WHAT WE'VE DONE THROUGH THE

GUIDED PATHWAYS LENS

FACULTY AND STAFF ENGAGEMENT

- Established five committees for Guided Pathways to drive the work
- Engaged staff/faculty through committee work, updates at Opening Day and Inservice, book clubs, video announcements, and a webpage
- · Hired School Leads and Academic Leads
- Implemented June "all-college" celebration to acknowledge the work and the people
- · Created an all faculty and staff professional development day
- · Included Guided Pathways in the Annual Report
- · Created a narrative case-making statement
- · Identified funding for and hired a Curriculum Designer
- Identified funding to support annual faculty stipends (\$35,000)

CLARIFY THE PATH

- · Established schools
- · Mandated Student Orientation
- Aligning enrollment/advising processes of Transitional Studies and College level programs
- · Piloted program redesign with six programs
- · Finalized the program map template

GETTING STUDENTS ON THE PATH

- Received grant funding for math redesign (Acceleration);
 English developmental path redesign (Acceleration) [College Spark Grants Total Funding: \$279,649]
 - » Grant funding supported faculty professional development including seeking master's degrees
- Redesigned the CPTC website to include schools
- Updated all marketing materials to reflect schools and Guided Pathways Language
- · Redesigned Azorus communications, forms
- Redesigned the entry/onboarding process and established the Welcome Center
- Translated promotional materials into Spanish, Russian, and Korean, held outreach events in Spanish
- Developed partnerships with K-12 schools for 13th-year scholarship and on-site registration/financial aid assistance
- Created career interest inventory as part of the onboarding process



KEEPING STUDENTS ON THE PATH

- · Mandated College 102
- Engaged student voice in panels, design of Program map, sense survey, etc.
- Implemented TILT training
- Developed new proactive/intrusive Advising model aligned with Schools
- · Created campus-wide week by week retention model
- Hired CDEO, diversity recruiter, and student diversity programs coordinator
- Conducted an EDI Campus Climate Assessment
- Launched CPTC's EDI professional development series #1:
 Culturally Responsive Training for faculty/staff and Coaching/ Leading with Racial Equity for leadership
- · Established equity goals, definitions
- Approved funding for Running Start students to take courses in summer quarter and stay with their cohorts.

ENSURING STUDENTS ARE LEARNING

- · Reorganized the Teaching and Learning Center.
- Contextualized some courses such as Math for Cosmetology
- Implemented multiple measures for placement. Researching options for Directed self-placement in Math and English.
- · Assessment Maps created
- · Syllabus Template and redesign
- · Accessibility Training for All Faculty and Staff
- Revised all degree level Program Learning Outcomes
- Developed dashboards to track metrics and disaggregate data (including a Guided Pathways specific one)
- · Established the NASE survey to monitor student satisfaction