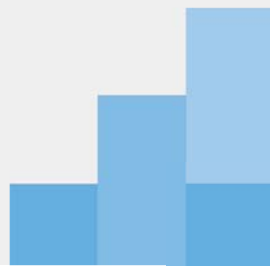


CLP | Career Ladders Project

GUIDED PATHWAYS AT SANTA MONICA COLLEGE

January 26, 2018



Welcome!

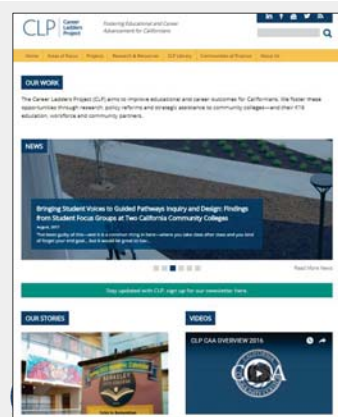
Luis Chavez
Senior Director

Maeve Katherine Bergman
Director

Cristina Sandoval
Program Coordinator

Naomi Castro
Director

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Career Ladders Project fosters educational and career advancement through research, policy initiatives and direct assistance to community colleges and their partners.



Career Ladders Project Team



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Roadmap for today...

- 1) Before we go Deeper: SMC's Pressing Guided Pathways Questions
- 2) Going Deeper into Guided Pathways: Who?
- 3) Deep Learning from our State and Nation: How? Design Cycle Case Studies

Communication and Transparency:

- 1) Parking Lot/Bike Rack
- 2) Comfort Breaks

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Before we Go Deep...

Activity: Getting Moving on SMC's GP Inquiry (5 min)

Building on your circle, square, and triangle work this morning, please get up and take a look at what your colleagues shared.

Use a sticker dot from your table and vote on one thing that resonates most for you.

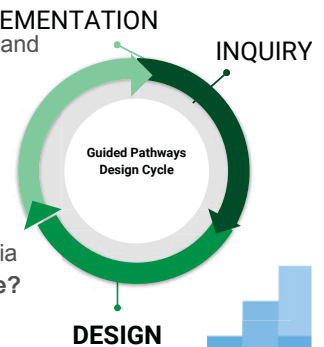


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Activity: Communications and Transparency (5 min)

Successful GP community's create a plan and systems to communicate with the entire community. Colleges that have not have struggled with the work.

Communications are critical to your GP process. Your design team will work to engage voices and responded, including via the web. **Where else should they engage?**



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Going Deeper: Guided Pathways Who?

GP Design Element: Cross Functional Teams



CLP Skyline College Faculty and Staff

For many college communities engaged in Guided Pathways Redesign, they have created and relied upon cross functional teams which draw from college community members in many roles across the campus, and greater community .



2017 Faculty Inquiry Team Members



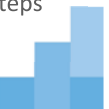
Misty Burruek, Faculty, Art, FIT Co-Facilitator
 Cherlou Opuolencia, Faculty, Counselor, FIT Co-Facilitator
 Jackie Boboye, Faculty, Counselor
 Derek Dokter, Faculty, Business & Applied Technology
 Daniella Graham, Instructional Research
 Shannon Jessen, Faculty, Biology
 Julie Law, Faculty, Counselor
 Shella Malone, Faculty, Theatre Arts
 Rose Ann Osmanlian, Faculty, Instructional, Specialist
 Annette Young, Faculty, Librarian

Case Study: Chaffey College Faculty Inquiry Team (FIT)

Designing your Team Today: Table Roles (2 mins)



- Facilitator - your SMC GP team lead
- Level Setter - ensures all voices are heard
- Translator - ensures all is understood
- Closer - ensures all takeaways/next steps are documented



Activity: Cross Functional Team Inventory (5 mins)

By job function - who is at the table? Make a list.

By job function - who is missing? Make a list.



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Activity: Cross-Functional SMC Asset Mapping (15 mins)

At your table list out on the chart:

Create a large grid with th 4 pillars of Guided Pathways (Enter, Stay, etc.)

As a CFT, list SMC's assets for student success. Drill down ... what component of that asset is essential, and what would you replicate across campus?

The biggest, most urgent challenges for SMC students.

SMC Assets for Students
FYE - students feel a part of something
Transfer rate - high
Challenges for Students
Schedule - can't get classes they need
Books - too expensive

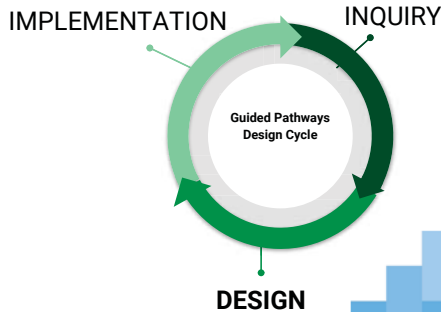
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GP Process Check: Cross Functional Team = Who!

