

# Staying on the Path

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COSUMNES RIVER COLLEGE GUIDED PATHWAYS STEERING  
COMMITTEE PRESENTATION 12-04-17

# What are Guided Pathways?

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Guided pathways reform is a student-centered approach that can dramatically increase the number of students earning community college credentials, while closing equity gaps.

Guided pathways provide students with clear, educationally coherent program maps that include specific course sequences, progress milestones, and program learning outcomes.

<http://www.caguidedpathways.org>

# Four Pillars to Guided Pathways

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Clarifying the Path – Create clear curricular pathways to employment and further education

Entering the Path – Help students choose and enter their pathway

Staying on the Path – Help students stay on their path

Learning on the Path – Ensure that learning is happening with intentional outcomes.

# Case Management

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## COUNSELING

Ratio 300:1 (current contractual 900:1)

Form Success Teams

Minimum 3 student contacts per term

Services-orientation, field trips, workshops,  
weekly peer to peer contact

Duplication of Services – Special Programs

Pilot Groups A & B

## EOPS

Ratio 200:1

Support Staff - SPA; Peer Mentor; Tutors

Mandatory 3 student contacts per term

Services – mandatory participation in  
orientation (new & continuing), field trips,  
workshops

Book vouchers

Incentives for participation

# Student Success Teams

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## Counselor Lead

- **Paraprofessionals** – SPA, Success Coaches or Pathway Navigators
- Peer Mentors
- **Faculty Advisors (Coaches)**
- Financial Literacy Guides

**DUE MARCH 2018**

# Paraprofessionals

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Paraprofessionals, also referred to as counseling assistants and information technicians, are comparable to instructional assistants within the classrooms (ASCCC, 1994). Individuals hired within paraprofessional positions range from bachelor's degree recipients to community college students. Discrepancies found within paraprofessional hiring practices reinforce the importance of identifying the primary role of the paraprofessional within California community college counseling departments.

**Assisting at registration by providing information and referring students to campus offices and services:** This information might include important dates and deadlines or how to read a class schedule. Paraprofessionals can also assist students in scheduling classes once the course list or student educational plan has been developed by counseling faculty.

**Providing information about program requirements:** Many counseling departments prepare materials about college programs to help students plan their schedules. Paraprofessionals could disseminate this information.

**Facilitating and supporting activities:** There are many useful activities that paraprofessionals could provide in Transfer Centers, Career Centers, Assessment Centers, Disabled Student Programs, and Extended Opportunity Programs. They might assist students in using reference materials or computerized career information systems. Paraprofessionals can coordinate university tours or visits by university representatives. They may also design and organize advertising for center activities or make classroom presentations to students about the services of various campus offices and programs. In addition, they might provide placement test results, as long as their interpretation is left to faculty. Additional responsibilities could include assisting with community outreach, such as high school visits and outreach (pp. 8 – 9).

“When Are Counseling Paraprofessionals Appropriate? A Friendly Reminder” April 2010

Mary Beth Barrios, San Bernardino Valley College, Member of Counseling and Library Faculty Issue Committee

Char Perlas, Mission College, Member of Counseling and Library Faculty Issue Committee

# Faculty Advisors (Coaches)

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Faculty advisors should have the minimum qualifications to teach in the subject area in which they provide advising and should exhibit the following competencies:

- ability to interact non-judgmentally with students using effective helping skills
- interest in serving as an advisor (no one should be assigned advising responsibilities automatically).

Activities within the scope of faculty advisors are the following:

- (1) Providing information regarding programs, career opportunities, and course selection in their disciplines.
- (2) Referring students to appropriate services. The faculty advisor can provide a link for the student with other essential services: counseling, financial aid, career center, veteran's resource center, services for students with disabilities, tutoring center, health center, etc. Faculty advisor training must include learning to recognize when referrals back to counseling are necessary.
- (3) Coordinating with counseling departments: non-counseling faculty are excellent resources for discipline-related information; counseling faculty can provide comprehensive training on skills and strategies.

The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges ADOPTED FALL 1994; REVISED AND ADOPTED SPRING 2012

# What are Integrated Support Services?

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Supplemental Instruction

Tutoring

Instructional Labs

Computer Labs

Library Services

Counseling Services

Career Services

Transfer Services

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# Student Services Program Maps

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What services would a student need who has completed:

0-15 units

15-30 Units

30-45 units

45-60 units

60+ units

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