



Charter for  
Career Counseling Guided Pathways and Equity All-Stars  
Fall 2020-Spring 2021

*(To be posted on appropriate Council webpage once approved)*

This Charter is established between the (Career Counseling Guided Pathways and Equity All-Stars) and the (Overseeing Senate or Council) to structure the process and planned outcomes for the (Group Name) during the (length of charter, in number of years) year period of the (Fall 2020 - Spring 2021) academic/calendar year(s).  
*(Councils = 5 year Charter; Committees, Project Teams and Workgroups = 1 year Charter)*

<b>Purpose/Charge</b>	In collaboration with the other Guided Pathways and Equity teams, the Career Counseling GP+Equity All-Stars will develop strategies in order to teach college representatives how to instruct students to make well informed, researched, career decisions through a Career Decision Making model (Facilitating Career Development, 2017). This model will utilize proven career development theories and methodologies to encourage students to make informed decisions on their future based on the combination of research from approved career resources and subjective past experiences and future goals. The Career Counseling GP+Equity All-Stars will equip college personnel and students with resources to serve students no matter where they are in the career decision-making process in order to validate their career decisions and guide their educational plans.
<b>Guiding Principles and Assumptions</b>	<p>The Career Counseling GP+Equity All-Stars are strongly focused and rooted in the Guided Pathways principles and research. We view Guided Pathways like a puzzle and the 4 corners being “Clarify the Path”, “Enter the Path”, “Stay on the Path” and “Ensure Learning”. In the center of our puzzle are “Students”. It is our assumption that each puzzle piece must be connected and fit perfectly in order for the puzzle to come together. We have some of those puzzle pieces already and it is our goal to ensure that our piece fits perfectly with them because when the puzzle is complete the picture that it makes is called equity.</p> <p>Assumptions made by this group include the following Guided Pathways principles (Karp, 2013):</p> <ol style="list-style-type: none"><li>1) A large number of students enter community college with unclear goals or little sense of how to link academic and career plans.</li><li>2) Community college advising is currently limited in its ability to assist students in identifying career goals and academic pathways that will help them achieve those goals.</li><li>3) Equipping students with the ability to select career goals and relevant pathways early in their community college career is necessary in order for clearly design pathways to serve their purpose.</li><li>4) If individuals can master specific problem-solving steps, they can identify and solve career-related issues throughout their lives.</li><li>5) The purpose of advising is not merely to impart information to students but rather to facilitate a process by which students are aided in learning about themselves, their goals, and how to attain them.</li></ol>

	<p>The following guiding principles will lead the work of this group:</p> <ol style="list-style-type: none"> <li>1) Career counseling should drive an integrated approach to advising.</li> <li>2) Colleges should provide services to students based on their level of need.</li> <li>3) Colleges should strategically deploy resources to allow for <i>developmental</i> advising.</li> <li>4) Under ideal circumstances, counseling should help students engage in exploration and decision making that leads to pathways and program selection <i>over a prolonged period of time</i>.</li> <li>5) Careful exploration of life <i>and</i> vocational goals should precede and lead to program, course, and scheduling decisions (Lent, 2005; O'Banion, 1972; Super, 1990).</li> </ol>
<p><b>Charge</b></p>	<p>The Career Counseling GP+Equity All-Stars are focused on all students obtaining their definitions of success. This primarily will involve a three-pronged approach:</p> <ol style="list-style-type: none"> <li>1. Providing pre-enrollment services for students in the high school setting regarding Career decision making to ensure they come to college equipped to succeed in education with a purpose.</li> <li>2. Providing Career decision making services for our non-traditional students that need assistance in making the connection between their education and a specific career(s).</li> <li>3. Continuing career development and academic planning support throughout each student's college experience.</li> </ol> <p>In order to accomplish this we will need to maintain and create additional connections and partnerships with local high schools. This may involve the creation of new Career decision-making Guidance courses that will be offered in a Dual-Enrollment setting on the high school campus. There will also be a need for training for current counseling faculty and advising staff on the decision making theory to ensure a singular cohesive message across the campus. Additional team members include Mustang Mentors/Faculty advising (Current instructional faculty), the Financial Aid department, and Peer Mentors (Current Norco College students). Our efforts are intimately connected to the Educational Master Planning goals.</p> <p><b>EMP #1 - “(Access) Expand college access by increasing both headcount and FTES.</b>  This will be met by expanding our reach directly to the high schools and providing connections to specific Norco College programs. Norco College providing a comprehensive education and workforce preparation plan, delivered by our student success teams, for all students will increase success. Student success then allows for growth in programs and support which then will lead to a more comprehensive college for our students. This increase in growth will allow for increased access and capacity for our current and future students.</p> <p><b>EMP #2 – “(Success) Implement Guided Pathways Framework.</b>  Our goal is to help the holistic student. Meeting them where they are in their education and career decision. We plan to achieve this by working with other pieces of the puzzle to provide the “just in time” service the student needs, when they need it. In our decision making theory we are linked to other puzzle pieces in guided pathways such as Mustang Mentors (previously Faculty Advising; to provide biographical and personal information to students regarding their life, education, and career) and program to career (to provide the connection between education</p>

and their future career options). Other services and referrals are built into the career decision-making wheel in order to provide comprehensive support for the student throughout their time at Norco College and beyond which will increase the number of degrees and certificates that are completed as well as lowering down the accumulation of excess units.