College communities working on Guided Pathways have had success when the whole community is engaged!

Cross functional team allows the wisdom of the crowd to be harnessed!



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Activity: SMC Asset Mapping Gallery Walk to Lunch



CLP will move the information to the hallway.

As you walk to lunch and back, please read what your colleagues wrote.

Please put a **dot** (1) next to item that resonates the **most** for you.

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CCSF Faculty and Staff with K12 and Workforce Partners



LUNCH!

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Guided Pathways Design
Cycle: How?

Guided Pathways Design Cycle: Process

WHO? COMMON DESIGN STRUCTURES

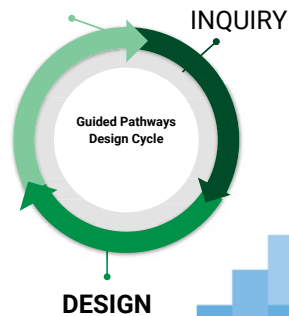
- Broad campus-wide participation, vetting, input, cross-functional design teams

WHAT? COMMON DESIGN ELEMENTS

- Inquiry
 - Cross-functional inquiry
- Design
 - Meta-major creation
 - Course sequencing/Backward mapping from competencies
 - Developmental education integration
 - Student support integration

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IMPLEMENTATION



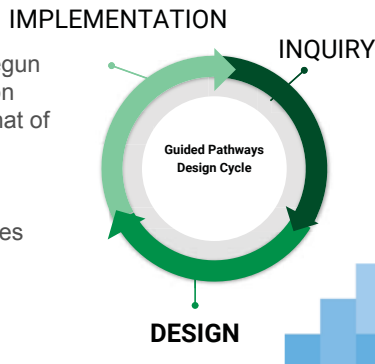
How of Inquiry: US and CA
Case Studies

Guided Pathways Design Cycle: Inquiry

Many colleges in the US have begun their Guided Pathways working on inquiry into the why, how, and what of Guided Pathways.

Their approaches have revealed some excellent promising practices and lessons learned in inquiry structure and process.

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How of Inquiry: Structures

Case Study: Skyline College, Campus-Wide Participation

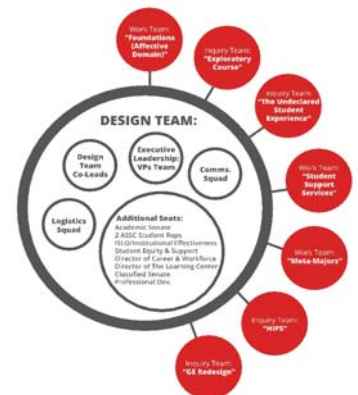
- CLP supported with models from colleges
- Skyline VPs and Deans began the process
- In Spring after MM drafting, developing process roles and responsibilities:
 - Design Team
 - I/SS Deans
 - Counseling, Student Support, and Instruction
 - Meta Major Work Groups
 - Faculty and staff from across the campus funded to participate



CLP Career Ladders Project



Create an inclusive inquiry and work infrastructure



Case Study: CoC Integrated Planning



• **Institutional Effectiveness & Inclusive Excellence (IE)² committee** coordinates student success data and supporting activities



Case Study: Sierra College



The task force is primarily comprised of instructional and special services faculty and educational administrators, selected for their roles and perspectives at the college; however, that body will employ full collaboration practices to ensure stakeholders are engaged, informed, and have every opportunity to provide input and feedback as the work unfolds. To support and inform its work, the task force will be evaluating effective practices around the state and the country and will bring best practices back to discuss with the college community at large.

The task force has a two-year charter. Spring 2016 will primarily be spent researching and seeking input from the college; it expects to start making recommendations by 2016-17 and implementing changes as they are approved with a full rollout in 2017-18.

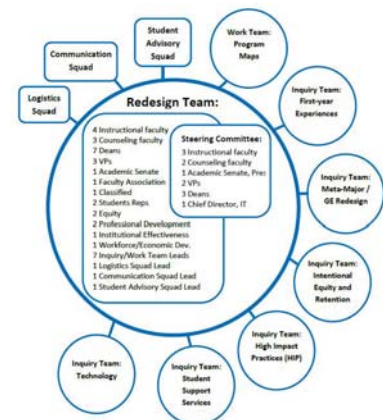
Case Study: Sierra College

Sierra College students are not meeting their educational goals on time, or at all.



SMC Design Team Structure

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Activity: Where do you see yourself in SMC GP work?
(5 minutes)



Please continue your table roles.

Allow everyone a few minutes to think and write their responses on post its.

