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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

Equity Considerations in Area 3:
How do the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?
How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?
How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?
How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?

3. KEEPING STUDENTS ON PATH

a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

| | Not occurring
X | Not systematic
| | Planning to scale
| | Scaling in progress
| | At scale

Progress to date:
An evaluation team reviews student progress when they petition for graduation, which is typically the semester they plan on graduating or the semester before planned graduation.
Advisors do this in programs with cohorts like Nursing, CSin3, and Teacher Pathways.

Term, if *at scale* or *scaling.* | |

Next steps:
2019-2020 Enrollment services plans to expand the number of employees on the evaluation team and/or to allow more uninterrupted, dedicated time to this task.
The Completing Students Team will design and gain approval for a system of coordinated resources to operationalize support strategies including completion and transfer workshops, emotional supports, drop-in counseling and financial literacy, etc.

friendly "night administrator"
system

Timeline for implementing nexi

many courses offered online and at
night. More late-start classes are

e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	[ ] Not occurring [X] Not systematic [ ] Planning to scale [ ] Scaling in progress [ ] At scale	*Progress to date:* SLOs are regularly assessed to improve teaching and learning. Some PPA budgeting requests and professional development are the result of SLO review. Term, if *at scale* or *scaling*: [ ]	*Next steps:* Spring 2019 and Fall 2019 Hartnell College Redesign Guided Pathways leadership is bringing key players at the College together to begin coordinating timeline for meta-majors, program mapping, SLOs, PLOs, and PPA *Timeline for implementing next steps:* 2019
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	[X] Not occurring [ ] Not systematic [ ] Planning to scale [ ] Scaling in progress [ ] At scale	*Progress to date:* Individual instructors assign projects such as in statistics and some clubs hold contexts for work such as writing, but there is not College-wide system. Term, if *at scale* or *scaling*: [ ]	

			structured professional development system focusing on student success for staff, faculty, and administrators *Timeline for implementing next steps:* 2019-2020