what I knew” column (before implementing Guided Pathways) and “what I know now” column (after implementing Guided Pathways). In the era of COVID, students need guidance. Guided Pathways is a path; it’s not a prison. Students make individual education plans. With Guided Pathways, someone is monitoring the student’s progress and helping the student make an informed choice about deciding to go off the path. It helps students get the information they need to make the wise choice. Career exploration is at the beginning for the students. It’s not the what (essential practices) of Guided Pathways, it’s the how (change process). We need to be doing some transformative change on campus. The idealized timeline for implementing Guided Pathways at scale is six years. It’s not something that happens overnight. The beauty of Guided Pathways is that it is for all students and to scale it takes time. We have some metrics we track that we call leading indicators. This is just a way to let you know that it takes time. Redesigning colleges on the Guided Pathways model is a big technical challenge but an even bigger cultural one. It goes from “students have the right to fail” to “students have the right to succeed.” With the Board, one of the key lessons is creating time and resources. We put our money where our passion is. It is important that the Board is engaged with the work. Why should Clatsop Community College engage in the Pathways framework: because equity matters, economic mobility matters, and it matters most to your first time in college and low-income students. Guided Pathways can be a strong lever for helping more students to complete college, enter the workforce, and achieve family security, personal growth, and professional development. Studies show that students who complete their gateway math and gateway English courses in the first year have a higher rate of completion. To achieve economic mobility, students need to have some college to get a family sustaining wage. Guided Pathways is a strong lever for helping students equitably complete college and get a job with a family sustaining wage. Ms. Cox Brand pointed out the resources she sent previously: Guided Pathways Demystified I, What We are Learning about Guided Pathways, and Summary of Findings in the Overall Key Performance Indicators Data.

Tim Lyman asked what he is missing. Guided Pathways seems like what he received at Portland Community College 40 years ago. Ms. Cox Brand said part of the difference is that Guided Pathways helps colleges with schedule management. As we map out the pathways for students, we can estimate what classes students will need. At Linn-Benton, they are piloting having students register for all their classes for two years. It

helps instructors. There is more to Guided Pathways than just the program mapping. President Breitmeyer said program mapping really forces the issue for students. The conversations are had up front. Some students sail through college but others don't. We talk to students about what job they want and which one of these meta-majors is going to help them get to this job. We do the career counseling at the beginning rather than at the end. We help students understand how out-of-classroom opportunities like internships fit into the program. Mr. Lyman commented that it's a high-touch system. President Breitmeyer replied that some students take the map and they are good to go. Other students need more. This is about equity, not equality. Ms. Cox-Brand said it's not high-touch for everyone. There may be some proactive reaching out to students because we can recognize they are at higher risk for dropping out. If we are tracking where they are and how they are doing, we can be proactive. Early alert systems are part of this work. We reach out to students before they have the crisis. Sara Meyer asked if we need more advising type staff. President Breitmeyer said there will definitely be resources that are needed. This model will require us to shift where we spend our money. The expectation is that we will keep more students. It should pay for itself in a way. Chair Duehmig said it speaks to your point about how long this will take. We will move it as our resources allow and we need to be patient. VP Sorber said many of the interventions happen in what is traditionally considered student services. VPs Sorber and Williams came from colleges in Washington and it's in the DNA of how most community colleges in Washington are operating. The first piece is the cultural understanding. Our job is to help students achieve their goals. VP Sorber said the food pantry and the One-Stop reorganization we are doing is part of the remapping process. We have been looking at student entry for a year and we are reorganizing Student Services. Our job as a community college is to serve our community where it happens to be. It makes a lot of sense for our mission as well. We have already started moving that way in Student Services. Ms. Cox Brand said part of the beauty of being in the third cohort is what we learn from the earlier cohorts and each other. We have a Base Camp site where colleges are sharing information. Throughout the state, there are faculty participating in Guided Pathways who are more than happy to come and talk to your faculty.

Mr. Lyman asked how instructors fit into this. VP Williams said Dean of Transfer Education Teena Toyas will relate what we have been doing for the past three years. Dean Toyas said she and Chris Breitmeyer, Margaret Frimoth, Lisa Nyberg, Julie Brown, Holly Tumbarello, Chris Ousley, and Kristen Wilkin went to the two-day Oregon Pathways Symposium in 2017. At that time, we decided the best approach was to enter the third cohort. We have had three full-time faculty (Nicole Warwick, Celeste Petersen, and Julie Brown) working on core transfer maps with four-year universities. They started with the most popular degrees: biology, literature, and elementary

education. Last fall, Jerad Sorber, Teena Toyas, Margaret Frimoth, Celeste Petersen, and Julie Brown attended the NWCCU conference in Seattle. This team had done some internal planning for Pathways. Ms. Toyas and Lisa Nyberg attended a one-day Oregon Transfer for Student Success conference where they built connections and identified key next steps for transfer students. Peter Williams came on in July.

VP Williams said previous to coming to Clatsop, he was at Clark College in Vancouver for nine years. He worked on Guided Pathways for six years at Clark College. One of the big advantages here is that faculty are very aware of this process. At Clark College, we spent an entire year getting faculty on board. The Guided Pathways team includes full-time faculty Celeste Petersen and Michael Bunch, part-time faculty Seth Tichenor, VP Jerad Sorber, Dean Kristen Wilkin, Dean Teena Toyas, and VP Peter Williams. A Pathways coach has been assigned to Clatsop. The CCC Guided Pathways team is just beginning regular meetings. VP Williams will be attending a monthly meeting with the other five colleges in the third cohort. VP Williams said he thinks there is a real opportunity to tie Guided Pathways into other work at CCC such as math and articulation. He noted he is excited to be part of this very meaningful process.

Lisa Nyberg said when she is advising a student, she starts with what the student wants to do. If we can hand the student something that says here is what you need to do and here is your path, it will benefit the student. Guided Pathways will help us with the academic process. It gives students direction. When a student spends three terms trying to figure out what they want to do, they have used the money they need to move on to a four-year institution. It helps the student when you can show them a map and say here are the things you need to do. Ms. Nyberg said she is excited about this work. We already have these maps for some of our CTE programs. VP Williams said he really appreciates the support from the Oregon Student Success Center.

Chair Duehmig thanked everyone for the presentations. He emphasized that the Board needs to understand this process and buy into it (or not buy into it) but be able to say why. VP Williams said he recommends the book *Redesigning America's Colleges* if you really want to dive into this process.

With no further discussion, the Work Session was adjourned at approximately 6:30 p.m.

Chris Breitmeyer, President

Robert Duehmig, Chair

Pat Schulte, Board Secretary