**GP Breakout Session: Transitions**

May 13, 2020

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| **Introductions:** Share name, role, why you joined this session!  Name of session participants: | | |

**Goals related to transitions - scale of adoption**

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| Goals - what it looks like to be implementing GP redesign “at scale” |  | SAC status |
| 2a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible. |  | Scaling in Progress |
| 2e. Intensive support is provided to help very poorly prepared students to succeed in college- level courses as soon as possible. |  | Planning to Scale |
| 2b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas. |  | Planning to Scale |

**Take inventory & brainstorm**

Step 1: Where we are now - *What are the current practices/progress related to this goal?*

Step 2: Path ahead - *How could we better support students (or support more students) in this area?*

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| Goals |  | 1) Where we are now - current practices/progress | 2) How to better support students |
| 2a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible. |  | * Super Strong assessment delivered to SAUSD, Santiago, and Garden Grove HS seniors * Early college offerings (High school articulation & Dual Enrollment) allow high school students to explore various career pathways and make an informed decision on the career they want to follow * Early Decision efforts allow incoming high school senior to walk away with abbreviated ed plan * High school and adult education students are able to participate in pathway exploration events that give them insight on career education pathways available at SAC |  |
| 2e. Intensive support is provided to help very poorly prepared students to succeed in college- level courses as soon as possible. |  | * Development of non-credit support labs for Math & English sections |  |
| 2b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas. |  | * High school articulation/Dual enrollment offerings prepare students to succeed in introductory/gateway courses and better prepare students to succeed in subsequent courses * Tutoring centers (Math, Chemistry, Biology, Accounting/Business, Learning Center, etc.) |  |

**Review goals and prioritize**

Which goal(s) should we prioritize for fall?

* Review list above, choose 1-2 goals to focus on for fall

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| Goal 1 |  | (Goal 2) |
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**Action items**

Step 1: For the 1-2 goals your group selected above, review the action items identified so far [grey out goals you will not address in fall]

Step 2: Do these action items align with your group's discussion about how to better support students? Update as needed

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| Goals |  | Action items identified so far | Updates? |
| 2a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible. |  | * Ensure that all programs have submitted occupations in order to adequately populate career snapshots on Guided Pathways webpages. * Ensure that all students have access to a program map. * Ensure that all students have access to their online educational plan. |  |
| 2e. Intensive support is provided to help very poorly prepared students to succeed in college- level courses as soon as possible. |  | * Identify areas of need for intensive support beyond specialty programs. * Learning and Math Centers are initiating targeted workshops for students who were unsuccessful in their Fall 2019 entry-level English and math courses during the 2020 spring intersession. * The anticipated launch of online tutoring through the Learning Center in 2020. * Credit and noncredit instruction are collaborating to develop pathway to transition from non-credit ESL to credit level EMLS. |  |
| 2b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas. |  | * Need to identify gateway courses for each program. Expand comprehensive tutoring services. |  |

**Next steps**

What needs to happen next to make progress towards our goal(s)?

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| What? |  | Who? | When? |
| Follow-up planning meeting | |  |  |
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