Welcome to Pathways!

Pathways is Mount Holyoke’s integrated advising system. Pathways helps faculty, advisors, and mentors stay connected with students’ goals, progress, and well-being throughout their academic careers. Key information about each student is stored in a centralized location, and access to that information depends on the individual’s role. This allows you to communicate and coordinate with others in the student’s advising network to help ensure student success.

About this Guide

This user guide is intended to give faculty and staff an overview of Pathways, highlighting the steps for completing the core tasks in Pathways:

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Login

To access Pathways,

Go to pathways.mtholyoke.edu, select your institution, and login using your Mount Holyoke username and password. From your Home page, access your profile and your students.

Set up your Profile

Your profile lets your students and colleagues know who you are and how to contact you. It also gives you control over how you wish to receive emails.

1. Click on the menu icon ( ). Then click the arrow next to your name to expand the menu. Click Institutional Profile to view or edit your profile.

2. Review the pre-populated information about you, including your phone number, email address, and preferred name. Changes made to this information in Pathways will not be reflected in your official record or in other systems on campus, since Pathways is not the primary system for faculty and staff records on campus. If you would like to make any permanent or official changes to this information, it is recommended that you update your directory/contact information with HR and the changes will be reflected within two business days in Pathways.

3. Double check that the Time zone selected matches your time zone. This time zone will be used when including appointment times in emails from Pathways.

4. Add information to the General Overview and My Biography sections to let students know a bit more about you.

   This information will be visible to students in Pathways.

5. Click the Submit button to save your changes.
Update your Appointment Preferences

Manage your appointment preferences, including appointment location and length, and who can see and update your calendar. These details will allow for online appointment scheduling in Pathways.

1. Click on the menu icon ( ). Then click the arrow next to your name to expand the menu. Click Appointment Preferences.
   a. If you are already setting up your profile, you can click on the Appointment Preferences tab.

2. Update the Minimum Appointment Length. It is set to 15 minutes as the default.

3. It is recommended that you specify a scheduling deadline for office hours, which can be set to any specific time the day before, the day of, or a set number of hours before the office hour.

4. Under My Locations, add a location for your appointments - click on Add Location.

   When you’re done, don’t forget to hit Save.

5. OPTIONAL: If you’d like to let other people have the ability to change your office hours, and schedule/change your appointments, click Add Calendar Manager under Calendar Managers.

6. Enter the name of the calendar manager, and hit Submit.
Update your Email Notifications

Follow the instructions below to review and modify details of how and when you receive these notifications.

1. Click on the menu icon ( ), and then click on the **down arrow** next to your name. Select **Email Notifications** from the expanded menu.
   
   a. If you are already setting up your profile, you can click on the **Email Notifications** tab.

2. It is recommended that you update your **Planning Reminders** to send at least an email reminder daily about your appointments for the day.

3. **OPTIONAL**: You can include your Google calendar’s private URL so that your busy times show in **Pathways**. This will help avoid double booking. For instructions, click the link below where you need to paste your Google calendar private link.

4. By default, a daily summary email will be sent to you at 7:00 am.

NOTE: If you do not receive Pathways email notifications when expected, make sure they are not marked as SPAM.
Setup your Office Hour Block(s)

Designate blocks of time for students to drop-in or schedule appointments with you in Pathways.

While not required, it is strongly recommended that you set up office hours in Pathways. This will allow students and colleagues to see your availability within Pathways. You will be able to control whether or not students can schedule appointments with you directly, based on the office hour type you designate.

If you choose not to set up office hours in Pathways, this will not affect your ability to use other features, like raising concerns or completing progress surveys.

1. Start by going to the Appointments from the main menu, and click the Add Office Hours button.
   - If this is your first time setting up Office Hours in Pathways, you can click the “click here” link in the Office Hours Setup Wizard to bypass the wizard.

2. Fill in the Add Office Hours window:
   a) **Title**: Give your office hours a name, like “Office Hours.”
   b) **Frequency**: You can set your office hours to be on specific days and you can set them as reoccurring.
   c) **Location**: Specify the meeting location – locations that have been added to your appointment preferences in your profile will be listed.
   d) **Office Hour Type**: Specify if your office hours are for walk-ins only, scheduled appointments only, or both walk-ins and scheduled appointments.

