



**Charter for
 Program to Career Guided Pathway & Equity Group
 TDB**

(To be posted on appropriate Council webpage once approved)

This Charter is established between the *Program to Career Project Team* and the Guided Pathways and Equity Work Group to structure the process and planned outcomes for the *Program to Career Project Team* during the one year period of the 2020-2021 academic/calendar year.

<p>Purpose/Charge</p>	<p>Program to Career Project Team Purpose [State the overall responsibility and context for the work of the proposed body. It is here that it should be made clear to what overseeing body the proposed body is making recommendations and from what body they are taking direction and/or by what body their work is being coordinated.]</p>
<p>Guiding Principles and Assumptions</p>	<ol style="list-style-type: none"> 1. Think about student experience and needs first. 2. Keep equity in the forefront of development and decisions. 3. Institutionalize Practice. 4. Utilize systems, technologies and people affectively. 5. Strive for continuous improvement.
<p>Charge</p>	<p>The charge of the Program to Career Project Team, a subgroup of the Guided Pathways and Equity Work Group, is to facilitate progress toward a more intentional alignment between academic program and careers. The project team will conduct research, consult with other college stake holder groups, and make recommendations to track student outcomes, outline best practices of extra-curricular student support, and identify the flow of students through pathways. The work of the Program to Career Project Team is aligned with EMP Goal as defined below:</p> <p>EMP Alignment</p> <p>Goal 2: (Success) Implement Guided Pathways Framework.</p> <p>Obj 2.1 Increase number of degrees completed by 15% annually</p> <p>Obj 2.2 Increase number of certificates completely by 15% annually</p>

	<p>Goal 3: (Equity) Close all student equity gaps.</p> <p>Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.</p> <p>Objective 8.1: Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.</p> <p>Objective 8.2: Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.</p> <p>Goal 11 (Operations) Implement professional, intuitive, and technology-enhanced systems.</p>
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<p>Scope & Expected Deliverables</p>	<p>Area 1:</p> <p>After meeting educational goals, do students continue the path towards careers?</p> <p>Deliverable 1:</p> <p>Develop a method to track students after exiting programs.</p> <p><i>Students requesting transcripts</i></p> <p><i>Alumni Groups</i></p> <p><i>Exit Survey</i></p> <p>Area 2:</p> <p>Are students learning the content required to be successful in careers?</p>
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	<p>Deliverable 1:</p> <p>Characterize and package the STEM Pathway’s model in a way that can be adopted by student success teams across other Norco College Schools. This includes a method to begin and sustain wrap-around student support services, instructional programs in alignment with workplace and job skills goals, and work-based learning opportunities.</p> <p>Area 3:</p> <p>What is the flow of students through Pathways?</p> <p><i>Are there bottlenecks?</i></p> <p><i>Where are the leaks?</i></p> <p>Deliverable 1: Determine what technology exists and what is needed to track rational behind student leaks and transitions in programs and courses and make recommendations to the college to procure technology gaps.</p> <p>Future topics to consider:</p> <ul style="list-style-type: none"> • Develop advisory committee meetings in alignment with educational schools including k-12, Higher Education, and local industry partners. • Determine feasibility of labor market data collection
<p>Membership</p>	<p>The Program to Career Project Team will be comprised of four members based upon expertise, title, and functional area of responsibility.</p> <ul style="list-style-type: none"> • Ashlee Johnson (Faculty Co-Chair) • David Schlanger (Administrative Co-Chair) • Lilia Garcia (Classified Professional Representative) • Isaac Nunez (Student Representative)

Meeting Time/Pattern	The Program to Career Project Team meets bi-monthly at a minimum on the first and third Wednesday at 9:00 am via Zoom.
Roles of Chairs and Members	<p>The Co-Chairs are accountable to Guided Pathways and Equity Group to ensure continuity of dialogue between governance tiers. Chairs are responsible for preparing agenda and facilitating meetings of the Program to Career Project Team based on best practices and guidelines for effective facilitation.</p> <p>Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the Program to Career Project Team that can help to achieve the group’s charter deliverables. Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the Program to Career Project Team. While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with Program to Career Project Team peers with the intention of finding consensus on all issues that come before the Guided Pathways and Equity Group. Members are encouraged to assume leadership roles based upon their areas of expertise and/or interest.</p>
Meeting Procedures and Expectations	<p>The Co-Chairs, and members of the Program to Career Project Team will adhere to participatory governance best practices as follows:</p> <ul style="list-style-type: none"> • Meeting agendas are issued in advance of meeting times. • Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward. • Members endeavor to: <ul style="list-style-type: none"> ○ appropriately prepare for meetings based on the meeting agenda. ○ arrive promptly and stay for the duration of entire meetings. ○ participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives. ○ welcome all ideas, interests and objectives that are within the scope of the charter. ○ actively listen to engage in respectful and constructive dialogue. ○ work with a spirit of cooperation and compromise leading to authentic collaboration. ○ move forward once a consensus-based decision has been made. ○ continue to progress with the members who are present at each meeting. ○ follow through on tasks that are committed to outside of scheduled meetings.