

Guide Pathways Steering (GPS) Team

11/13/2020, 10:00 to 11:45 am

ConferZOOM: <https://cccconfer.zoom.us/j/95467619919>

Committee Members

Constituency	Representative		Constituency	Representative		Constituency	Representative		Constituency	Representative
ASVC President	Carlo Plascencia		Administration	Lynn Wright		Classified	Sebastian Szczebiot		Faculty	Dan Clark
Student	Venisa Rodriguez		Administration	Lisa Putnam		Classified	Krishna Juarez		Faculty	Corey Wendt
Student	Colin Braza		Administration	Debbie Newcomb		Classified	Alma Rodriguez		Faculty	Gigi Fiumerodo
Student	Angela Duran		Administration	Jennifer Kalfsbeek-Goetz		Classified	Sarah Mossembekker		Faculty	Erin Brocker
Student	Humberto Jimenez		Administration	Damien Peña		Classified	Tatiana Lawler		Faculty	Peter Sezzi
Student	Miguel Ku					Classified	Nan Duangpun		Faculty	Rachel Johnson
Student	Elizabeth Aguilar De Quintero					Classified	Libby Fatta		Faculty	Cynthia Wetzel
Student	Jessica Flores Esquibel					Classified	Sharon Oxford		Faculty	Jimmy Walker
Student	Alondra Cano					Classified	Placement Project Specialist?		Faculty	VACANT
Student	Andrea Lopez									
GP Intern	Anel	x								

(CCCCO Regional Coordinators: [Boglarka Kiss](#) and [Bernard Gibson](#))

25-26 (on and off) attended 11/13/20 meeting. See list of attendance below.

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|------------------------------------|-------------------------|
| 1. Jessica | 14. Anel Duran |
| 2. Carmen Ruiz-Cuevas (Note Taker) | 15. Colín Braza |
| 3. Lynn Wright | 16. Venisa Rodriguez |
| 4. Bernard Gibson | 17. Debbie Newcomb |
| 5. Erin Bro | 18. Krishna Juarez |
| 6. Corey Wendt | 19. Cynthia Wetzal |
| 7. Jennifer Kalfsbeek-Goetz | 20. Sebastian Szczebiot |
| 8. Phillip Briggs | 21. Angela Duran |
| 9. Rachel Johnson | 22. Felicia Duenas |
| 10. Boglarka Kiss | 23. Nan Duangpun |
| 11. Lisa Putnam | 24. Elizabeth Aguilar |
| 12. Humberto | 25. James Walker |
| 13. Libby Fatta | |

Agenda Item	Discussion Notes	Action
<p>1. Resources</p>	<p>a. Guided Pathway Electronic Toolkit</p> <p>b. Academic Senate for California Community College (ASCCC)</p> <p style="padding-left: 20px;">i. ASCCC Guided Pathway Resources</p> <p>c. Guided Pathways VC Web page</p> <p>d. SCC GP Youtube: https://www.youtube.com/channel/UCJytqjelaiqFfTwSqKox0eA</p> <p>e. Career Ladders Guided Pathways page: https://www.careerladdersproject.org/guidedpathways/</p>	
<p>2. Public Comments – 3 mins</p>	<p>a. Branding: Lynn and Libby attended the ASVC meeting 11-10-20 and presented Anel’s proposal to present a proposal about how to present CMCs and having students take the lead. Received feedback from students, but they also did a report-out to their executive committees. Below is the report-out from Colin.</p> <p style="padding-left: 20px;">Colin Braza Report Out – Suggested using similar icons as other colleges. Who has similar CMC icons: Chaffey and Bakersfield Colleges</p>	

