**GUIDED PATHWAYS Planning and Implementation Guide:
College Entry Navigation**

Guided Pathways is a framework for learning and transforming your college. In order to fully engage in this work, your college and leadership team will need to commit to significant change and continuous improvement over a long period of time.  Because this type of institutional change is the aggregate of numerous large and small changes and because of the turnovers in staffing, it is important to **document your plans and progress**, as well as to **use project manage tools and change management techniques** to effectively carry out your work.

This **tool is primarily designed** to help your college **design and implement College Entry Navigation**, which beginswhen students receive communication about their admittance to the college.Because this Guided Pathways practice spans several areas, it will require collaboration among areas such as Admissions and Enrollment, Career and Advising Services, Financial Aid and Funding, Student Leadership, and Student Support Programs.

In addition, you can use the tool to inform current and future staff about the state of Guided Pathways practices at your college.

This tool is aligned with **legislative requirements** from the [Workforce Education and Investment Act SB 5194](https://lawfilesext.leg.wa.gov/biennium/2021-22/Pdf/Bills/Session%20Laws/Senate/5194-S2.SL.pdf?q=20241017122338), the legislative action that provides the system with Guided Pathways Funding. SB 5194 states that colleges must have:

* Clear educational pathways tied to skill sets needed to enter the workforce.
* Dedicated, culturally competent advising and career counseling that emphasizes early planning.
* Clear information regarding financial aid and financial literacy.

College Entry Navigation is also aligned to the Guided Pathways Essential Practice called Intake and described in the following way by the [Washington State Board of Community and Technical Colleges](https://www.sbctc.edu/colleges-staff/programs-services/student-success-center/gp-technical-assistance-model):

Every new credential seeking student is provided structured exploratory experiences (through orientation, entry advising, college success course, ethnographic experience, etc) informed by labor market information and designed to support their choice of a pathway upon enrollment, and confirm a program/degree map within no more than two quarters. Orientation and intake activities are mandatory and designed to build a sense of belonging, clarify student career and college goals, and to create a comprehensive individual education and financial plan based on program/degree maps.

**Before You Begin**

* Who is involved in responding to the prompts below? Why?
* How will the responders reach consensus if they disagree?
* Where will the responses “live,” and how will they be shared with future staff who need to learn about Guided Pathways?

**Step 1: Current State**

*Rate and discuss each statement using the scale below.*

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| --- |
| Quality Scale1. – We do not have this or practice this. 2. – Not true most of the time. 3. – We do have this or practice this. |

\_\_\_ Newly admitted students receive timely and relevant communication that has been vetted for accessibility.

\_\_\_ College website has clear steps to enrollment and differentiates any special processes for workforce students to enter the program of their choice.

\_\_\_ Those involved in College and Entry Navigation understand the onboarding touchpoints, what students experience at each stage, and continuously improve processes to reduce friction during the process.

\_\_\_ Onboarding touchpoints are designed with Guided Pathways principles in mind, including early advising to explore interests and skills, determine an academic pathway, and create a long-range educational plan.

\_\_\_ Faculty and deans are engaged in College Entry and Navigation design and/or implementation efforts.

\_\_\_ Career counselors and/or advisors who are trained in equity-minded and anti-racist practices meet with students upon admittance and have a sustainable caseload.

\_\_\_ Career and funding-related offices communicate regularly to synchronize support for new, continuing, and returning students who are retraining for a new field.

\_\_\_ The college has defined experiences students should complete in their first two quarters, such as mandatory orientation and career exploration activities embedded in coursework.

\_\_\_ Current students are offered opportunities to mentor newly admitted students during the onboarding process.

 **Step 2: Future State**

*If you plan to re-design or improve College Entry and Navigation to better align with Guided Pathways goals, discuss the questions below and record your responses.*

What will be the new vision for College Entry and Navigation? Who is responsible for creating and communicating the vision, and by when?

What skills do executive leaders, managers, and staff need to execute the vision? How will they gain them, if there are gaps?

What resources will you need, e.g. people, time, or budget? How will you secure them?

What incentives can you provide employees involved in the re-design or improvements? E.g. release time, change in job duties, additional staff, public recognition.

Who will create the action plan to carry out the new vision? What will be included in the action plan? Who will manage it to ensure progress and address challenges? Which supervisor is responsible for supporting the action plan manager? Which project management tools or techniques will you use to carry out the action plan?

**Step 3: Review SBCTC College Entry and Navigation Standards**

*These standards are taken from the 2024-2026 SBCTC Guided Pathways Work Plan. You may choose to rate and discuss the activities below, or you may choose to refer to your work plan. The purpose is to incorporate these standards into your action plans, if they are not already taking place at your college.*

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| --- |
| Quality Scale1. – We do not have this or practice this. 2. – Not true most of the time. 3. – We do have this or practice this. |

\_\_\_ Dedicated equity competent advising and career counseling help students make informed program choices and develop completion plans.

\_\_\_ Advising services help students explore possible career and educational choices while also emphasizing early planning.

\_\_\_ Advising is culturally competent with an emphasis on helping historically underserved, low-income, and students of color navigate their education and include clear information regarding financial aid and financial literacy.

\_\_\_ All new credit students are required to take a career assessment.

\_\_\_ Friction points are addressed to ensure historically underserved students have access to equity-minded career exploration, and they benefit from it.