

A close-up, low-angle shot of a person's legs and feet as they run on a rocky, uneven trail. The person is wearing dark brown running shoes with red accents on the soles and laces. The background is a blurred natural setting with dry grass and rocks.

Guided Pathways to Success

Fall 2021

Update

Meghan Chen, Associate Vice President, Instruction

Sara Mestas, Counselor & GPS Counseling Faculty Coordinator

Shiloh Blacksher, Psychology & GPS Faculty Coordinator

Marcell Gilmore, Educational Research Assessment Analyst & GPS Researcher

Grant Overview

- One semester remaining (spring 2022), funds should be expended by June 30, 2022, on-track as far as spending however...
- Chancellor's Office memo ES-21-100-002 (7/28/21) stated Prop 98 funds w/o specific statutory or programmatic expenditure deadlines are no longer required to spend down those funds within the same year and colleges no longer need to make carryover requests for unspent funds from the Chancellor's Office. However...
- Colleges are to account for their actual and expected expenditures of the Guided Pathways Grant funds (17-18 to 21-22) in expenditure reporting due December 17, 2021 (extended from November 30th), goes live in NOVA November 12th.
- SB-132 Postsecondary Education Trailer Bill- dedicates \$50M for years 2022-26 for Guided Pathways, roughly 300K per year for Mt. SAC.

Guided Pathways Funded Faculty & Staff

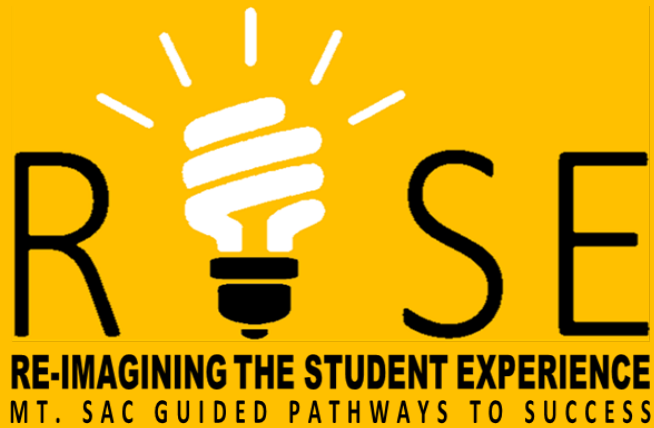
Sara Mestas, Coordinator	Shiloh Blacksher, Coordinator	Marcell Gilmore, Researcher	Patricia Maestro, Mapper (Credit)	Michael Ngo, Mapper (noncredit)	Emily Versace, Professional Development	Matt Bidart, Web Developer
18 LHE (21 hrs/wk)	18 LHE	Fulltime	9 LHE (12 hrs/wk)	6 LHE (7 hrs/wk)	6 LHE (7 hrs./wk)	Fulltime
Director, Academic Senate	Senator-at-Large, Academic Senate	Research projects include STEP and Dual Enrollment			Senator-at-Large, Academic Senate	Career Education
GPS Cross-council Committee Co-Chair	GPS Cross-council Committee Co-Chair	GPS Cross-council Committee	GPS Cross-council Committee	GPS Cross-council Committee	GPS Cross-council Committee	
Student Preparation, Equity, and Achievement Council	Faculty Professional Development Council	Dual Enrollment Committee			Faculty Professional Development Council	
Mapping & Cataloging	Mapping & Cataloging	Mapping & Cataloging	Mapping & Cataloging	Mapping & Cataloging		Mapping & Cataloging
Degree Works Team- Co-Chair	FLEX Day Committee				Adjunct Training Committee (Counseling)	
Retention & Persistence	Retention & Persistence Co-Chair	Retention & Persistence		Retention & Persistence		
Career Readiness Task Group, Title V Steering		RP Group, Board Member	Career Readiness Task Group Chair		Career Readiness Task Group	
Office hours for SEAP & evaluate mini- grants	Office hours for SEAP & evaluate mini-grants		Other Staff funded:	Martin Gonzalez, FT Staff Transfer Center	Collin Brooks, FT Staff Career Services	LHE for Tiffany Kuo, Data Coach Coordinator
Title V	Title V					



Mini-grant Projects

Clarify the Path 1, Enter the Path 2, Stay on the Path 3, Ensure Learning 4 and amount budgeted:

ADT Transfer Degree Communication Guides (1,2,3) \$48,500	The Path for NNES Students at Mt. SAC (1,2,3,4) \$550.	Faculty Liaisons for Assessment of Program Learning Outcomes (PLO) (4) \$78,400	Developing and Applying Recording and Videotaping Skills for Vocal Ensembles (3,4) \$1,120
Studio 13 Student Interns (1,2,3,4) \$76,400 and	Virtual Conversation Café & Grammar Game Night for Japanese and French language students (3,4) \$18,351.	Aiming for Completion: Cultivating A Transfer Sending Culture at Mt. SAC (1,2,3,4) \$39,500.	Data Literacy & Assessment Training for Teacher Preparation Institute (TPI) Students (1,2,3,4) \$13,080.
Psychology Micro certificates (1,2,3,4) \$22,808.	Strengthening GPs for Sociology Students (1,2,3) \$5,915.	Contextualized Cross Disciplinary College Reading Pilot (3,4) \$42,240.	Mountie Viewbook (1, 2)
Mechanical Engineering Pathway Development (1,2) \$16,388.	Civil Engineering Pathway Development (1,2) \$13,682.	Temporary Mural: Careers Requiring Anatomy (1,2,3) \$1,980.	Pilot Project: Library Research Workshops On-Demand (3,4) \$55,500.
Training from the Back of the Room (3,4) \$25,800.	Child Development Permit Teacher Performance Expectations (1,2,3,4) \$18,700.	Onboarding New Music Students (1,2) \$9,504.	Mt. SAC Career Hub website final design (1,2,3) \$3,160.
Resume and cover letters to increase job attainment for students and alumni. (2,3,4) \$21,330.	ACUE (American Council of University Educators) Faculty Co-Coordinator (3,4) \$10,800		



**Have an idea
for something that will make students
in your department/program
more successful?**

Guided Pathways is here to help!