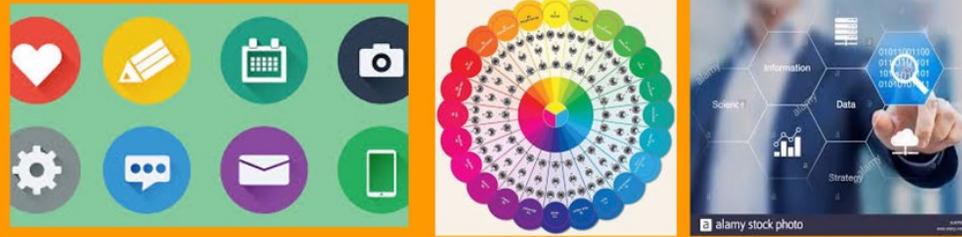
	<p>See Agenda Item #5 (Program Mapper) for continued conversation regarding Icons/PROGRAM MAPPER. Links provided by Colin on chat: https://www.chaffey.edu/acc/index.php</p> <p>https://programmap.bakersfieldcollege.edu/academics</p> <p>Students should keep the input coming. *What makes the most sense to students? All 3 colleges would be using Program Mapper. *Do we go back to talking about icons being universal? *Should they all be universal to the ones in Program Mapper? *Or do they become the ones that Moorpark already developed?</p>	
<p>3. Development Opportunities – 2 mins</p>	<p>a. Takeaways from Attended Trainings Lynn has been attending the Skyline College Racial Justice Training. Next webinar is Nov. 20. She'll wait until the series finishes to share. "Bonus Supplies!"</p> <p>b. Upcoming Events: http://bit.ly/gpcentralcoastevents</p> <p>c. Skyline College Racial Justice Training Nov 20-next webinar: https://www.eventbrite.com/e/bay-region-community-college-racial-justice-training-forum-session-3-tickets-120567325115?aff=erelexpmlt</p> <p>d. Guided Pathways Workshop: Redesigning with Equity and Career in Mind Nov 13 & 20 https://www.eventbrite.com/e/guided-pathways-workshop-redesigning-with-equity-and-career-in-mind-tickets-123523262403</p> <p>AKA: Career Ladder. Nov. 20 will focus on what other colleges are doing. Corey suggests to attend if able. Nov. 13 is an overview and equity discussions. Lynn suggested sharing snips of the recordings (if able) on future GPS meetings.</p>	

<p>4. Committee Goals 10 mins – Discussion and Action</p>	<ul style="list-style-type: none"> a. Review and update SOAA b. Determine how Program Maps will be used by prospective students --This is timely since we are getting Program Mapper -- c. Identify and Recommend Career Exploration Software --This goal crosses both “Access” and “Simplify” -- d. Craft and submit proposal actualizing and maximizing DegreeWorks and Starfish --How do we take them to the next level and integrate it with CMCs and GP students?-- e. Develop plan for assisting Career Center and Services at VC --Ties into what is the end game for people. -- <p>There are a lot of things that we will be accomplishing as we work on the SOAA.</p> <p>Comments: Goal B -We will be working with the District in regards to integrating Program Mapper and how things should be available to students. Eventually Program Mapper will take care of Goal B above.</p> <p>Will the rest of the campus community know about Program Mapper?</p> <p>Erin Brocker moves to adopt above MAJOR goals, Jennifer Kalfsbeek seconds. Motion to adopt the above goals for the GP committee passed.</p> <p>Participants to vote by hand raising on chat: TOTAL YES: 19 No: Zero (0)</p>	<p>GP goals need to be sent to Phillip Briggs by next month (December 2020) – JANUARY at the latest!</p> <p>Send what our goals are for the year so that we can evaluate as a committee.</p> <p>February deadline.</p>
<p>5. Committee Recommendations 5 mins – Action</p>	<p>Recommendation to adopt (Bakersfield) Program Mapper with GP Funding. Power Point presented by Anel.</p> <p>Comments: Program Mapper was approved by Chancellor’s Cabinet – Cost will be divided.</p>	<p>Task Team to craft the survey questions –</p>

	<p>The money for GP is for startup (like Program Mapper). About \$50,000 in balance for cleanup. Side note: There is also an upkeep - cost for a position for up keeping. GP budget ends in June 2022. We should make a recommendation as a committee re: Program Mapper. Administration is supportive about this purchase.</p> <p>Thoughts and discussion about purchasing PROGRAM MAPPER: *GP Committee should still vote on purchase. *Question: Would the program mapper replace degree works? No. *Question: Have there been discussions about who would be responsible for maintaining and updating the system? Still being discussed. GP Students haven't had a chance to check our Program Mapper, but will check it our and report-out. *PROs: Will be universal across the district, well developed, District supports purchase. *PRO: Corey – Thinks of Program Mapper as a sample map for students to get started. Will not replace a degree audit. Degree Works is about individualizing education plans for students. Program Mapper is a map. Some similarities and some differences. Looking at a map to get a good glance at classes for careers.</p> <p>No CONs stated on Program Mapper.</p> <p>GP Student Steward, Jessica Flores Esquivel moves to adopt the recommendation of purchasing Program Mapper for VC. Erin Brocker seconds. Motion passed. – Take to CPC through the document process then to President. Vote by hand raising on chat: YES: 15 No: Zero</p>	<p>Rachel Johnson</p> <p>Bernard Gibson</p> <p>Jessica Flores Esquivel (student)</p> <p>Libby Fatta</p> <p>Colin</p> <p>Tatiana L.</p>
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Research Questions

- What colors should be used to identify each of CMC's?
- Are Icon's or Image preferred for CMC branding?
- What symbol(s) should be used for each CMC (ex: \$ sign for business)?



