





<p>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 the college's website.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Several attempts have been made by programs and individuals at the College to sequence and map courses. Some programs have more efficient and clearly mapped courses than others.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>. []</p>	<p><i>Next steps:</i> Starting Spring 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 2019-2020 Some program mapping likely to happen as meta-majors are prepared to be put in place 2020-2021 Entering Students Team takes on how, when, and by whom program mapping will be completed for full-time students to start</p> <p><i>Timeline for implementing next steps:</i> [2019-2020]</p>
<p>e. Required math courses are appropriately aligned with the student's field of study (<i>Note: This essential practice was moved from Area 2</i>)</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> The College has hired on partial release time three faculty AB705 leads from math, English, and counseling. Math alignment is nearly complete pending CTE curriculum adjustments.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>. []</p>	<p><i>Next steps:</i> [2019-2020 AB705 leads will complete and implement curriculum changes]</p> <p><i>Timeline for implementing next steps:</i> [2019-2020]</p>

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Equity Considerations in Area 2:

Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?

For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses?

Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?

2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY

- a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.

- Not occurring
- Not systematic



Timeline for implementing next steps:
[2019-2020]

b. Students can easily see how far they have come and what they need to do to complete their program.

Progress to date:

- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale

	<p>tracked and encouraged to move into related areas such as EMT. </p> <p>Term, if <i>at scale</i> or <i>scaling</i>. 1972 and 2012 </p>	<p>connections between these programs. </p> <p><i>Timeline for implementing next steps:</i> 2019-2020 </p>
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- Not occurring
- Not systematic
- Planning to scale
- Scaling in progress
- At scale



		Term, if <i>at scale</i> or <i>scaling</i> .	2019-2020