RISE Project Overview

In an effort to empower faculty to make equitable, sustainable change within their discipline by funding projects that utilize the Guided Pathways framework. The Guided Pathways to Success (GPS) Steering Committee has created RISE: Re-Imagining the Student Experience. This entails granting every department or discipline funding for up to 15 hours of non-instructional pay to propose and implement a small, one semester, project that utilizes the Guided Pathways framework to improve their program. Under the Guided Pathways framework, the [Scale of Adoption Assessment](#) (SOAA) highlights essential practices that institutions measure when assessing implementation to scale. This is not money you need to apply for! Your department just needs to collectively agree on a project that will benefit students in your program and who will carry out the work. Any faculty member, both full-time and part-time can participate. Departments are eligible to complete one RISE project per academic year.

RISE Project Outcomes

- Increase number and disciplines of faculty involved in the work of Guided Pathways for Success.
- Improve communication and collaboration between faculty and staff across disciplines including; instruction faculty, counseling faculty, library faculty, and other student service programs.
- Utilize Guided Pathways funding to create long-term program improvement based on essential practices on the SOAA.
- Leverage faculty expertise to close equity gaps and improve student success by providing support and autonomy for faculty to identify and address unique needs of their program area.

RISE Projects Current & Completed

Department/Program:	Project Title:
Supply Chain Management Certificate (Business Management)	Articulating classes that can be transferred to Cal Poly Pomona
Child Development & Education	Child Development & Education Liaison Counselor Training
Communication (x2)	SPCH 1A Canvas Shell, Communication Department & Degree Promotional Video
Philosophy (x2)	Philosophy Student Learning Outcomes and Advertising Our Program, Philosophy Film Marketing Our Program
Real Estate (Business Administration)	Real Estate Program Success Pathway Brochure/Website
Paralegal (Business Administration)	Program Guide for Students
Child Development & Education	CDE Child Development Permit Application Support
Geography	GIS employment study
Music	Handbook for Individual Instruction in Applied Music for Music Majors

Department/Program:	Project Title:
Political Science	Supporting Black Students Through Outreach
Sociology	Revising Sociology AA-T Promotional Packet
Psychology	Psychology Department Website Revamp
Sign Language and Interpreting Department	Create Student Handbook for Interpreting AS and Certificate
American Language	Fine Tuning and writing SLOs
Respiratory Therapy	PLO Assessment and Revision
FCS/Family and Consumer Studies (CSDT)	Aligning the FCS Program for Student Success
Environmental Studies (Geography and Political Science)	Environmental Studies Certificate Labor Market Inventory
Social Justice Studies (Sociology and Philosophy)	Social Justice Studies Flyer, Social Justice Studies PLO Project
Geography	GIS Program Marketing
Philosophy	PLO Assessment and Revision
Theater	Technical Theater & Theater Arts AA-T



Paralegal

(Business Administration):

Program Guide

for Students

Paralegal

Associate of Science
Approved by the American

We are delighted that you
about the paralegal program
coordinator, Prof. Abby

Our Program

The Mt. San Antonio College
(ABA). Our paralegal courses
and each unit currently
<https://catalog.mtsac.edu/>
(<https://www.mtsac.edu/>

We offer an Associate of Science
program must also complete
earned an undergraduate degree
the other institution(s) to
will determine the transfer
process is available at
<https://www.mtsac.edu/>

Required Coursework

The following nine courses

PLGL 30	Introduction
PLGL 32	Adv. Legal
PLGL 34	Law Office
PLGL 37	Tort Law
PLGL 39	Contract Law

Electives

In addition to the program
his, her, or their choice of

PLGL 41	Property Law
PLGL 43	Wills and Trusts
PLGL 48	Criminal Law
BUISL 19	Adv. Business

Counseling Appointment

Please schedule a meeting
will include your general
a counselor, including any
questions. To reach a counselor,
works best for you. The
counseling department page

Appointment with the

After you have met with
review to ensure that you
The best way to reach Prof.

Technological Skills

Computer and keyboard skills
class (PLGL 35) provide
on the internet, legal bill
of legal documents, and
processing experience, many
skills, consider taking C

The ABA's Definition of

The American Bar Association
of General Education: A
11, MUS 7, AD 3 and C
from the Mt. SAC General

Variances, Requests for

Please understand that we
Committee, and the Academic
decisions, including our
waive a prerequisite and
we are only able to provide
and was taken at a college
of how similar the course
Business Division, attached
Wood, the program coordinator
determination. It will then

Transferring to Complete

If you are interested in transferring to a four-year college or university, you should meet with a counselor to make sure that you are satisfying all relevant transfer requirements. We have an excellent transfer

Revised 2/2021

Paralegal Organizations

For further information on the paralegal profession, please visit the following web sites:

- Career information from the American Bar Association: https://www.americanbar.org/groups/paralegals/profession-information/career_information/
- Los Angeles Paralegal Association: <https://www.lapa.org/>
- Orange County Paralegal Association: <https://ocparalegal.org/>
- Inland Counties Association of Paralegals: <http://www.icaponline.org/>
- San Diego Paralegal Association: <https://sdparalegals.org/>
- California Alliance of Paralegal Associations: <https://www.caparalegal.org/>
- American Association for Paralegal Education: <https://www.aafpe.org/>
- National Association of Legal Assistance: <http://www.nala.org/>
- The State Bar of California: <http://www.calbar.ca.gov/>

Social Media

Be sure to follow us on the Mt. SAC Paralegal Program Facebook account:
<https://m.facebook.com/mtsacparalegal/>

The Paralegal Profession

The Mt. SAC Paralegal Program prepares students for employment as paralegals in both private and public sectors following graduation. The paralegal program stresses practical applications and the development of job skills as well as teaching legal theory. The program is designed to enhance the ability of students to reason, and to understand and apply correct principles of law by teaching analytical and critical thinking skills as opposed to rote learning. Graduates of the program should qualify for entry-level employment and possess skills necessary for advancement.

The American Bar Association defines a paralegal as someone “qualified by education, training or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible.” Paralegals/legal assistants must comply with the legal restrictions on the practice of law by nonlawyers. This includes restrictions prohibiting paralegals from working directly with members of the general public; all work must be performed under the direction and supervision of licensed California attorneys. *Moreover, obtaining a paralegal degree from Mt. SAC does not entitle anyone to practice law or to hold themselves out to members of the public as being able to do so.* See California Business and Professions Code section 6450, *et seq.*, for further details. Restrictions on paralegal practice will be covered in PLGL 30 and PLGL 38, among other courses.