How To Collect the Data?

Survey VC students and employees regarding CMC research questions via email, social media, and link on VC Website accessible for 2-3 weeks during the spring semester. Encourage participate by promoting “random giveaways for selected participants” and give prizes to these individuals (i.e., gift cards, VC swag).

- Survey conducted by VC Institutional Effectiveness
- Promote via Social Media (Instagram, Facebook, Twitter)
- Promote via Student Portal Announcement
- Promote via Student Email
- Promote via Student Text Messages

Timeline of Project



End of Fall 2020:

- Finalize Survey Questions (Color choices, symbols for potential CMC Icons/images in survey questions)
- Contact Institutional Effectiveness to help conduct survey to be shared with all VC students and employees.
- Develop survey marketing to gain interest/participation

Beginning of Spring 2021:

- Survey VC Students/Employees 2-3 weeks during the spring semester (Maybe tie this to a drive-thru event like Welcome Back Days).

Mid Spring Semester

- Review Data as GP Committee
- Determine preferred color, symbols and icon vs. images

BRANDING: Power Point Presentation by Anel Duran (SLIDES ABOVE)

*What would students be more attracted to?

*Proposal to run surveys to find out!

Discussion on ICONS:

*Do we want students to pick the icon colors, does the committee?

*Consider inclusive design/language (e.g. not everyone is able to see colors).

*The branding aspect could help beyond identifying the CMC beyond paper. For example connecting colors to majors. Example: Green for Tech.

*Rachel suggested to move forward with research and come with data in the upcoming meetings. Colin agrees.

*Do students like color or non color? Icons or images? Colorful or not colorful?

Task Team was created to craft the survey questions –

Rachel, Bernard, Jessica (student), Libby, Colin (student), Tatiana

6. Next Event – 10 mins

Spring Virtual Retreat? February/Late Spring?

Planning Committee Members?

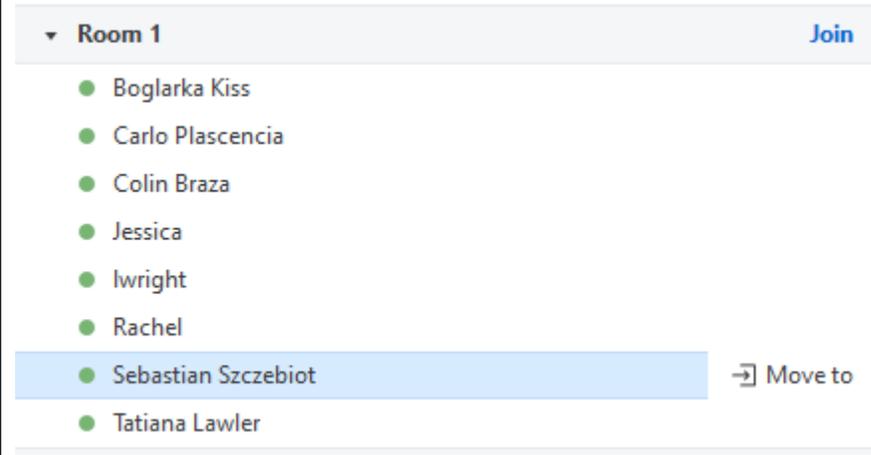
SKIPPED

7. Group Work – 55 mins

- a. CMC Breakouts (10:30 am) –
Real time for CMC Breakouts: 11:19am / Report Outs 11:40am

Tentative Groups:

