

**ASCCC Guided Pathways
Acknowledging Successes and Showing Gratitude**

This will be an interactive session as we go into Thanksgiving and prepare for finals. Please come prepared to share what has been going well at your college with regards to Guided Pathways. At the end of this session, we will have a collection of the things that have worked so far for various colleges.

College / Contact Person	What's Going Well?
Orange Coast Steve / Anna / Kevin	<ul style="list-style-type: none"> ● Kick off event supports collaboration and good feelings ● Standing Agenda item at senate and shared governance committees ● Focus on communication ● GP is generating excitement when pointed towards action, not just a report on a shelf ● New people are stepping forward to participate (energized and empowered people to be change agents) ● Constituents are feeling valued (old standing campus hierarchies falling away) ● Providing an avenue for considering student voice ● GP providing a way to map Educational Master Plan (goals/strategies) to QFE for ACCJC ISER (AB 705/Pathways/Promise) ● Opportunity for redesign and bring change for betterment of students
Citrus / Victoria	<ul style="list-style-type: none"> ● 15 person GP Steering Committee (all groups represented) ● Two faculty co-leads ● 6 design teams with 4-15 people <ul style="list-style-type: none"> ○ Entry Design Team (intake) ○ Academic Clusters (Mapping, Metamajors) ○ Advising Design Team (choosing a pathway-looking at counseling services innovations) ○ Student Support (identifying obstacles to completion)

	<ul style="list-style-type: none"> ○ Communications (communicating accomplishments, plans through newsletters and other media); helping to spread the word. Developing a website ○ Instructional Methodology (focused on applying contextualized learning and teaching methods) ● Have conducted program clustering activities with students. Vetting with faculty in spring ● Beginning program mapping in spring, giving stipends and food :-) ● Has promoted collegiality and excitement ● Expanding corequisites in response to AB 705 and reviewing developmental education curriculum in 705 context
ELAC / Jeffrey	<ul style="list-style-type: none"> ● 5 faculty facilitators (.4 reassignment) ● High level of team cooperation ● Spirit of openness, adaptability, flexibility ● Transformation is a key goal ● Heavy support from academic senate ● Communication loop between senate and steering committee ● Ambassadors, college staff who bring forward information on specific areas of GP design and implementation ● More organic development using existing structures and efforts and scaling them up to have maximum impact rather than innovating in the name of GP alone ● Is a model for how to do GP within a district and how colleges might work together within a district
LA Pierce / Angela	<ul style="list-style-type: none"> ● Three coordinators ● GP “Topic of the Month” ● Opening day Activity: Reviewed scenarios in groups (supporting team building and collegiality); asking questions about what are the roadblocks and bridges for students. Presented on large poster paper and did a gallery walk. Stickers to indicate biggest bridge and biggest barrier. Gives insight into the need for more

	<p>integration between student services and classroom faculty</p> <ul style="list-style-type: none">● Reassigned time for GP to support professional development● Student focus groups with specific populations (student tutors, students in special programs) EOPS, athletes about their college experience
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