Sequence for Students Who Have Completed All General Education Requirements

the sequence below.

1st Semester	Units
32	3
35	3
38	3
39 (or PLGL 37)	3
1	12

for the summer and
te your course of study
GL 39 over winter and
re required courses.
five is on the schedule,
not be offered the next
BUSL 18.

nd co-requisites. This
grams/coursesaz/plgl/.

se it is designed to be
ill have met all of the
class.

Intercession.
offered nor can we
n on campus, online
guarantee that a course
id cancellation by the

r in graduating.
n some limited online

grams/programsaz/paralegal-legal-

ordinator, at awood10@mtsac.edu.

ite:

lable through the Career Services

cerning medical services, personal
ational therapy:
mi

n by providing them with quality

s, a core paralegal curriculum, and

onsive to the dynamic nature of the

ation and development of job skills

ply correct principles by teaching

ationally prepared to work in the

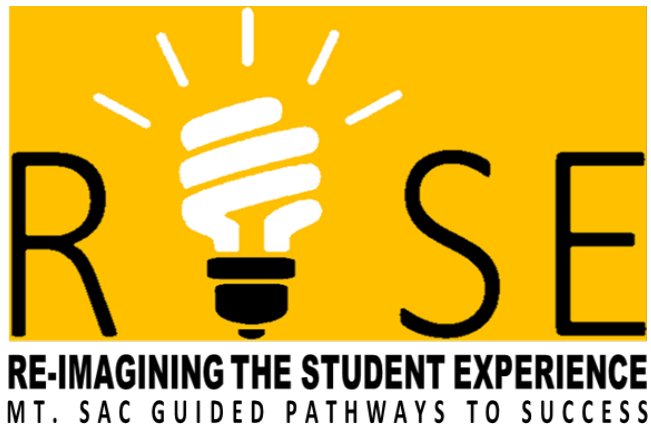
legal internship settings in order to
paralegal field.

ision, its ethics, and its foundations.
inciples and practice.

se, age variable, and comes from a

s, as well as reading skills, that will
ents.

the paralegal field without requiring



Philosophy

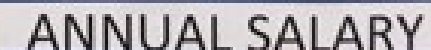
(Sociology and Philosophy):

Website redesign
& Program Video





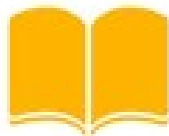
Info is presented in simple English, easy to understand





Transfer Sending Culture Mini-grants

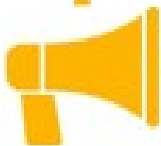
Cultivating a *transfer sending culture* at Mt. SAC aims to:



- support the Guided Pathways to Success (GPS) model by offering professional development opportunities that increase transfer awareness among faculty, staff and administrators in order to support students' transfer journey;



- reduce informational and cultural barriers for student transfer success; and
- advocate for transfer to become integrated and prioritized on a structural level at the campus by getting faculty, staff, and administrators involved in spreading the knowledge and support regarding transfer.



Our project falls under pillars #1, #3 & #4 of the GPS model.



Transfer
Culture at Mt.
SAC

- Transfer Culture Mini-grant
- New ADT Websites and [Podcasts](#)

the
MAGIC
MOUNTIE
podcast



Mt. San Antonio College

2020-2021 Academic Catalog

2020-2021 Academic Catalog

PROGRAMS | REGISTRATION & POLICIES | STUDENT RESOURCES | THE COLLEGE | CATALOG & FEES | 2020-21 ADDRESS

SOCIOLOGY

AA-T Degree AD419

Transfer Degree Option:
**CSU Bachelor's Degree:
Sociology**

4.5 MILLION
CURRENT U.S. DOLLARS

\$63,000
AVERAGE SALARY

13%
JOB GROWTH

STUDENT VOICES

Listen to our podcast featuring true life student experiences.

QUOTE

“ WILL GET THESE QUOTES FROM THE STUDENT PODCASTS ONCE THEY'RE AVAILABLE TO US. ”

What Do I Need To Know About This Major?

Sociology is a broad, flexible and growing career path that aligns with your own interests! This major introduces you to the scientific study of human relations and social structures, and how personality, culture and society interact. Few fields have such broad scope and relevance as Sociology. You'll explore topics like social movements, human rights, mate selection, human trafficking, gender roles, pop culture, sexuality, family dynamics and much more!

What Kind of Job Can I Get With This Major?

At the entry level, salaries range from \$41,000-\$69,000 per year for content writers; \$29,000-\$53,000 for outreach specialist, level 1; and \$52,000-\$113,000 for recruiters.

Other career opportunities include:

- Research: Consumer research, data analyst, human resources
- Criminal justice system: Corrections, law enforcement, criminal investigator
- Human/social sciences: Social work, group home worker, home less/housing worker, case manager, addiction counselor

How Do I Know This Major Is For Me?

Sociology majors question human behavior and are curious to explore social behavior, culture, social institutions and social patterns. Taking Sociology courses will help you gain analytical skills and sharpen your communication skills, both of which make you a highly desirable job candidate.

What Our Professors Are Saying:



DEI in ESL Community of Collaboration (CoCo)



Michelle Nava (she/her/hers)

2021-09-30 16:34:48

GPS Maps- Recommended Course Sequences

- **Where Do We Find Them?**
- Guided Pathways website
- Catalog
 - Currently at the bottom of the program
 - **New design coming soon- will be a tab format**
- Degree Works in templates section
- Use in abbreviated plans and in MAP workshop
- **Additional MAP info**
- All Cal Poly programs are mapped to Mt. SAC courses
 - CPP mapper updates Mt. SAC mapper
- Noncredit- vocational programs are also mapped and support courses have been added to maps.