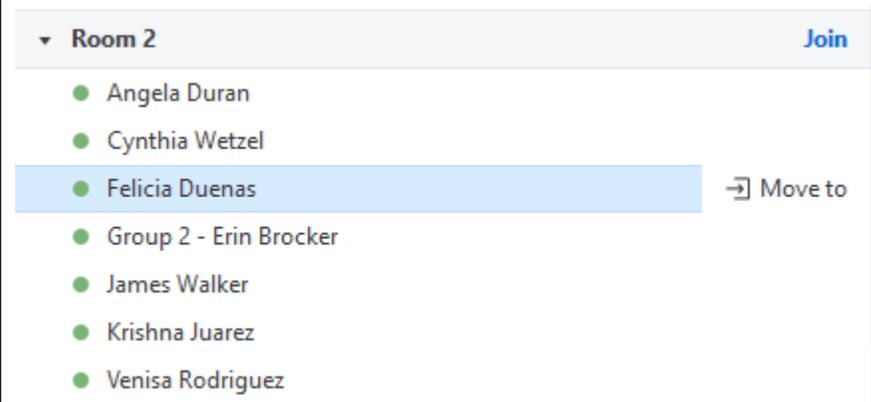
Group 1 (Soc & Ed combined with Arts, Lang & Comm): **Jessica Flores, Humberto, Tatiana, Rachel, Seb, and Anel Duran** (absentees are Lisa P., Peter S., and Gigi F.)



Room 1 [Join](#)

- Boglarka Kiss
- Carlo Plascencia
- Colin Braza
- Jessica
- Iwright
- Rachel
- Sebastian Szczebiot [→ Move to](#)
- Tatiana Lawler

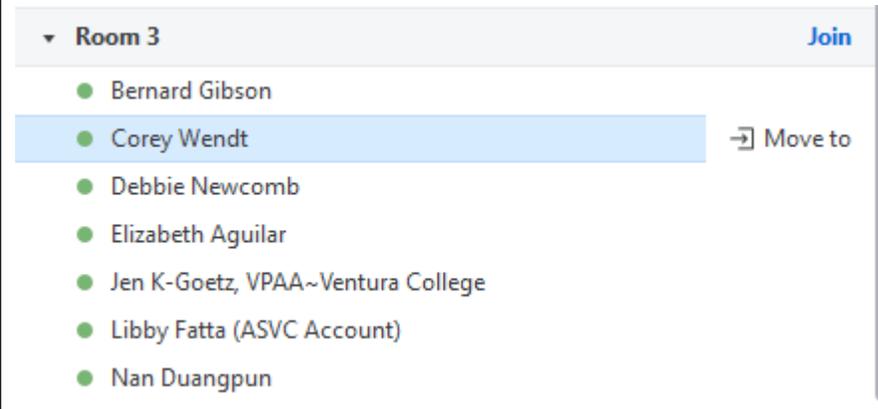
Group 2: (Tech & Sci combined with Health & Wellness): **Libby, Erin, Venisa, Elizabeth, Krishna, Jimmy Walker, Dan Clark, Cynthia W., Angela D.**



Room 2 [Join](#)

- Angela Duran
- Cynthia Wetzel
- Felicia Duenas [→ Move to](#)
- Group 2 - Erin Brocker
- James Walker
- Krishna Juarez
- Venisa Rodriguez

Group 3: (Business combined with Exploratory): **Debbie, Nan, Sarah M., Alma R., Corey W.**



Anyone else who is in attendance today I guess we'll put in Group 3, although some of the student reps may want to be in Group 1 as I think a lot of them are Poly Sci majors.

i. Worksheet

b. Group Report Outs (11:05 am) We were short on time.

The intention is to look at the SOAA and look at what we have written in next steps for "A" – have we done some of those next steps? Can we move over to the column that says they have been accomplished? Or do we need to work on them or modify them?

One decided on next steps are: PRIORITIZE them. Where is your CMC? SOAA is for the whole campus, but how would it look for the students in your CMC and does it need customization or localization?

What do we need when we do break-out groups for our CMCs and when we bring in more people into the discussion across campus wide)?

How are we going to modify our CMCs?

If not all students are taking the counseling classes - can we make sure we have counselors go to certain classes? Other ways to make sure students are doing programs for career exploration? Possibilities to be discussing within our CMC groups.

Comments:

Boglarka on Chat: I think this is a great design, we just need to practice this type of collaboration a little more. I love the productive struggle at VC because it always brings about great change!

Seb Report Out Group 1: PRIORITIES: AB705 and tutoring – IEPI visit focus area is AB705. Program Mapper: committing for launching that first step to developing their own educational plan.

Rachel: What is going on? How is tutoring being supportive? Where do we need to learn?

Group 2: No Report-Out. Group asked for clarity during break-out session. Lynn chimed in for clarification. Ran out of time to do the “homework.”