If you set to “walk-ins only,” students will be able to see your drop-in hours but will not be able to schedule a meeting with you via Pathways.
Setup your Office Hour Block(s) Cont.

e) **Appointment Length**: Specify the minimum (15 minutes) and maximum (8 hours) appointment length for students to schedule with you.

f) **Appointment Types**: Select the appointment types you want scheduled during the office hours.
   
i. This will determine who can schedule a meeting with you during the office hours. For example, if you check instructor office hours, then only students enrolled in your classes will be able to schedule a meeting with you during those times unless you also check another appointment type (like faculty advising, which will make the office hours available to advisees as well).

g) **Instructions**: For “drop-in appointments only” office hours, instructions are required. For scheduled appointments or scheduled/drop-in appointments, instructions are optional.

h) **Start/End Date**: Specify a date for the office hours to expire.
   
i. Near the bottom of the window, click on the **Start/End Date** tab.
   
ii. From the End Date dropdown, change Never to **End of Term** (you will be asked to specify the term), or to **On Date** or **After Date** (you will be asked to provide a date).

i) Hit **Submit**.

3. After you hit submit your office hours will show in calendar in **Pathways**, as well as in your Google calendar.

**Notes:**
If you have office hours on different days and at different times, you will have to add your office hour blocks separately by repeating the steps above.

To set up additional office hours, use the buttons on your **Home** or **Appointments** page to **Add Office Hours, Add Appointment, Add Group Session, Reserve Time** or use the **Scheduling Wizard**. To update an existing office hour block, click on the **clock** icon and hit **Edit**.
Flag/Concern, Kudos, Referral, or To-Do (Raise a Tracking Item)

You will use these different features in Pathways when you want to signal a “concern”, make a “referral” to an office on behalf of a student, assign a “to-do” to a student, or give a “kudos” to praise good work by a student. Pathways will notify appropriate individuals automatically when you save the item.

1. Click on the Students from the main menu to see your list of students.
2. Find the desired student by typing the name into the Search box. Check the box next to the student’s name.
3. Add a tracking item by clicking one of the buttons above the dropdown menu:
   a. To raise a flag, click the Flag button.
   b. To give a referral, click the Referral button.
   c. To assign a task to the student, click the To-Do button.
   d. To give a kudos, click on the Kudos button.
4. After clicking the button for the tracking item you want to raise (a flag in this example), fill in the window.
   Note: Only flags that you have permission to raise on this student will be displayed.
5. Select the desired Flag from the list.
6. If applicable, select a course from the Course Context drop down list.
7. It is recommended that you enter notes in the Comment box so the student knows why a flag or other tracking item is being raised.
8. Click the Save button.

The Student View: indicates whether the student can view the flag and the notes you include in the Comment box.

The Permissions area lists roles that have permission to view the selected flag and the notes you include in the Comment box.
Concerns (Flags): General guidance

Raising Concerns

When should I raise a concern about a student?
In general, it is recommended that you raise concerns early on.

For instructors raising course-based concerns around attendance, class participation, and low scores, letting students know earlier in the semester gives them more time to adjust or seek academic supports.

If you have a non-academic concern about a student (a concern that is not related to course progress), it is helpful if you raise these concern early so faculty and staff can check-in on the student’s well-being and provide additional supports if necessary.

What information should I include when I raise a concern?
If you are raising a course-based concern, please include enough information so that the student knows the reason(s) why the concern is being raised, and the next steps they need to take to begin addressing the concern (such as scheduling an appointment to meet during office hours to discuss the concern further).

If you are raising a non-academic concern, students may or may not be aware that this concern has been raised about them. If students do see the concern, then you can treat it as you would a course-based concern. If information about the concern is going to other faculty/staff only, provide as much information as you feel appropriate so that they can follow-up with the student.

What if I want to notify a faculty/staff member that is not in a role listed?
We are working to expand students’ advising networks in Pathways over time, but in some cases, students may have informal (but important) advising relationships which are difficult to capture within Pathways. If you are notifying other faculty/staff about a concern outside of Pathways (by email, phone, or in-person), mention this in the comments when you raise the concern, or in a separate note within the student’s folder.

Assigning and Managing Concerns

Who can assign concerns?
Who can assign concerns depends on the type of concern. Instructors can assign and manage course-based concerns around student attendance, participation, assignments, and scores for their courses. In most of these cases, the instructor can self-assign the concern since they can work with the student to address the course concern. For academic concerns outside of a specific course, faculty advisors and class deans assign and manage concerns.
How do I assign a concern?