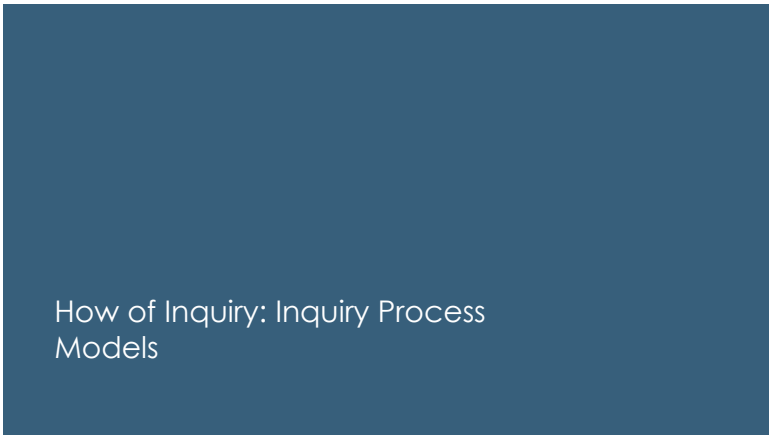
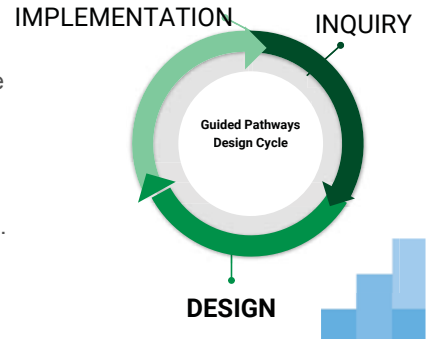
Please share your response with each other and add them to a large pink post it.

GP Process Check: Pondering Purpose

Some GP college communities have worked during the inquiry stage to find a common purpose from their many whys.

These colleges have shared that a shared understanding of the work helps them keep going.

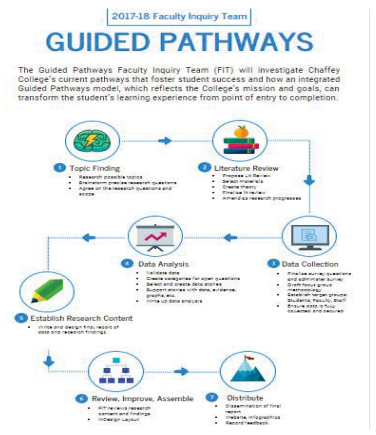
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Case Study: Chaffey College Faculty Inquiry Team (FIT)

Misty Burrue, Chaffey College

CLP Career Ladder Project <https://infograph.venngage.com/s/FRC6Z0mU>





Inquiry Case Study: CaCN Student Support Services

California Counseling Network provides a professional forum for collaboration and innovation among counselors and student support colleagues serving students in secondary and post-secondary pathways supporting transition to college and career success.

The CaCN Collaborative Inquiry is aimed at identifying and learning about innovative counseling and student support practices and redesign structures to increase student success within the guided pathway framework. Engaged counselors are conducting following practitioner research project activity:

- 1) Lit review, 2) 80 + College review 3) Interview Calls, 4) Site Visits



Case Study: SMCCCD Student Voices in Pathways



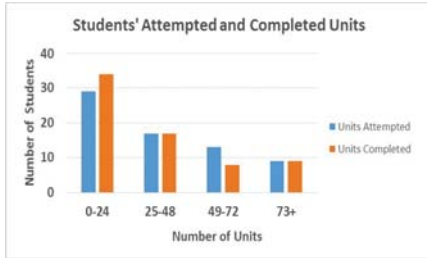
With CSM and Skyline faculty and staff, CLP conducted a series of focus groups with students to explore how we can best serve our students.

CSM Case Study: Seven focus groups with 78 CSM students representing...

- Sought to reflect diversity of campus, including but not limited to learning communities and adult schools graduates
- Students attending evening and day classes
- Students aged 15 - 61 (roughly 50% were 25 and under)
- Race/Ethnicity: White (32.4%), Hispanic (20.6%), Multi Races (20.6%), Asian (14.7%), Pacific Islander and Filipino (7.4%), Black (2.9%), and Unknown (1.5%)
- 64 % women and 36% men



Focus group participants:



Attempted and completed units:

- 43% 0-24 units attempted
- 50% 0-24 units completed (equivalent to 1 year or less full-time coursework)

Length of enrollment: ranged from 1st semester students to those who first enrolled in 1986

- 50% enrolled after 2016
- 25% enrolled between 2013 and 2015

What we asked students:

1. How do you choose a major?
2. How do you choose courses each semester?
3. Which supports are helpful or would be helpful to you?



Synthesis of Findings:

1. Most students found choosing a major to be a daunting task.
2. Choosing courses and getting into the right class was challenging.
3. Students found available supports helpful, but many were unaware of the different types of supports that exist.
4. Some students yearn for a sense of community and peer connection.
5. Students valued counseling faculty and desired long-term relationships.

I. Many students find choosing a major to be challenging.



"I've been guilty of this—and it is a common thing in here—where you take class after class and you kind of forget your end goal... but it would be great to have something tangible like a shadowing program or something else that would get you excited about picking a major."