Corey Report Out Group 3: Not realistic that every student is able to take a counseling class or needs to take a counseling class. PRIORITY: One of the things that came out of the retreat and talked about during the break-out is looking at utilizing classes in a way that ties to metamajors. Student success classes can be carried in a lot of different ways. Contextualizing 1A classes. Having an introductory video that was provided by subject experts early on – being tied in to program mapper page. Example: have someone from the business area talk about business and it’s different areas. Working with alignment with students in Middle and High School. An opportunity to discuss what was happening in different schools (example: ROP)

Lynn proposed to those who reported-out send notes and send them to Lynn, Corey and Seb (Co-Leads)

Co-Leads will put this together in an updated SOAA and have a working DRAFT and continue to work on different areas of SOAA and eventually present DRAFT and make final changes. Goal is to get this done by end of JANUARY. Needs to be in DRAFT for Academic Senate. Seb needs 2.

Final read in February. Due to State on March 1.

Co-Leads meeting 11/23/20. Some things will have to get done off schedule.

	<p>Co-Leads will send out emails with homework for next meeting</p> <p>Next meeting Dec 11.</p> <p>Look out for an email with “homework” and maybe some drafted suggestions.</p>	
<p>8. Future Agenda Items & Adjournment</p>	<p>a. Budget Discussed above.</p>	

[Committee Charge]

IDEA BANK

- CMC Success Team could
 - Look at their program maps for completion (Simplify)
 - Determine what information needs to be on each program website (Simplify)
 - Identify Career and Major exploration opportunities for their CMC (Access the Path)
 - Identify key first semester courses that include career and major exploration within the course for each CMC or collaborate with ENGL V01A to develop CMC centric assignments (Access the Path)
 - Identify/Review strategies for supports for Math/English/ESL and students who may be at higher risk of not succeeding/ending up on academic probation (Access the Path (although this feels like something that goes into both Implement Support as well))
 - Identify strategies to collaborate with K-12 partners within each CMC (Access the Path)
 - identify key services for their CMC (Implement support)
 - Leverage district wide support for enhancing DegreeWorks and Starfish to support students (Implement support)
 - Identify make up of personnel/staffing for each CMC including Faculty, Counselors, Classified Professionals, Administrative Leads, Student Peer Leaders etc (Implement Support)
 - Develop a 2-year course offering plan for each CMC working with Institutional research (Implement Support)
 - identify key co-curricular activities for their CMC including internships, placements, etc (Learning)
 - Consider development of e-portfolio or similar for students to display work for further education or job opportunities (Learning)

- Goals from SOAA
 - Determine final draft of meta majors/Career and Major Pathway composition and obtain approval from constituency groups.
 - Related to 1. Begin Marketing these names
 - Determine where Program Maps will “live”. We need to get some consensus as a college if we are going to use Bakersfield’s Program Mapper software model, develop our own, or use static PDFs to make available to students via the redesigned website.
 - Complete Program Maps for all programs with consistency and obtain approval from constituency groups.
 - Begin development of Co-curricular maps.
 - Make program maps widely available to students. (This is really the same as #2, but it’s important enough to state twice).
 - Increase the number of 2-year course cycles so that at least 50 percent of our programs have this available for review.
 - Examine the implication and impact of how VC has implemented changes to Math and English assessment per AB705 with appropriate data.
 - Inquire with departments the feasibility of developing gateway courses or enhancing Introductory courses for 1st semester students. (Great example is ENGR V01 that we can potentially showcase in Spring retreat).
 - Review the process for New Students from Application to Registration to First semester entry. Much of this is already happening, but not sure it’s being brought back to the GP group consistently. Is this where MYPATH fits in and what is going on with MYPATH from a district level?
 - Work with high schools that offer Career Exploration (Get Focused-Stay Focused) curriculum to ensure smooth transition for students who have completed the curriculum.
 - Market technology such as STARFISH, DegreeWorks to all students and staff.
 - Monitor Starfish Early Alert implementation and provide additional training/support as needed. This probably is occurring within the Academic Standing Task Force, but should be something we ask about regularly.
 - Increase awareness of services and activities via the Career Center.
 - Determine feasibility of forming a Task-Force to address part-time/evening students.
 - Increase campus in-reach for financial aid awareness.
 - Form a regularly district meeting with folks from OC and MC GP teams.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>Equity Considerations in Area 2:</p> <ul style="list-style-type: none"> Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? 			
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> The Counseling department has made enhancements to their Group Counseling Sessions for new students. The sessions are now themed and will correlate with our Guided Pathway clusters once adopted. Ventura College has increased opportunities for student to explore career and major interests through venues such as formal career assessments, increased career and student success courses, and the First Year Experience (FYE) program. FYE includes a Parent Orientation component to help parents understand how to support their students transition to college. Several of the VC Counselors and student services classified professionals were certified in the Meyers-Briggs Type Indicator. Conversations among Math, English, and Student Services are ongoing relative to effective AB 705 implementation and messaging. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Pilot all new students taking COUN class with career assessment/ exploration and study skills best practices. Develop new systems in Banner regarding access/retrieval of student HS GPA/placement data. Student Information System: Use Star Fish as a stop gap as we develop new systems in Banner to provide Counselors streamlined access to student info (HS GPA/placement status, etc.). Assessment of Student Success courses and sharing of this data. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> To be completed Fall 2019