After you’ve created the concern, go to the Tracking tab (Menu> Students>My Students>Tracking) and find the specific concern you want to assign. Hover over the orange flag, and click on Assign. From here, you can identify an assignee. To assign to someone else, click Other Provider and select someone from the drop-down. You can also self-assign the concern by clicking Me.

What should I consider when I assign a concern to someone else?

Consider who might be the best person on your team or in the student’s advising network to handle the concern. Is there a particular team member that specializes in this type of concern, or is there someone in the student’s advising network that the student is particularly close with?

Managing Concerns

As an instructor, when should I follow up with the student about a course-based concern?

Please use your discretion to determine when follow up is appropriate. This can mean following up immediately after the concern is raised or following up if the concern is not being addressed in a timely way (ex. if the student still isn’t attending class or participating in class).

The follow-up can be sending a message, conversation after class, or meeting during office hours – be sure to document the follow-up by adding a comment to the concern. You can add a comment by going to the specific concern, and then hovering over the orange flag, and clicking on Comment.

As a faculty advisor, when should I follow up with the student or instructor if there is a course-based concern?

It may be helpful for faculty advisors to follow up about course based concerns with students and/or faculty members. You may choose to reach out to a student if you see more than one concern being raised in one class or concerns being raised by faculty in different courses.
Resolving Concerns

**When should I resolve/clear a concern about a student?**

For course-based concerns, you can resolve/clear the concern once the student shows improvement (ex. begins coming to class again, starts participating, etc.). Select “The concern was successfully addressed” when you clear the concern.

As an instructor or advisor, if you have a concern about a student and need to refer the student to another office, you can clear the concern once the referral has been created. Select “The concern was successfully addressed” when closing the concern.

If a concern was raised by mistake or is a duplicate concern, you can resolve/clear the concern at any time. Be sure to select “The concern was raised by mistake” when you clear the concern.

Any unresolved concerns at the end of the semester will be closed by the system administrator. These concerns will have “Unknown or Other” as their close reason, and noted as “administratively closed – end of semester.”

**How do I resolve/clear concerns?**

From the Tracking tab (Menu>Students>My Students>Tracking), you can find the specific concern you want to assign, hover over the orange flag next to the Item Name, and click on Clear.

You can also clear concerns by checking the box next to the student’s name on the far left, and clicking the Resolve button above the Student search.

**What information should I include when I resolve/clear a concern?**

While optional, it is recommended that you include a short comment (a few sentences) when you resolve/clear a concern. Include any information that you think might be helpful to someone currently part of the advising network, or someone who becomes part of that network later on in the student’s academic career. Depending on the concern and how it was resolved (or not resolved), you may also want to document the situation in greater detail as a Note.
Kudos: General guidance

When is it appropriate for me to give a kudos to a student?

As an instructor, you determine when to give a kudos to a student. At this time, there are four kudos to recognize students for 1) Showing Improvement, 2) Good Work (“Keep up the Good Work”), 3) Outstanding Academic Performance, and 4) Great work on....

How do I give a kudos?

From the My Students tab, search for the student. Check the box next to their name and click the Kudos button. Fill in the Kudos window, and hit Save.

You will also have an opportunity to give kudos on progress surveys.

What information should I include when I give a kudos?

You will need to specify the kudos you are providing – Showing Improvement, Keep up the Good Work, or Outstanding Academic Performance.

Under Course Context, you should select the course that the student is receiving the Kudos for.

Under Comment, you should include a description of what the student did to earn the Kudos to provide positive reinforcement.

What happens after I give a kudos?

The student receives an email notification about the kudos, and will be able to see the Kudos within Pathways. At the end of the semester, all kudos will be resolved/cleared by the system administrator.

Other questions about kudos?

If you want to learn more about kudos and other features in Pathways, please refer to our training calendar: https://mtholyoke.edu/pathways/training-resources

To submit a request for a new kudos in Pathways, please email pathways@mtholyoke.edu with the subject “New Kudos Request.”
Referrals: General Guidance

When is it appropriate to give a student a referral?

Referrals are ways of connecting students to other advising resources. Pathways will store this information for students’ reference and so that they can follow up as appropriate. First, referrals can be used after you’ve met and talked with a student, and based on that conversation, another Office or individual should be involved in addressing their questions and their need.

Second, please review the information in the student’s folder before making a referral. Has this referral already been made by someone else? Is there a note written by another faculty or staff member about the same question or need? If so, rather than creating a new referral for the student, you can attach a new comment to an existing referral, and encourage the student to set up a meeting if they have not done so already.