– California Community College Student



"What would have been great for me is for somebody to say, "This percentage of people, with this degree, don't get jobs in their field when they graduate, this percent of people do."



"I know a lot of people who have been here for 5 or 7 years, and they switched their major so many times, and that is why they are here for so long... and I think that happens so often because there isn't really someone to sit down with them and say "Here, these are your strengths, these are careers that would be good for you, and these ones aren't,"... so that is why they keep jumping around."

- California Community College Student



"This is the third time that I came back, and this time, I took the career assessment. I wish that I would have taken that the very first time because it would have set my path and maybe things wouldn't have been so out of reach."

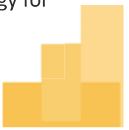


“At least for me, it was about not knowing where to go. Like Communications, Okay, where do you go from there? Do I become a professor? Do I work in TV? What kind of jobs do people have? It sounds corny, but are they happy in those job?”

- California Community College Student

Most students found choosing a major to be a daunting task:

- Difficulty in choosing a major was identified as a barrier to finishing on time.
- Student attributed the difficulty in choosing a major to there being few opportunities to explore careers, and link how majors connect with those careers.
- Most students felt taking courses was not a helpful strategy for career exploration.



Students' Questions about Choosing a Major:

1. What are my career options? How do I get more information about those careers?
2. What are the different types of jobs that various majors lead to?
3. Is the major I am pursuing “practical” in terms of my ability to find a job with a decent salary later on?



Students' suggestions for what resources would help them choose a major:

- **Learning about different careers including:**
 - Guest speakers, daylong seminars, workshops, career fairs
 - Shadowing/ internship opportunities
 - Opportunities to be around students with similar areas of interest
- **A class that would provide overview of different majors and link them with careers.**
- **Having all students take MBTI personality and Strong Interest Inventory assessment at the beginning of college.**

II. Choosing courses and getting into the right ones is often challenging.

Quotes from California Community College Students:

"I found it really hard to find classes because I'm a big fan of not wasting time. So, I was like, I'm not going to take anything I don't need to take. It was really hard."

"I think also if there was a [clearer] path for people who had decided on their majors, there wouldn't be such an overflow in classes... If there's a clear-cut path for what classes you should be taking, then [the college will] understand the ratio of students taking classes..."

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Choosing courses

Choosing courses and getting into the right class was often challenging, sometimes because a class was full, other times because the time the class was offered did not work with the students' academic or work schedule.

III. Students value support services when they can access them, but many are unaware of the wide range of supports available.



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Quotes from California Community College Student's:

"I found out about a lot of resources after the third or fourth semester, and I'm like, 'Wow. These exist. It's too late for me to join that now.'"

"...though my learning community I got to know about so many resources here on campus, like TRIO, Spark Point, EOPS."



IV. Students would prefer to see the same counselor every time and would like to see counselors who specialize in their area of interest or major.



Quotes from California Community College Student's:

"One thing that I think would help me, I think is to set up study groups... or even a classmate that is at your level to help you along- somebody you can communicate with and deal with to try to keep you motivated"

"I feel like one of the biggest things that's missing at college is a celebration of culture. Not just ethnic culture, but I mean even with in each major there's a certain kind of unity... people just come in and out, and of course they're not going to run into these services like TRIO or EOPS, because they're not looking at bulletin boards or their email."



Counseling:

- Students wished they could see the same counselors every time.
- Students wished counselors had more specialized knowledge about a program.
- Students wanted more time with counselors and for them to be available during the evenings.
- Students appreciated SEP (student education plans) however found choosing a major difficult without
 - answering questions about careers
 - work experience



Activity: Student Voice and SMC (20 mins)

Take some time to review the Student Voices document and discuss as a group:

- Are these student voices reflective of your students?
- What else do your students say?
- What else should SMC ask students?

On a large post it, please document your team's responses.



CLP Career Ladders Project

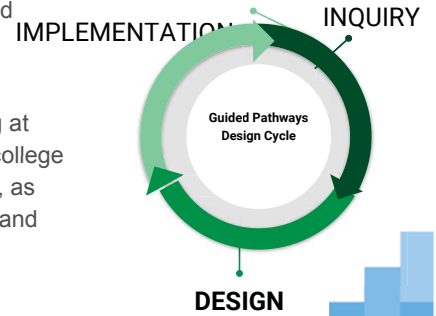


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GP Process Check: Approaches to Inquiry

GP colleges have approached inquiry in many forms.

Most shared approach is a cross-functional team looking at information from across the college (qualitative, quantitative, etc), as well as examples of national and CA GP redesign efforts.



