1. Cross Functional Inquiry

College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.

College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.

- o Inquiry around guided pathways (GP) and/or students outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative, (but it is in siloes).
- o Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.

1. : College should work towards integration and connection between different stakeholders to examine data findings.
2. in actionable research and with local data and research; create consensus about core issues and broad solutions.
3. (including staff, faculty across disciplines and counselors, administrators, and students) to examine research and local data

	i. Data: Awards, Time & Units to Completion, Transfer, Employment. ii. Data: Guided Pathways KPI Data from launch board	1. Dedicated bi-weekly GP Group meetings to review data. 2.	participation in GP activities.

Distribution of strategies and outcomes to the campus community

4.

and inquiry about the Guided
Pathways approach, framework and
evidence.

outcomes.

When the major councils on campus receive regular updates on GP strategies and

	Early Adoption	Early Adoption	Scaling in progress	Scaling in progress	Full Scale
	A GP leadership group meets bi-				

Guided Pathways Element 7

7. Improved Basic Skills - (Help Students Choose and Enter a Pathway; Ensure Students are Learning). College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.

Current Scale of Adoption: Inquiry (to be completed by January 2019)
Early Adoption or Inquiry?

Outline plan for each self-assessment element that will be addressed in this time period.

Math and English will align with the AB705 implementation process. Multiple measures will be reassessed, and curriculum needed for this alignment will go through the Curriculum Committee approval process prior to the end of October 2018 for implementation in Fall 2019. Math and English departments will decision rules utilizing high school grade point average and last math or English course completed for that will be implemented Spring 2018 for enrollment beginning in Summer 2018 for math and Fall of 2018 for English. In addition, math will develop co-requisite course offerings for Pre-Calculus and Statistics and will seek professional development opportunities to prepare for implementation.

Math, English, and ESL will collaborate with CTE to determine clear pathways for adult learners.

As the college anticipates an increased need for academic support in the areas of math and English as a result of multiple measure placement and acceleration, Panther Academic Support Services (PASS) will evaluate support materials and work with faculty to develop appropriate programs, which will include re-assessing existing materials (such as Directed Learning Activities) to determine currency and relevance to newly developed pathways and goals. Whether through DLAs or other determined content, PASS will inquire into the creation of noncredit course offerings that directly support student learning needs related to basic skills instruction and support.

The Student Success Committee, which **recommends the implementation on campus of the statewide Basic Skill Initiative and designated budge**t, will align its practices with BSI 2.0, promoting and implementing effective strategies and practices from *Basic Skills Completion: The Key to Student Success in California Community Colleges* (especially HOM, Growth Mindset, and RA) within support services, English, math, and across students' programs of academic or vocational study.

What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? If no existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.

Math and English will continue efforts to fully align with AB705 by the implementation deadline.

Math has developed a noncredit course curriculum for Math Academy, which has gone through the college review and approval process and has been forwarded to the Chancellor's Office for approval. The plan is to proceed with Math Academy as a noncredit course by Summer 2018 or Winter 2019 if the approval process is not complete in time for the earlier start date.

Math has drafted a math course pathway guide in conjunction with CSUMB (with possible general education courses) for students starting at pre-transfer level and for students ready to begin transfer level courses to outline a clear trajectory for transfer. Math will produce a flow chart with "entrance" and "exit" points clearly marked for students (schematic to navigate math) to include newly developed co-requisite and acceleration pathways.

		Outline for each self-assessment element that will be addressed in this time period.	What (if any) will be aligned and integrated to make progress on this element? If no, existing efforts will be leveraged, select NA.	: Indicate what success will look like as a result of these efforts.	
8. - (Clarify the Path) College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time- to-goal completion and enhanced access to relevant transfer and career outcomes).	Teams of instructional and counseling faculty have been convened and are mapping out default course sequences. Some course offerings are scheduled to follow these default sequences to support students in progressing in a timely fashion. The college continues to grow its offering of Transfer Model Curriculum (TMC's) as recommended alignment is released from the state. . Updated Program Planning Assessment (PPA) form to include review "restricted major electives" in active degrees. The Curriculum Committee has been trained in clear guidelines for prerequisites and corequisites to support success without hindering progression.	Engaging in inquiry across degree programs, teams of instruction and counseling faculty will complete mapping ideal course sequences. Key milestones will be defined by Hartnell College. The College will create ideal degree maps and milestones for program completion & transfer. The College will create a helpful, user friendly format for presentation of ideal course sequences. As a starting point, we should work backwards. Course schedule offerings will be aligned with ideal course sequences		

10

What
(if any) will be
Outline   for each self-   aligned and integrated to
assessment element that   make progress on this   : Indicate w
will be addressed in this   element? If no, existing
time period.   efforts will be leveraged,
please select "Not applicable"
from the dropdown menu.

		notifications relevant to the student's pathway in the Ellucian GO app. Incentivise notifications with rewards. Continue with the rollout of the Ellucian student planner to students for planning and enhanced registration. If needed, continue to investigate other Guided Pathways software systems.	department's materials to improve push content. Involve students from the Associated Students of Hartnell College for input on keeping students engaged in their pathway. Leverage existing data in student planner to compare selected plan with actual enrollment. Recommend students see a counselor to adjust plan when non-compliance reaches a predefined threshold.	created to compare pathways progress. 75% of all non-JPA students will use the student interface of the ed planner for registration and student planning. Create benchmark reports showing increased use of planner over time.	Full scale

Key Element 11:   - (Help Students Stay on the Path; Ensure Students are Learning)

Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.

_____

Outline   for each self-