Finally, it depends on the specific referral.

For academic-related referrals, an instructor may refer to a student’s faculty advisor or academic support services (such as SAW). As an advisor, if there are multiple concerns raised by multiple instructors for one of your advisees, and you’ve been working with the student and seen minimal progress, it may be appropriate to reach out to notify the student’s class dean via referral.

How do I provide a referral?

From the My Students tab, search for the student. Check the box next to their name and click the Referrals button. Fill in the window, and hit Save.

You can also provide a referral in other places (such as from the student’s folder) using the Referral button.

Be sure to fill in the Comments box. It is important that you provide information to the Office you are referring the student to (such as the Office of Academic Deans, Counseling Service, and CDC) so the student doesn’t have to communicate their questions or needs multiple times. If the information is sensitive, provide as much information as you feel appropriate or without violating the student’s right to privacy.

What happens after I provide a referral?

The referral is considered “complete” when the student meets with the receiving office. The referral should then be marked as resolved by the receiving office. When this happens, you will receive a notification as the referral creator. You can follow up with the student or with the office directly for more information.

Other questions about referrals?

If you want to learn more about referrals or Pathways in general, please refer to our training calendar: https://mtholyoke.edu/pathways/training-resources
To-Do’s: General Guidance

When is it appropriate for me to assign a To-Do (task) to a student?

First, to-do’s can be assigned after you’ve talked with a student, as next steps emerge from the conversation.

Second, review the information in the student’s folder. Has someone else already assigned this task to the student? Is there a note written by another faculty or staff member about the same next step?

How do I assign a To-Do?

From the My Students tab, search for the student. Check the box next to their name and click the To-Do button. Fill in the window, and hit Save.

As an instructor, you can encourage a student to Meet with Your Faculty Advisor with a due date. Include a comment so the student and their faculty advisor knows why you want them to meet. As an advisor, you can encourage students to meet with you by assigning them this to-do.

What happens after I assign a To-Do (task) to a student?

The to-do should be marked as resolved/cleared when the student completes the task. For the to-do “Meet with Your Faculty Advisor,” the faculty advisor should mark the to-do as resolved/cleared after the meeting occurs. When this happens, the faculty/staff who assigned the to-do to the student will receive a notification as the task creator.

If the student does not complete the task by its due date, it is recommended that you reach out to the student and follow up. If another office or faculty/staff is involved with the task (like the student’s faculty advisor), you should reach out to them as well.

Other questions about To-Do’s?

To find opportunities to learn more about to-do’s or Pathways, please review our training calendar: https://mtholyoke.edu/pathways/training-resources

If you want to submit an idea for a new to-do in Pathways, please email pathways@mtholyoke.edu with “New To-Do Request” as your subject.
Respond to a Progress Survey for Students in your Courses

Instructors will have the opportunity to provide feedback to students via progress surveys. Instructors will receive an email reminder when progress surveys are available. Each individual survey presents a student roster for one course section, and you can raise concerns (flags) and give kudos on those students. **Effective January 2018, concerns (flags) and progress surveys will replace mid-semester reports in MyMountHolyoke self-service.**

1. If there is an active progress survey available for you to complete, you will see a message for **Outstanding Progress Surveys** on your Home screen. Clicking the link will take you to the **Progress Survey tab** and a progress survey (only visible when you have active surveys). The selected survey opens, listing your students on the left, and items you may raise across the top.

2. Check the box for each desired item/ student combination. Click the comments icon (撰写) to open a text box for your notes. Click the information icon ( informações) associated with an item to verify whether or not the student can view the flag and related comments.

3. Click the **Submit** button *only* when you are finished providing feedback. The items you selected will be raised on your students when you submit the survey. You will receive a summary of your responses via email.

You may be asked to submit more than one course survey if more than one of your courses has been included in the survey plan for your institution. They will be listed in the drop-down menu on the **Progress Surveys** tab.

**Important**

Once you have submitted the survey you will not have an opportunity to add to or undo the items you raised. Use the **Save Draft** option if you aren’t ready to submit your survey.
Schedule a Meeting with a Student

After you set up your office hours and/or group sessions, students will be able to schedule appointments with you during those times. You can also schedule appointments with students, during your office hours and outside of those times.

1a. **If you have set up your offices hours and are scheduling an appointment within existing offices hours**, click on Sign Up button for a specific time slot on your calendar from the Appointments channel.