How of Guided Pathways Design: US and CA Case Studies

Choosing a Major

A screenshot of a web application titled 'Choosing a Major'. The interface shows a search bar with 'Fall 2017 (08/21/2017 to 12/14/2017)' entered. Below the search bar is a list of major options, including 'Biology for Transfer', 'Non-Credit Community Education', 'Accounting', 'Addiction Studies', 'Admin of Justice for Transfer', 'Administration of Justice', 'Administrative Ass/Secretarial', 'Agriculture/Enology/Viticulture', 'Agriculture: Wine Business', 'Anthropology for Transfer', 'Applied Design Media: Graphics', 'Applied Design Media: Photography', 'Applied Design Media: Animation', 'Architectural Drafting', 'Art', 'Auto Body Technology', 'Automotive Tech: Auto/Chassis', 'Automotive Tech: Engine Rebuilding', and 'Automotive Tech: Service Mgmt'. A 'Continue' button is visible on the right side of the list. The source 'Source: Career Ladders Project' is noted at the bottom right, along with the CLP logo and a blue bar chart icon.



Area of Study Courses are offered in the following disciplines.	Transfer Preparation, Degrees, and Certificates Offered (NOTE: Associate degrees require a minimum of 60 units including the Area of Emphasis and General Education)	Primary Academic Department(s)
Accounting	<ul style="list-style-type: none"> Transfer Preparation Accounting Associate Degree General Accountant Certificate of Achievement (22 units) Professional Accountant Certificate of Achievement (35 units) Computer Accounting Department Certificate (14 units) 	Business
Administration of Justice	<ul style="list-style-type: none"> Transfer Preparation 	Business
African and Middle Eastern Studies	<ul style="list-style-type: none"> African and Middle Eastern Studies Department Certificate (16 units) See also Modern Languages 	Modern Languages and Cultures
American Sign Language	See Modern Languages	Modern Languages and Cultures
Anatomy	See Biological Sciences	Life Sciences
Animation	See Entertainment Technology	Design Technology
Anthropology	<ul style="list-style-type: none"> Transfer Preparation Anthropology Associate Degree for Transfer 	Earth Sciences
Arabic	See Modern Languages	Modern Languages and Cultures
Art	<ul style="list-style-type: none"> Transfer Preparation Studio Arts Associate Degree for Transfer Art Associate Degree 	Art
Art History	<ul style="list-style-type: none"> Transfer Preparation Art History Associate Degree for Transfer 	Art
Asian Studies	<ul style="list-style-type: none"> Asian Studies Department Certificate (16 units) See also Modern Languages 	Modern Languages and Cultures
Astronomy	<ul style="list-style-type: none"> Transfer Preparation 	Earth Sciences
Athletic Coaching	<ul style="list-style-type: none"> Athletic Coaching Associate Degree Athletic Coaching Certificate of Achievement (24 units) See Kinesiology/Physical Education 	Kinesiology
	<ul style="list-style-type: none"> Transfer Preparation 	

Activity: Meta Majors and SMC



Thinking about the why of Meta Majors

How many majors and certificates does SMC offer?

Please enter your answers at www.menti.com

Enter Code: 96 47 02

Using your phone is not cheating, share your source too. What was that like?

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Why: The Problematic of Choice

Students make choices all along the way in the process.

Choice #1: Apply to college.

Choice #2: Decide which college.

Choice #3: When?

Choice #4: What major?....

.....

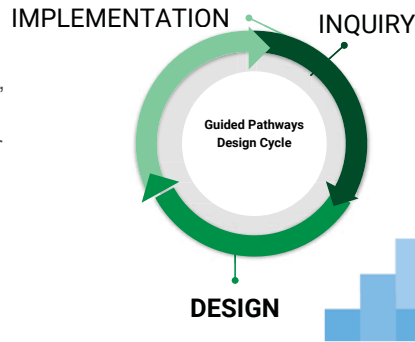
Choice #8 - 58: What classes, and when?

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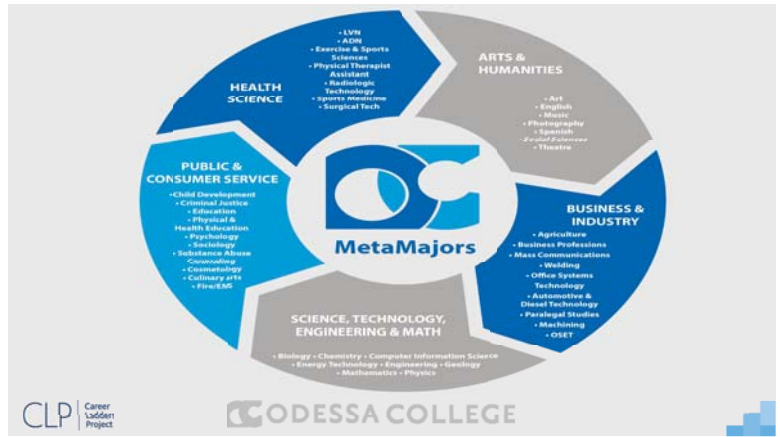
Guided Pathways Design:
Meta Majors

GP Design: Meta Majors

Meta majors support students, particularly those under supported in education, by asking those with expertise in the field to gather degrees and certificates in to groupings which support student decision making.