**EMP #3 (Equity) Close all student equity gaps.**

Career Counseling GP+Equity All-Stars bases all services on research and data to ensure accuracy and ensure success. We will be basing our own program on the successes of others in closing the equity gaps such as Georgia State University, who have successfully raised the success rates of their Black and Latinx students to be on par with their White and Asian counterparts. Career Counseling will be exploring predictive analytics in order to try and analyze what hot spots to concentrate on in order to pinpoint supports before they become overwhelming for a student. This will allow the college to provide resources for students when they need them proactively, whenever possible, whether the student is aware of the need or not.

**EMP #4 (Professional Development) Implement Professional Development around Guided Pathways and equity framework; a culture of ongoing improvement**

In order to enact institutional change it is vital that the whole institution alters the mindset of what the institution does. Career Counseling GP+Equity All-Stars are committed to providing this training in combination with the other GP+Equity Leads to ensure that the Institution (Faculty + Classified Professionals + Administrators + Students) is well informed and trained on the GP + Equity framework that is being developed and implemented. This will be done through various modalities via individual and group trainings, FLEX, conferences or institutes, and prerecorded videos.

**EMP #5 (Workforce and Economic Development) Reduce working poverty and the skills gap)**

Career Counseling GP+Equity All-Stars will be working directly with the Career Center and Center of Workforce Development in order to create and maintain connections with employers to ensure that once a student starts to work on their “Career plan” they will not leave Norco College with just an education, but they will also leave with applicable experience in their field of study. This will allow students to obtain the experience needed to obtain higher paying wages in their field of study, in turn, making them more competitive applicants and in a better position to negotiate a higher annual wage. The Career decision making theory also allows students to explore all education and career options by forcing the evaluation of different careers. This allows students to look at the data and demystify the myth that everyone needs a degree in order to be successful.

**EMP #6 (Community Partnerships) Pursue, develop, & sustain collaborative partnerships**

Once Norco College has completed the GP puzzle and the picture of equity has been unveiled the opportunity to share our knowledge and strategies with other educational institutions will be a byproduct of that success. This will also position Norco College as not only an educational leader in our region but in the nation. Our Career Decision making model will be provided to community members in need to help with reducing the recidivism in our prisons and with the reskilling of our community when needed or wanted.

<p><b>Scope &amp; Expected Deliverables</b></p>	<ul style="list-style-type: none"> <li>• The Career Counseling GP+Equity All-Stars core group will be comprised of all members of the institution including Students, Counselors/Faculty, Administration, and Classified Professionals. It is vital to have all voices heard when attempting to enact institutional change. We will also utilize people outside of the core group as guest All-Stars including, subject matter experts, different groups of students, outside entities such as school district officials and high school representatives.</li> <li>• We fully understand that students come to us with various levels of understand and preparedness. Students will be provided an individualized plan and resource(s) based on their level of readiness to make a career decision.</li> <li>• The All-Stars will deliver a comprehensive puzzle piece that helps students move from Undecided to Decided and then equip them with the 3 plans needed to progress towards their version of success (Education plan, Career plan, and Financial plan).</li> <li>• The resources at each step of the decision-making process will be provided by the individuals that are trained and responsible for that step of the process. This will provide the student not only with the end goal but also provide them the knowledge and information needed to pivot when needed by teaching them how to make researched and data driven decisions.</li> <li>• The counseling standards of practice and will be altered to a more career focused goal strategy in mind for students and making the connection to their education. Thus increasing motivation, preparation, retention, and persistence, in our students.</li> <li>• We will expand our model to the Riverside Community College District three colleges to implement district wide change of the student experience.</li> </ul>
<p><b>Membership</b></p>	<p>The Career Counseling GP+Equity All-Stars will be comprised of 5 members inclusive of representatives of all primary constituency groups and assigned or appointed by their respective representative bodies OR defined membership based upon expertise, title, functional area of responsibility, etc.</p> <ul style="list-style-type: none"> <li>• Jethro Midgett [Chair]</li> <li>• Elizabeth Lopez [Co-Chair]</li> <li>• John Moore – (Secretary)</li> <li>• Angelica Calderon – (Student representative)</li> <li>• Anisha Salhotra – (Student representative)</li> <li>• David Schlanger – (Professional Expert)</li> </ul>

<b>Meeting Time/Pattern</b>	<ul style="list-style-type: none"> <li>• The Career Counseling GP+Equity All-meets bi-weekly on (Monday) at (11am-12pm) via (Zoom).</li> </ul>
<b>Roles of Chairs and Members</b>	<p>The Co-Chairs are accountable to (the overseeing body) to ensure continuity of dialogue between governance tiers. Chairs are responsible for preparing agenda and facilitating meetings of the (proposed body) 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 (proposed body) that can help to achieve the (proposed body's) charter deliverables (relevant strategic charge). Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the (proposed body). While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with (proposed body) peers with the intention of finding consensus on all issues that come before the (proposed body).</p>
<b>Meeting Procedures and Expectations</b>	<p>The Co-Chairs, and members of the (proposed body) will adhere to participatory governance best practices as follows:</p> <ul style="list-style-type: none"> <li>• Meeting agendas are issued in advance of meeting times.</li> <li>• 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.</li> <li>• Members endeavor to: <ul style="list-style-type: none"> <li>○ appropriately prepare for meetings based on the meeting agenda.</li> <li>○ arrive promptly and stay for the duration of entire meetings.</li> <li>○ 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.</li> <li>○ welcome all ideas, interests and objectives that are within the scope of the charter.</li> <li>○ actively listen to engage in respectful and constructive dialogue.</li> <li>○ work with a spirit of cooperation and compromise leading to authentic collaboration.</li> <li>○ move forward once a consensus-based decision has been made.</li> <li>○ continue to progress with the members who are present at each meeting.</li> <li>○ follow through on tasks that are committed to outside of scheduled meetings.</li> </ul> </li> </ul>