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<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p>Progress to date:</p> <ul style="list-style-type: none"> English and Math faculty have made significant strides to comply with AB705 and streamline pathways for student success into transfer level courses Priority registration available for FYE students who fulfill key components in their first year Tutoring exists to support transfer-level math and English courses Students encouraged to take math and English in their first year, laying strong foundation for success in Gateway GE courses Student Success course offerings increased (COUN V01, V02, V03, V04, and EAC V01) as part of pilot for priority registration plus for those students recommended to take as support for English 1A Math “J” courses for just in time support <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> Communication and clarification of clear English, ESL, and Math Flowcharts Align ESL courses to support student transition to transfer-level English Identify current GE Gateway courses (IR) Ensure that sufficient tutoring is available to support students in Gateway courses <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> To be completed Fall 2020

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Same as b in this section • Students with lower HS GPAs encouraged to take fully F2F English classes, support courses (study skills or counseling for English and “J” classes for math) <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Same as b in this section • Create guidance sheet for Counselors regarding support options for English and math <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • To be completed Fall 2020 (some to be completed by Fall 2019)
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Same as b in this section <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Same as b in this section <p><i>Timeline for implementing next steps:</i></p> <p>To be completed Fall 2020</p>
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Same as a and b in this section <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Same as b in this section <p><i>Timeline for implementing next steps:</i></p> <p>To be completed Fall 2020</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Career education programs continue to work with high schools on course articulation to provide students with college credits prior to matriculation. • Outreach has expanded dual enrollment efforts to link career education pathways for pre-college aged students. • Guided placement for transferable math courses incorporates student career and program plans. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Align students to pathways from middle school through high school, community college and on to transfer institutions and/or careers. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • To be completed by Fall 2022

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</p>			
<p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> • Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? 			
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p>Progress to date:</p> <ul style="list-style-type: none"> • VC has identified eight (8) discipline clusters that are still in the process of being vetted by the campus. <p>Term, if <i>at scale</i> or <i>scaling</i>: </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Obtain approval from constituency groups on cluster composition • Name clusters <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • To be completed by Fall 2020
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> • Career education programs have worked with high schools on articulation. • Dual enrollment at high schools conversations have begun to link career education pathways. • Career Education Programs are aligned with industry needs. 	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Align students to pathways from middle school through high school, community college and on to transfer institutions and/or careers. <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> • To be completed by Fall 2022

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if <i>at scale</i> or <i>scaling</i> :	
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> Some programs currently provide career information on department website, and other marketing materials Previously, gainful employment was reported for our career education programs as required Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> Redesigning Districtwide and college web pages. Include cluster and specific career information on web as college is working to redesign site. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> To be completed by Fall 2020
d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> GPW Stewards are working with faculty to apply VC course sequences to the Program Map Templates Term, if <i>at scale</i> or <i>scaling</i> :	<i>Next steps:</i> <ul style="list-style-type: none"> To have all departments map course sequences onto Program Map Templates. Exploring technology to incorporate program maps on our webpages. <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> To be completed by Spring 2020
e. Required math courses are appropriately aligned with the student's field of study (<i>Note: This essential practice was moved from Area 2</i>)	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> Math class pathways outlined for students for the following fields of study: <ul style="list-style-type: none"> ○ Arts & Humanities ○ Social and Health Sciences 	<i>Next steps:</i> <ul style="list-style-type: none"> Rolling it out to students Marketing pathways Create online self-guided placement Evaluate and collect student success data