***College Day: 10:30-12:30***

***Initial Student Pathway and Programs Meeting***

One identified response to *Tuning the Voice* is to group faculty, staff, and services by student pathway groups in order to begin building communities for students based upon common educational goals and shared interests. Groups have been identified tentatively for the College (specific pathways’ names may be revised). All certificates and programs have been mapped preliminarily to one of the following pathways:

1. Performing and Visual Arts Pathway
2. Business Administrative Pathway
3. Technical Communication & Design Pathway
4. Social & Public Services Pathway
5. CTE - Technical / Mechanical Pathway
6. Health Sciences Pathway
7. Language Arts./Social Sciences/Humanities Pathway
8. S.T.E.M. Pathway
9. Basic Skills Pathway

For College Day, you have been assigned to a specific room to meet with faculty whose programs are in these pathways. Since we are using the state definition of a program as a degree or certificate, you may be in a pathway meeting as a part of a program that is offered by another discipline/division. If this is the case, you have been selected to represent a specific course that is utilized by a degree/certificate that is part of that pathway (e.g., chemistry faculty in the Health Sciences Pathway).

Discussions in pathway groups will begin on College Day and will continue throughout the year’s Flex activities. Goals for the College Day session include:

1. Familiarize faculty with the certificates and programs in the shared pathway.
2. Define the characteristics of the student population within the pathway culture.
3. Identify desired skill sets, knowledge, and competencies at the completion of a program within the pathway.

During fall and spring Flex Days, programs will work to map the progression of these expectations from entry to completion. As a student moves through the recommended program plan (as listed in the catalog), how does learning in each course build upon the skills learned in prior courses? How do you teach this skill to target the appropriate level of development? Tentatively planned topics/questions for the year:

1. Determine, for each program, how students demonstrate their competency in each of these expectations at beginning, developing, and obtaining proficiency levels.
2. Share methods and determine best practices for teaching students to progress from one level to the next.
   1. Map through each program
   2. Map through each course
3. What about students who need more help?
   1. How do you identify them early?
   2. What support can be given inside/outside the classroom?