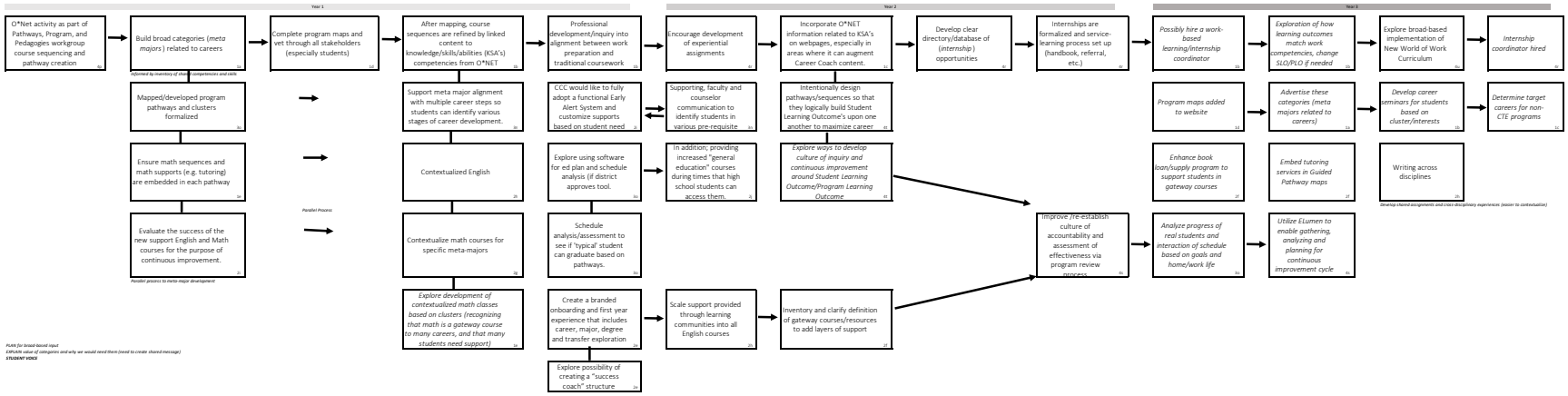
Year 1
Year 2
Year 3
O*Net activity as part of Pathways, Program, and Pedagogies workgroup course sequencing and pathway creation
1g
Build broad categories (meta majors) related to careers
1h
informed by inventory of skills/competencies and costs
Complete program maps and vet through all stakeholders (especially students)
1i
After mapping, course sequences are refined by linked content to knowledge/skills/abilities (KSA's) competencies from O*NET
1m
Professional development/inquiry into alignment between work preparation and traditional coursework
1n
Encourage development of experiential assignments
1o
Incorporate O*NET information related to KSA's on webpages, especially in areas where it can augment Career Coach content.
1r
Develop clear directory/database of (internship) opportunities
1s
Internships are formalized and service-learning process set up (handbook, referral, etc.)
1u
Possibly hire a work-based learning/internship coordinator
1x
Exploration of how learning outcomes match work competencies, change SLO/PLO if needed
1y
Explore broad-based implementation of New World of Work Curriculum
1z
Internship coordinator hired
1ar
Mapped/developed program pathways and clusters formalized
1v
Support meta major alignment with multiple career steps so students can identify various stages of career development.
1w
CCC would like to fully adopt a functional Early Alert System and customize supports based on student need
1p
Supporting, faculty and counselor communication to identify students in various pre-requisite
1q
Intentionally design pathways/sequences so that they logically build Student Learning Outcome's upon one another to maximize career
1t
Program maps added to website
1ab
Advertise these categories (meta majors related to careers)
1ac
Develop career seminars for students based on cluster/interests
1ad
Determine target careers for non-CTE programs
1ae
Ensure math sequences and math supports (e.g. tutoring) are embedded in each pathway
1z
Contextualized English
2h
Explore using software for ed plan and schedule analysis (if district approves tool.
1l
In addition; providing increased "general education" courses during times that high school students can access them.
1k
Explore ways to develop culture of inquiry and continuous improvement around Student Learning Outcome/Program Learning Outcome
1m
Enhance book loan/supply program to support students in gateway courses
1af
Embed tutoring services in Guided Pathway maps
1ah
Writing across disciplines
1ai
Develop shared assignments and cross-disciplinary experiences (easier to contextualize)
Parallel Process
Evaluate the success of the new support English and Math courses for the purpose of continuous improvement.
1r
Parallel process to meta-major development
Contextualize math courses for specific meta-majors
2g
Schedule analysis/assessment to see if 'typical' student can graduate based on pathways.
1j
Improve /re-establish culture of accountability and assessment of effectiveness via program review process
1n
Analyze progress of real students and interaction of schedule based on goals and home/work life
1o
Utilize ELumen to enable gathering, analyzing and planning for continuous improvement cycle
1p
Explore development of contextualized math classes based on clusters /recognizing that math is a gateway course to many careers, and that many students need support)
1e
Create a branded onboarding and first year experience that includes career, major, degree and transfer exploration
1i
Scale support provided through learning communities into all English courses
1j
Inventory and clarify definition of gateway courses/resources to add layers of support
1f
Explore possibility of creating a "success coach" structure
1c
PLAN for broad-based input
EXPLAIN value of categories and why we would need them (need to create shared message)
STUDENT VOICE