[Apply Now](#)[Explore Your Future](#)


Home / Catalog A-Z Index / Programs A-Z / Aviation Science / Aviation Science, AS

Aviation Science

Aviation Science, AS

Suggested Plan of Study

Aviation Science (AS Degree S0910)

 **GUIDED PATHWAYS TO SUCCESS**

This Guided Pathways for Success (GPS) is a suggested sequence of coursework needed for program completion. It is not an official educational plan. [Schedule an appointment](#) with a counselor or advisor as soon as possible to create an individualized Mountie Academic Plan (MAP) specific to your goals and needs. [Edit "Suggested Plan of Study"](#)

FALL TERM 1		UNITS
AERO 100	Primary Pilot Ground School ⁴	4
AERO 102	Aviation Weather ³	3
AERO 104	Federal Aviation Regulations ³	3
ENGL 1A	Freshman Composition ⁴	4
UNITS		14
WINTER TERM 1		
SPCH 1A	Public Speaking ⁴	4
UNITS		4
SPRING TERM 1		
AIRT 151	Aircraft Recognition and Performance ³	3
AERO 152	Air Transportation ³	3
AA/S MATH	Meet AA/AS Math Comptcy Req ⁵	5
UNITS		11
SUMMER TERM 1		
AA/S MATH	Meet AA/AS Math Comptcy Req ⁵	5

MAPS & How-To Guides

- Noncredit and fee-based courses are now mapped and displayed
- How-to guides on various topics embedded on websites



Accounting-Managerial, Certificate N0462

Program: N0462



Looking for guidance? A counselor can help.

This Guided Pathways for Success (GPS) is a suggested sequence of coursework needed for program completion. It is not an official educational plan. *Schedule an appointment* with a counselor or advisor as soon as possible to create an Individualized Mountie Academic Plan (MAP) specific to your goals and needs.

[Print out a MAP of this program](#)
[Email This Link to A Friend](#)

Suggested Sequence of Coursework

Indicates Courses Offered Online

Fall Semester (Year 1)

Course Prefix	Title	Units
BUSA 7	Princ of Acct-Financial	5.0

Take the Next Step



[Apply and Enroll](#)



[Meet With a Counselor](#)



[Search by Career Cluster](#) [Mt. SAC Search](#) [Cal Poly Transfer Programs](#)

Arts & Design

Aviation, Electronics, & Manufacturing Programs

Business & Information Technology

Health & Wellness

Humanities & Communication

Plants & Animals

Public Service & Social Science

Science, Technology, Engineering & Math

Teaching & Education

Vocational Studies

[Meet With a Counselor](#)

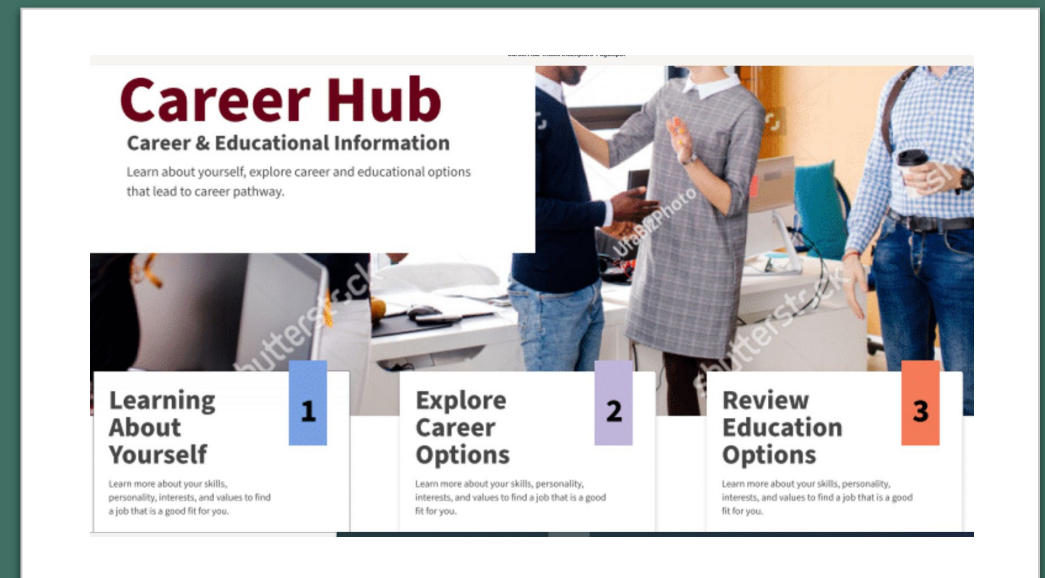
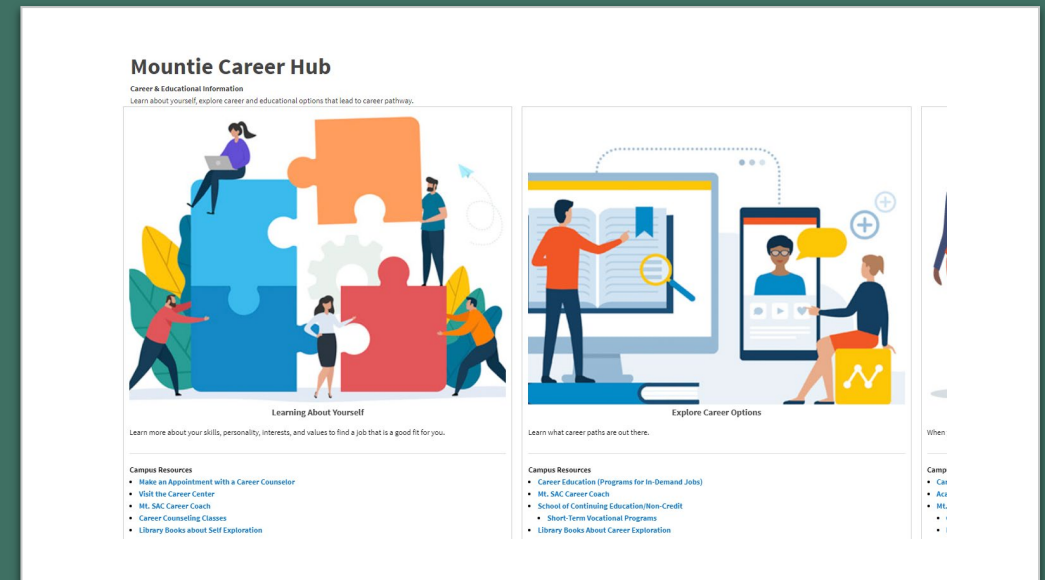
[How-To Student Guides](#)

[Search For Classes](#)

[View Academic Catalog](#)

New Career Website

- 1st Draft- Created by GPS Career Readiness Task Group, cross campus collaboration effort, pooled tools and resources
- Final Website- Utilized focus group research for re-design, hired students from Studio 13 to develop www.mtsac.edu/careerhub



End of Report

Scale of Adoption- Movement Over Time Project



Research Project: SOAA Movement Over Time (2019-2021)

*Could not assess equity. Equity statements were added after start and always addressed directly until 2021

Clarify	
Required math courses are appropriately aligned with the student's field of study.	Moved to at scale.
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.	Moved to at scale down to scaling in progress*
Enter	
Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" English courses by the end of their first year	Moved to at scale down to scaling in progress*
Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible	Moved to scaling in progress.