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Welcome to Academics Central. Here you will find information about the Queensborough Academies, Programs of Study, and resources you may need to be successful at Queensborough Community College.

QUEENSBOROUGH Academies

What is an Academy?	Business	Health Related Sciences
Liberal Arts	Science, Technologies, Engineering, & Mathematics (STEM)	Visual And Performing Arts (VAPA)

Programs of Study | General Education (Pathways)

City Colleges of Chicago, IL



Mesa Community College, Arizona Career Pathways

Agriculture, Food & Natural Resources	Architecture & Construction	Arts, A/V Technology & Communications	Business Management & Administration
Education & Training	Finance	Government & Public Administration	Health Science
Hospitality & Tourism	Human Services	Information Technology	Law, Public Safety, Corrections & Security
Manufacturing	Marketing	Science, Technology, Engineering & Mathematics	Transportation, Distribution & Logistics

RENEGADE ROAD MAP

CLP Career Ladder Project

CLP Career Ladder Project

Design Case Study: Mt. San Antonio

- Faculty and staff teams reviewed existing degrees and certificates.
- Then, sorted them into career clusters
- After, Faculty and staff looked at the outcome and process, decided a voice was missing!
- 60 groups of students (cross-section of the college's students) completed the sort
- Students had fun and questions!
- Students helped clarify the clusters AND name them!
- Mt. SAC's GP team has just added AEBG!



- ✦ Arts & Design
- ✦ Aviation, Electronics, & Manufacturing
- ✦ Business & Information Technology
- ✦ Health, Wellness, & Public Service
- ✦ Humanities & Communication
- ✦ Natural Sciences
- ✦ Plants & Livestock
- ✦ Teaching & Education

CA Guided Pathway Case Studies: Skyline College

- 164 Degrees and Certificates
- Fall 2016 Test Drive Process
- Spring 2017
 - Over two day period in January, 10 college-wide, cross-functional teams sorted the degrees and certificates
- The Most Common Clusters
 - Health Science & Wellness
 - Business, Entrepreneurship, & Professional Services
 - STEM (Science, Technology, Engineering, & Mathematics)
 - Social/Behavioral Sciences & Public Service
 - Arts, Humanities, & Communication



Design Case Study: Sierra College Interest Areas

Sierra College community worked to determine their Interest Areas:

- Engaged in a number of sorting activities reaching out to everyone at the college (**and to our feeder high schools**)—over 175 participants
- The, small group with representatives from all constituencies met to use input and data to draft interest areas



Sierra College DRAFT Interest Areas

Our Proposed Interest Areas

- ▶ Business and Innovation
- ▶ Builders, Makers, and Fixers
- ▶ Public Safety, Health, and Wellness
- ▶ Earth and Environment
- ▶ Science, Technology, Engineering, and Math
- ▶ Education
- ▶ Language and Literature
- ▶ Visual and Performing Arts
- ▶ People, Culture, and Society



Activity: Meta Majors and SMC (7 minutes)

As a table, please review the Guided Pathways Inquiry and Design: Degree and Certificate Sorting for Meta Majors and use to answer:

- Who should be at the table for degree and certificate sorting? From SMC? Partners?
- What information do they need in addition to SMC's offering?
- When is a good time of year for the sort?



Guided Pathways Design: Course Sequencing

Choosing classes

GENERAL EDUCATION REQUIREMENTS (Select 12 courses from this list of more than 300)

Basic Liberal Studies Requirements: (2 courses must include the Diversity (D) overlay)

English Communication: 6 credits; 3 credits must be in a writing course
 Writing 105, 110, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