1b. **If you are scheduling an appointment outside of your office hours**, Click on the Add Appointment button.

2. Complete the window asking for appointment details.
   a) Select a student: Start typing the student’s name and the dropdown options will adjust.
   b) Specify a time: Start typing the time you want to meet, and the dropdown options will adjust.
   c) Pick a location: These will be based on the locations you entered when you set up your profile and preferences.
   d) Specify an appointment reason: These are based on your role(s) in Pathways and your relationship with the student.

After you’ve selected an appointment reason, review the permissions at the bottom of the window – people in these roles with relationships with the student will be able to see this appointment and its details.

If you do not wish others to see the appointment details, then change Sharing to Private (only the person attending the meeting will be able to see it).

   e) Include a description (optional): It is recommended that you include a sentence or two about the appointment so the student knows what to expect.
   f) Hit Submit.

3) Appointment will appear on your calendar in Pathways and on your Google calendar (an iCal attachment is sent to your email). It will also appear under Recent Changes on your dashboard (on the Home Screen).
Document a Meeting with a Student

**After the appointment**, if something discussed or something happened during the meeting that needed to be documented, you can update the appointment details with outcomes. If there was nothing out of the ordinary from the meeting, you can choose not to document outcomes.

1. **Search** for the student under **My Students**. Click on the student’s name to get to their **Student Folder**.
2. In the student’s folder, click on **Meetings** (on the left).
3. Find the meeting you want to update with outcomes, and hover over the **calendar icon**.
4. Click on the **Outcomes button** at the bottom left.
5. Complete the Outcomes tab:
   i. **Time**: Enter the actual start and end time of the meeting.
   ii. **Attendance**: Check the box if student missed the appointment.
   iii. **Email**: Check the box if you want to send a copy of the outcomes to student (ex. actions steps or follow-up items for the student).
   iv. **Comments**: Document any details about the appointment. Note these will be viewable by people in the roles listed under Permissions, if they have a relationship with the student.
   v. Hit **Submit**.

6. If you’d like to create a more detailed note about the meeting, click Add Note near the top of the student’s folder.
   i. The permissions for Appointments and Notes can be different – be sure to review the Notes permission before submitting.
Frequently Asked Questions

As an instructor what is expected of me?

Pathways is a great way to stay in communication with your students and provide them with feedback about their performance in class. Pathways will replace Mid Semester Reports. You are expected to use Pathways to communicate concerns that you have about a student’s performance in your class (like you have done in previous semesters through the Mid-Semester Reports). In addition, you will be asked to complete two progress surveys during the course of the semester summarizing all student standing in your course. Finally, there is the option of providing “kudos” to your student for excellent work, improved effort, or another positive accomplishment.

As an academic advisor, what is expected of me?

As an academic advisor, you will receive notifications about concerns that instructors have about your advisees (similar to Mid-Semester Reports). Pathways is a place to manage these concerns--reaching out to your advisee, reaching out to the academic deans if you feel that more support is needed for a student.

How does my relationship with a student affect what I can see/do in Pathways?

Pathways is a role-based system which means that the information that you see is dependent on your relationship with the student. As an instructor, you will see basic information about students enrolled in your class. If you serve as an academic advisor to a student, you will see more information (similar to what you now see in self-service/My Mt Holyoke).

As an instructor/advisor, how do I update my student roster if I notice a student is missing or if a student is on my roster but shouldn’t be?

Your rosters will be updated daily through the College’s student information system. If you do notice that a student who is on your roster but is not attending, this is a great moment to note an Attendance Concern (this, like a Mid-Semester Report, will notify the student, the students faculty advisor, and class dean are aware of this concern).

I like the way I manage my office hours now. What are benefits of setting up my office hours in Pathways instead?

Students don’t always feel like they can visit their instructor during their office hours, and having your office hours and online appointment scheduling enabled in Pathways removes this feeling since they will be able to schedule the appointment themselves.
After the meeting, you can document the conversation and your notes stay with the student’s record.

As faculty/staff, I have regular office hours but they are on different days at different times. How do I set this up in Pathways?

You will need to set up each day/time separately. As an example, if your office hours are Mondays 10am-11am, and Thursdays 1pm-2pm, you will need to set up your Monday office hours and repeat the process for your Thursday office hours.

I want to change some of the information in my Pathways profile, such as my photo, phone number or email address. Where can I go to this?