Research Project: SOAA Movement Over Time (2019-2021)

*Could not assess equity. Equity statements were added after start and always addressed directly until 2021

Stay	
Advisors monitor which program every student is in and how far along the student is toward completing the program requirements	Moved twice; planning to scale then to scaling in progress.
Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	Moved two spots to scaling in place.
Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career	
The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	

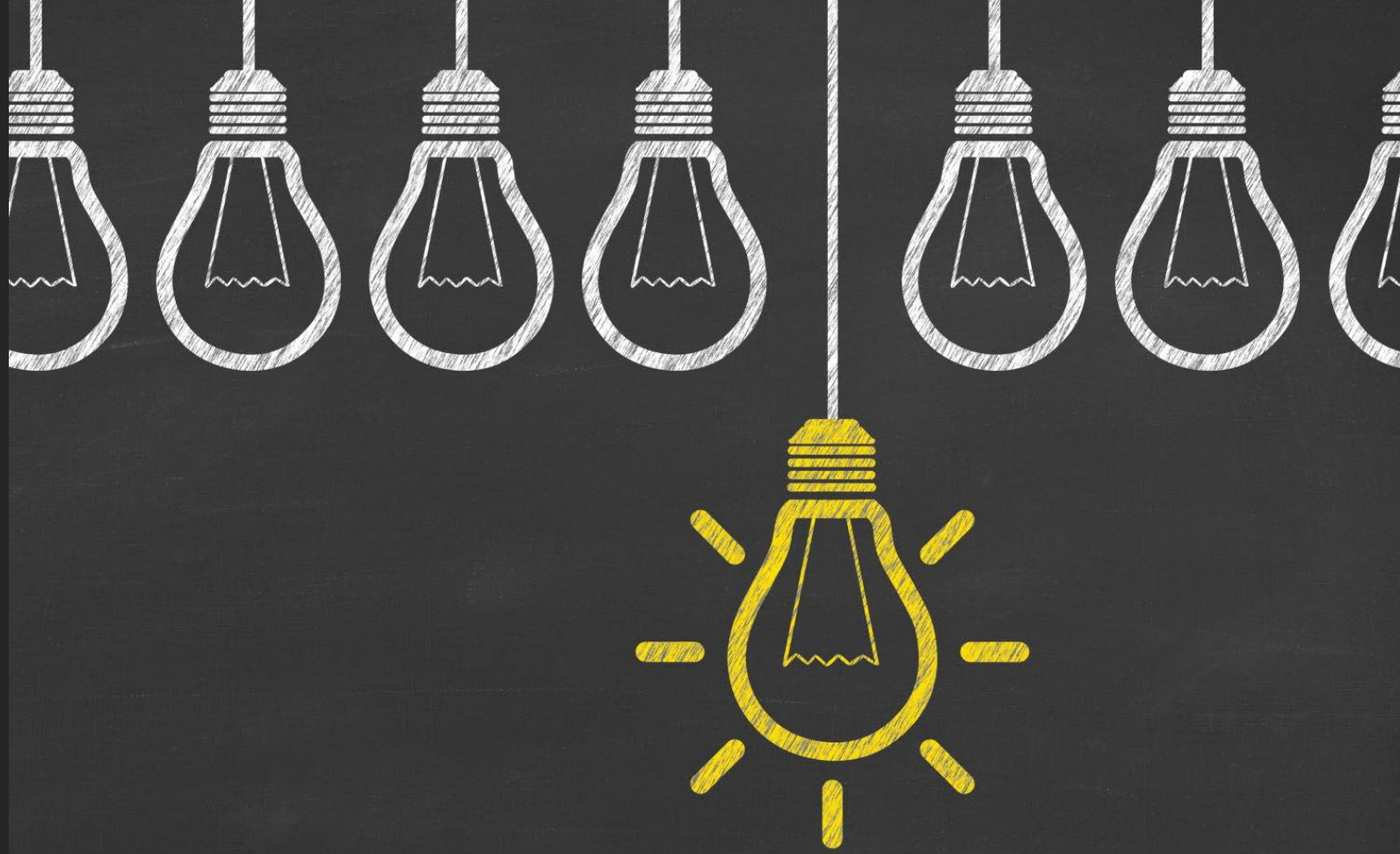
Research Project:

SOAA Movement Over Time (2019-2021)