D. Jenkins & R. Johnson



<p>I: NATURAL SCIENCE: At least 3 semester units selected from:</p> <ul style="list-style-type: none"> • ANATOMY 1, 2 • ANTHRO 1, 5, 8, 9, 10 • ASTRON 1, 2, 3, 4, 5, 7, 8, 10 (same as GEOL 10) • BIOL 2, 3, 4(1), 9^{AC}, 15, 15N, 21, 22, 23 • BOTANY 1, 3 • CHEM 9^{AC} (satisfies GC if completed Spring 2013 or later), 10, 11, 12, 19, 21, 22, 24, 31 • GEOG 1, 3, 5 • GEOL 1, 3, 4, 5, 10 (same as ASTRON 10), 31, 35 • MCRBIO 1 • NUTR 1, 4 (if completed prior to Winter 2017), 6) • PHYSICS 6, 7, 8, 9, 12, 14, 21, 22, 23, 24 • PHYS 3 • PSYCH 2 • ZOOL 5, (17), (20) 	
<p>II: SOCIAL SCIENCE: 6 semester units, with at least 3 units selected from each group:</p> <p>GROUP II A (at least 3 semester units)</p> <ul style="list-style-type: none"> • ECON 15 (same as HIST 15) • ENVRN 14^{AC} (same as HIST 14) • HIST 10^{AC}, 11, 12, 14^{AC} (same as ENVRN 14), 15 (same as ECON 15), 27, 41, 45, 46 • POL SC 1 <p>GROUP II B (at least 3 semester units)</p> <ul style="list-style-type: none"> • AD BUS 1, 2 • ANTHRO 2^{AC}, 3, 4, 7, 14^{AC}, 19^{AC}, 20, 21^{AC}, 22 • ASTRON 6^{AC} • BILLING 1 • BUS 1 • COM ST 9, 30, 31, 35 (formerly Speech 5), 36, 37^{AC} (formerly Speech 7) • ECE 11^{AC} (18^{AC}) • ECON 1, 2, 5^{AC} (same as GLOBAL 5 and POL SC 5), 6, 15 (same as HIST 15) • ENVRN 7^{AC} (same as GEOG 7), 32^{AC} (same as HIST 32), 40^{AC} (satisfies GC requirement if completed Fall 2011 or later) (same as PSYCH 40) • GEOG 2, 7^{AC} (same as ENVRN 7), 8 (same as URBAN 8), 13^{AC} (same as GLOBAL 11), 14^{AC} • GLOBAL 3^{AC} (same as MEDIA 3), 5^{AC} (same as ECON 5 and POL SC 5), 10^{AC}, 11^{AC} (same as GEOG 11) • HIST 1, 2, 3, 4, 5, 6^{AC}, 10^{AC}, 11, 12, 13, 18^{AC} (same as ENVRN 14), 15 (same as ECON 15), 16, 19, 20, 21, 22, 24, 25^{AC} (satisfies GC requirement if completed Fall 2014 or later), 26, 28, 29 (formerly same as ENGL 22), 32^{AC} (same as ENVRN 22), 33, 34^{AC} (satisfies GC requirement if completed Fall 2014 or later), 35, 39^{AC} (satisfies GC requirement if completed Fall 2014 or later), 41, 42, 43, 45, 46, 47, 48) (formerly same as PHILOS 48), 52, 53, 55, 62 • MEDIA 1 (formerly Communication 1), 3^{AC} (same as GLOBAL 3), 4, 10^{AC} (formerly Communication 10) • NUTR 7^{AC} • PHILOS 48 (formerly same as HIST 48), 51 (same as POL SC 5), 52 (same as POL SC 5) • POL SC 1, 2, 3, 5^{AC} (same as ECON 5 and GLOBAL 5), 7, 8, 11, 14, 21^{AC}, 22^{AC} (same as ENVRN 22), 23, 24, 31, 47, 51 (same as PHILOS 51), 52 (same as PHILOS 52) • PSYCH 1, 3, 5, 6, 7, 8^{AC}, 11, (12), 13, 14, (18^{AC}), 19, 25, 40^{AC} (satisfies GC requirement if completed Fall 2011 or later) (same as ENVRN 40) • SOCIOL 1, 1^{AC}, 2, 2^{AC}, 4, 12, 30, 31, 32, 33, 34^{AC} 	

Activity: Course Selection at SMC (2 minutes)

Thinking about the why of Course Sequencing

How do SMC students select courses?



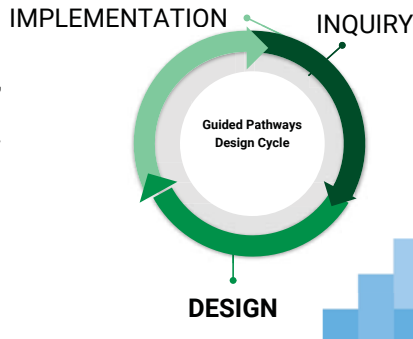
Please share up to three one word answers at www.menti.com

Enter Code: 82 50 02



GP Design: Course Sequencing

Meta majors support students, particularly those under supported in education, by asking those with expertise in the field to gather degrees and certificates in to groupings which support student decision making.



CLP

Recommended/Default Options

Simplifying Programs with Default Options (Biology)

First Semester		
Course Number	Title	Units
BIOL B3A	General Biology I	5.0
CHEM B1A	General Chemistry I	5.0
ENGL B1A	Expository Composition Art or Humanities elective	3.0
Second Semester		
Course Number	Title	Units
BHOL B3B	General Biology II	5.0
CHEM B1B	General Chemistry and Chemical Analysis	5.0
ENGL B2	Advanced Composition and Critical Thinking	4.0
PHIL B9	-or- Critical Thinking and Advanced Composition	3.0
Third Semester		
Course Number	Title	Units
MATH B6A	Analytic Geometry/Calculus I	4.0
PHYS B2A	General Physics-Mechanics and Heat	4.0
COMM B1	Public Speaking Art or Humanities elective	3.0
	Social or Behavioral Science elective	3.0
Fourth Semester		
Course Number	Title	Units
MATH B6B	Analytic Geometry/Calculus II	4.0
PHYS B2B	General Physics-Sound, Light, Electricity, Magnetism, Modern Physics	4.0
	Art or Humanities elective	3.0
	Social or Behavioral Science elective	3.0