Pathways is not the primary system for faculty and staff records on campus and changes made to this information in Pathways will not be reflected in your official record or in other systems on campus. Your photo, phone number and email address are being sent from Mount Holyoke’s Student Information System. Please update your directory/contact information with HR and the changes will be reflected within two business days in Pathways.

How do I change how I am emailed by Pathways? Can I update my email notifications to receive more or fewer emails, depending on the time of the semester?

Use the Email Notifications tab of your Profile to modify details of how and when you receive these notifications.

How do I get more detail on a student?

Click the hyperlink associated with the student’s name wherever you find it to reach the Student Folder (in the student list, on an appointment or in a progress survey).

How do I cancel office hours?

To cancel one occurrence, select the day from the calendar, and hover (don’t click) over the icon associated with the Office Hours on the desired day ( ). Click the Cancel button and select, “Just this one” from the pop up Office Hours card presented.

To cancel a series from the Agenda view, hover (don’t click) over the Office Hours icon ( ) next to an office hour title. Select Cancel from the pop up Office Hours card presented. (If the day you have selected on the calendar includes an occurrence, you will have the option to cancel “Just this one” or “The entire series”).
What does it mean to track a student?

Under Students, there is a Tracking tab to help you keep track of concerns, kudos, referrals, and to-dos that you should be on your radar (either created by you, assigned to you, or managed by you). Rather than having to search through emails or notes, the Tracking tab allows you to more effectively and efficiently manage your advising work.

When would I raise a concern versus completing a progress survey? What is the difference?

Progress surveys are a way to make it easier for you to raise concerns about your students. Progress surveys are only available at set times during the semester, whereas you can raise a concern at any point. Only academic concerns are included in progress surveys.

I was filling out a progress survey – it disappeared and I can’t find it again. What happened?

It is possible that you submitted the progress survey prematurely, before reviewing your entire student roster. Unfortunately, you cannot resubmit. Next time, make sure you hit Save Draft as you go, and do not hit Submit until you are done providing feedback to all of your students in the course section.

I raised a concern about a student by mistake, or the concern has already been addressed by someone else. How do I delete it?

You can’t delete the concern but you can resolve/clear the concern so it doesn’t show up as active. Mark sure to mark that the concern was created by mistake.
Pathways Features/Glossary

**Concerns (Flags):** Faculty and staff can raise a concern to let people in a student’s advising network know that you are worried about the student. Who specifically gets notified is based on the concern, and for concerns related to course performance, students are also notified.

**Raise My Hand:** A feature that allows students to ask a question or share a concern they have with the appropriate faculty and staff.

**Kudos:** Instructors can give students positive feedback related to their course performance by giving them a kudos.

**Referral:** If a student wants/needs to access additional supports on campus, faculty and staff can give students a referral to another office or service. When a referral is created in Pathways, an email from the referral creator is sent to student and the receiving office, to facilitate this new connection.

**To-Do:** A to-do is a task that faculty and staff assigns to a student, as a follow-up item or next step after a meeting. The specific tasks that faculty and staff can assign are related to their relationship with the student. The student receives an email notification with information about the to-do, including the due date (if assigned).

**Progress Survey:** A progress survey is a form that is available to course instructors within Pathways at set points in the semester (aligned with critical points in the semester, such as around add/drop and the withdrawal deadline) that allows them to provide timely feedback to students course by course. Progress surveys will include an opportunity to provide a kudo and raise concerns about students.

**Success Network:** A student’s core advising network on campus, including their class dean, advisor(s), area coordinator, and instructors.

**Student Folder:** As faculty or staff, you will be able to access a folder of their information including their courses, meetings, notes, other faculty and staff they are connected with, etc. for each student are connected with in Pathways.

**Appointments:** If faculty, staff and offices have their office hours set up, students can schedule appointments within Pathways. Faculty and staff can schedule meetings with students within or outside of their office hour blocks. Comments can be associated with the meeting and the student within the student folder.

**Notes:** Faculty and staff can write and share notes within Pathways - notes are associated with students, and can be associated with meetings. Communicating and coordinating advising efforts through Notes makes it easier for advisors to manage multiple conversations with other faculty and staff around a student’s needs.
## Version History

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<tr>
<td>June 2018</td>
<td>Updated to reflect new mobile/responsive user interface</td>
<td>6/15/2018</td>
</tr>
<tr>
<td>October 2018</td>
<td>Updated to reflect new login step, new kudos</td>
<td>10/26/2018</td>
</tr>
</tbody>
</table>