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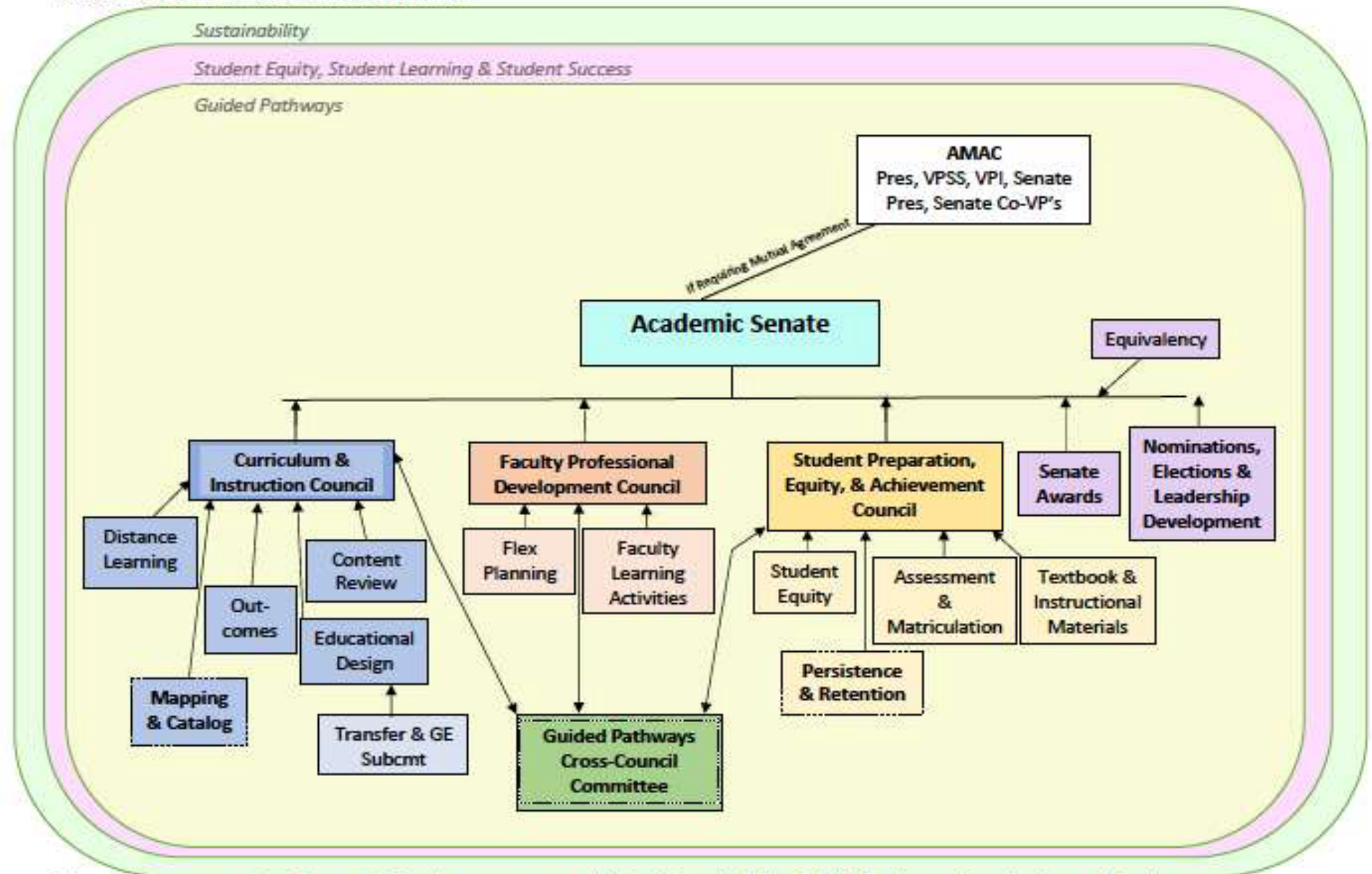
Ensure	
Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program	Moved from scaling in progress to at scale.
Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others	Moved from not systematic to scaling in progress.
Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts	Moved from planning to scale to scaling in progress.
The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development	Moved from scaling in progress to at scale.

Institutionalizing Guided Pathways



Mt. SAC Academic Senate Committees Structure

Mt. SAC Academic Senate Committee Structure



Note: All senate committee Purpose & Function statements will include Sustainability, Guided Pathways, Accreditation, and Equity.
Approved by Senate 12/5/2019, updated June 2020 to reflect AMAC mutual agreement

Asking Ourselves Guided Pathways Questions



Clarify & Enter the Path

How have we created clear paths to employment and further education?

- We mapped credit and noncredit programs, they are embedded into our educational planning software and displayed publicly on the GPS website and linked at the bottom of the catalog page. A mapping process has been integrated into the college's structure so that maps are created and updated as needed.
- Created a career committee that recommends career clusters for all new Mt. SAC programs when approved
- We've re-envisioned career development on campus and created a campus wide team to work on collaboration. We launched a campus career website called Career Hub October 2021
www.mtsac.edu/careerhub
- Catalog project- GPS team reviewed college catalog to make all programs are indicated in the online catalog and made recommendations to improve visibility of programs throughout.
- GPS team part of online new student orientation team to include GPS principles
- GPS team led efforts to modify campus MAP workshops (now done virtually daily)
- Contributed to COUN 51 (Intro to Career Exploration) shell course taught primarily to dual enrollment students

Clarify & Enter the Path

How have we created clear paths to employment and further education?

- Continuing to create shell courses for all counseling classes related to career to ensure GPS principles.
- Our coordinators Emily and Patricia have worked through Academic Senate to revise AA Liberal Arts degrees including Natural Sciences to help students complete the degree (particularly important for Nursing students). Wrote rationale for adding ANAT 10A/B/35/36 to the major. GPS Mapper has worked on all AA degree update committees
- Creating training on resume writing for counselors (with Career Readiness Task Group) based on training from mini-grant funded conference.
- GPS Faculty Professional Development Coordinator completed CORA, AT ONE, ACUE, and LEAF trainings, SPOT certified and is actively integrating trainings into curriculum and trainings to address equity gaps and sustainability concerns.
- GPS FPD Coordinator collaborating with DHH program to teach COUN 5 to DHH students to close equity gaps and promote pathway to completion using career focus.
- Creating a shell class for COUN 5 so that GPS is fully integrated into curriculum and it is aligned across the discipline
- GPS team helped redesign the STEP program so that new students are onboarding in summer well prepared to start college in fall and continue to modify COUN 1 STEP course and provide training to counseling faculty with STEP team (create and modify curriculum)
- STEP program is our guided pathway for general students new to Mt. SAC.
 - 500 students completed summer 2021