CLP Career Ladder Project

Case Study: Mt. San Antonio Course Sequencing

- Ordering of courses for each degree and certificate, including:
 - For each of their students (FT, PT, developmental sequence)
 - Mt. SAC Adult Ed Non Credit and HS pathways to sequencing work



CLP Career Ladder Project

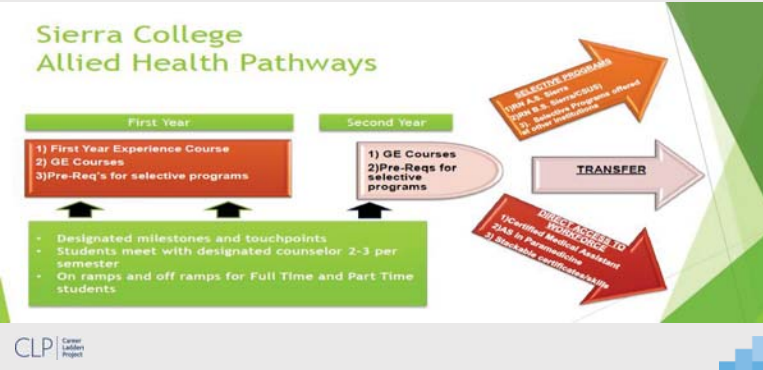
Case Study: Sierra College

- Mechanics**
 - Champions created a template
 - Outline the recommended sequence of courses a student must complete in order to earn a degree, certificate or transfer with ADT
 - Provides recommended choices for General Education (GE) and electives
- Mapping Days**
 - Department faculty, counseling faculty, and team members completed over 150 award map templates



CLP Career Ladder Project

Case Study: DRAFT Sierra College Allied Health Interest Area Pathway Course Sequencing Recommendation



Case Study: Mesa College Course Sequencing

Program Area Key:

- Critical Rdg** - Critical Reading
- FYC** - First Year Composition
- Mathematics** - Mathematics
- NS** - Natural Science
- Oral Comm** - Oral Communication
- PP** - Program Prerequisite
- SB** - Social & Behavioral Sciences
- RC** - Required Courses
- RE** - Restricted Electives

Course Sequence total credits may differ from the program information located on the MCCC curriculum website due to program and system design.

Students must earn a grade of "C" or better for all courses required within the program.

Term 1

Program Area	Course Number	Course Name	Prerequisites	Notes	Credits
					13
RC	BPC110 or CS110	Computer Usage and Applications or Survey of Computer Information Systems			3
RC	QAS100	Business English			3
FYC	FYC100	First Year Composition	Any approved general education course in the First Year Composition area		3
NS	Nature Science	Any approved general education course in the Natural Sciences area			4

Term 2

Program Area	Course Number	Course Name	Prerequisites	Notes	Credits
					15-20
RC	IBS101 or IBS101	Introduction to Business or Introduction to International Business			3
FYC	FYC100	First Year Composition	Any approved general education course in the First Year Composition area		3
Oral Comm	QAS100	Business English	Any approved general education course in the Oral Communication area		3
Critical Rdg	CRC100	College Critical Reading and Critical Thinking		or Prerequisite as indicated by assessment	0-3
Mathematics	MAT120 or MAT121 or MAT122	Intermediate Algebra or Intermediate Algebra or Intermediate Algebra			3-5
HU	Humanities and Fine Arts	Any approved general education course in the Humanities and Fine Arts area			3

CLP Career Leader Project

Activity: Course Sequencing at SMC (5 minutes)

With your cross functional team, please create a four-square grid on large paper.

For each scenario, please think about and list by function the team need to sequence the following:

- Transfer
- Basic Skills Students
- AE/NC student
- K12
- BONUS: Part Time/Full Time of each of the above



How of Implementation: CA Case Studies?

Implementation: We Look forward to CA and SMC's Journey!

Please join CLP in collaboration with the CCCC IEPI, the Academic Senate, and the RP Group this spring, summer, and fall!

Save the date: Next convening is 3/5 2018 at Marina Del Rey.

Please call upon us if we can be of service. CLP is supporting a limited number of colleges with their Guided Pathways redesign.

CLP



Questions

A large question mark composed of many small, multi-colored dots, set against a light gray background.

CLP

A decorative graphic consisting of three blue bars of increasing height from left to right.

FOR MORE INFORMATION:

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GUIDED PATHWAYS AT
SANTA MONICA COLLEGE

January 26, 2018