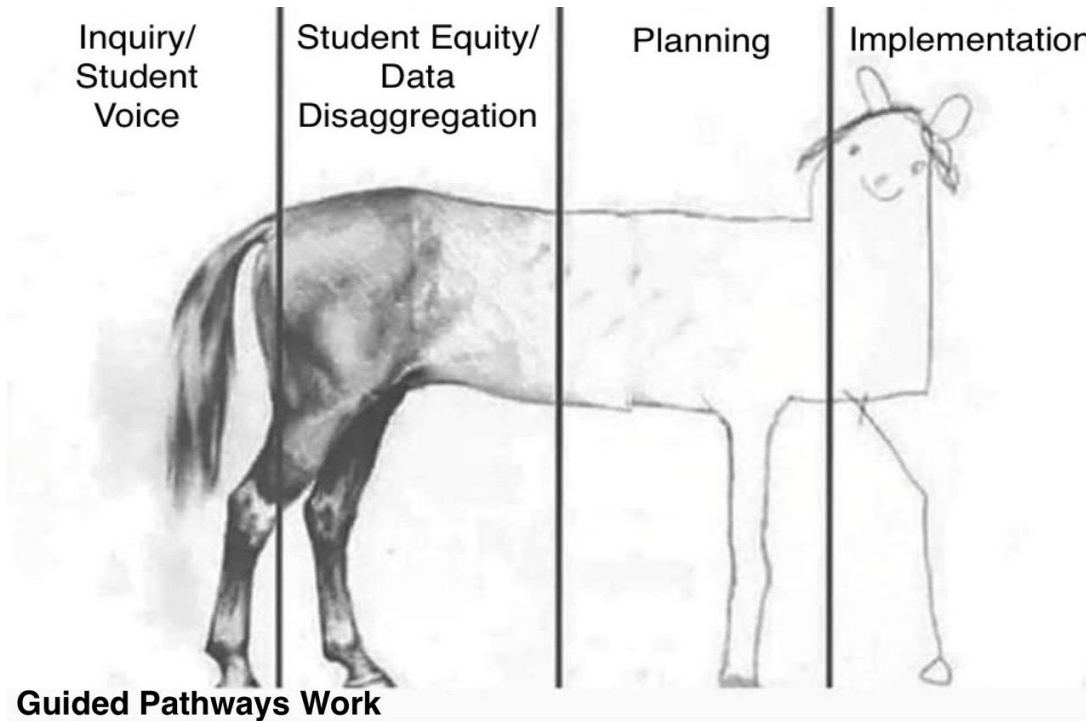
Stay on the Path & Ensure Learning

How have we helped students stay on their path and promote learning?

- Degree Works Team and Counseling Educational Planning Committee working on better integration of coursework completed at other institutions into educational planning software for transfer students.
- Faculty Professional Development
 - FPD GPS Coordinator, Emily Versace taught 2 two-part Equity trainings for ASAC Tutors (micro-aggressions, implicit bias) via Zoom
 - Collaborated with Counseling Adjunct Training Committee and taught Equity for Counselors
 - Taught Creating Dynamic Lectures- over 100 faculty- Emily will send stats
 - Writing trainings that can be added to Canvas as async class ex. Creating an equitable universally designed syllabus in partnership with DLC and FLCT
 - Continuing with Teaching from the Back of the Room and Creating Dynamic Lectures training for campus employees.
- Organized a RISE & mini-grant process so that the campus can implement strategies that aligned with student success and equity-based practice
- Coordinators actively engaged in planning and implementation of EAB to aid in early alert system and better targeted communication efforts with students.

Guided Pathways Checklist

[by Al Solano](#)



- ☐ Organize programs by field to facilitate exploration and engage students in an academic and career community
- ☐ Map all programs to good jobs and/or transfer in a major
- ☐ Help all new students explore options and interests, make a purposeful program choice
- ☐ Help all new students develop a full-program plan in term one
- ☐ Create a student-centered schedule and monitor progress based on plans
- ☐ Replace prerequisite remediation with teaching students be effective learners in college-level program foundation courses (In California, legislation, AB705, had to be enacted otherwise students, especially of color, would continue to be lost in the remedial wilderness, never to earn a degree or transfer)
- ☐ Ensure all new students have a “light the fire” learning experience
- ☐ Ensure every student gains program-relevant experience
- ☐ Help high school students to explore interests and options, develop a plan, take plan-related courses
- ☐ Scale high-quality, program-relevant, applied learning experiences
- ☐ Provide intentional and sustained student engagement
- ☐ High-impact teaching practices implemented across modalities
- ☐ Institution-wide implementation of equity-minded, asset-based teaching improvement
- ☐ Quality assessment of program learning outcomes that lead to credentials, further education, and/or gainful employment

Last President's Cabinet Report

The background of the slide features a photograph of a two-lane asphalt road with yellow double lines, curving through a dense green forest. Overlaid on the right side of the image is a large, semi-transparent geometric shape composed of several overlapping triangles in shades of olive green, brown, and orange. The title text is positioned within the dark, semi-transparent area.

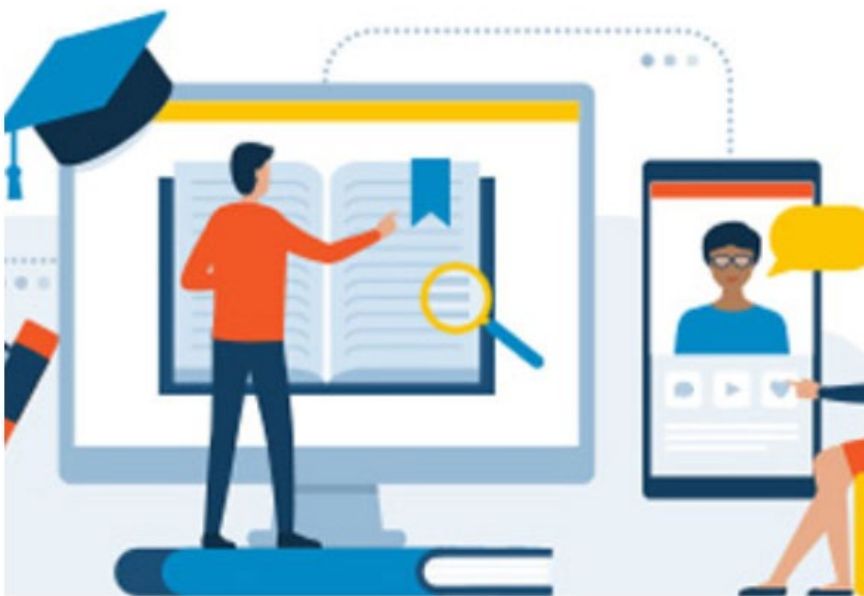
Guided Pathways Update

President's Cabinet, Tuesday,
April 27, 2021

Michelle Sampat, Associate Dean of Instruction

Shiloh Blacksher, Professor of Psychology &
Guided Pathways Co-Coordinator

Sara Mestas, Professor of Counseling & Guided
Pathways Co-Coordinator



Explore Career Options

Learn what career paths are out there.

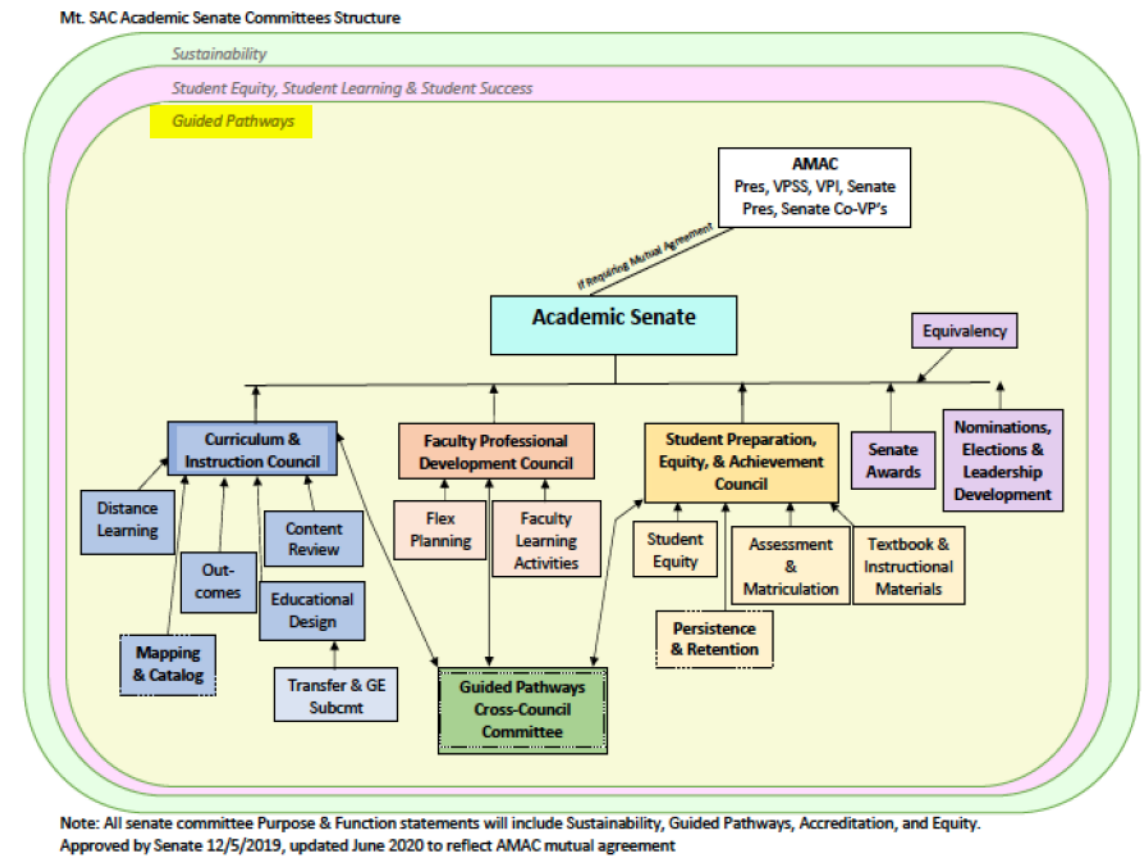
- Career Education (Programs for In-Demand Jobs)
- What Can I do With This Major?
- School of Continuing Education/Non-Credit
 - Short-Term Vocational Programs
- Eureka Self-Assessment and Career Information Tool
- Mt. SAC Career Coach
- O*NET Interest Profile Tool
- Employment Development Department (EDD)
 - Jobs
- Occupational Outlook Handbook (Bureau of Labor Statistics)
 - Occupational Outlook Guides
- Road Trip Nation

Clarifying & Entering the Path with GPS

- For New students
 - MAP Workshop
 - Career Clusters
 - Educational Planning starts w/ GPS Maps including Cal Poly Pomona Pathways
- STEP Program (Summer Transition Enrichment Program)
 - Scaled & linked to Promise Plus
 - Faculty trained by GPS Professional Development Coordinator, Emily Versace
 - Curriculum utilizes GPS framework
- For Continuing Students
 - New "Mountie Career Hub" Website
 - All things career & major at Mt. SAC in one place
 - Cross campus collaborative effort including students
 - Going live by Fall 2021

New Committees, Structure & Support

- Funding opportunities are clear, transparent and collaborative
 - Steering Committee leveraged to provide guidance and approval for projects
 - Coordinator weekly Q&A hour (Tuesdays 11-12) for project guidance
- Campus-wide support and collaboration
 - Mapping & Catalog Committee
 - Integration of maps into websites & new Course Leaf platform close to completion
 - Updated GPS website with shareable communication guides to highlight careers, programs & policies
 - Retention & Persistence Committee
 - Utilizes research to make data informed recommendations on the planning and coordination of programs, services, and interventions which support student retention, persistence, and success through an equity and student-centered framework
- State-wide support ASCCC
 - Lance Heard, Guided Pathways Task Force



Staying on the Path & Ensuring Learning thru Campus Collaboration & Innovation

- **Utilizing Research**

- Power of Our Data Symposium 4/16/21
 - **No silos!** GPS, Title V, FPDC, Noncredit, RIE & POD
 - 100+ participants
 - Celebrated campus & individual research & hearing student voices
- Scale of Adoption
 - Utilized a Qualtrics survey to **teach** components of GPS and encourage diverse contributions.
 - 100+ responses
 - Guiding next steps to get us to scale

- **RISE & Mini-Grant Projects**

- Funding opportunities for faculty to implement GPS framework.
- 17 RISE projects (\$25,500)
- 19 Mini-Grants (\$407,549)





What's Next

- **Grant is ending June 2022 (but not the work!)**
 - Aiming to be at-scale but spending is picking up but was slowed due to COVID (cancelled activities & events and delayed RISE & mini-grants)
 - Contributed to ASCCC Resolution (pg. 10) for additional time to spend and for & to request future funding
- **Seek continued funding for faculty & staff positions currently funded by Guided Pathways**
 - Faculty Co-Coordinators (Instruction & Counseling)
 - Researcher
 - Web Developer
 - Career Specialists
 - Professional Development Coordinator
 - Professional & Organizational Development Administrative Support
 - Mapping Coordinators (credit and noncredit)
 - Data Coach Coordinator

New GPS Video

<https://www.youtube.com/watch?v=bfE9gCH7lz4>

