

Guided Pathways Core Workgroup

Tuesday, October 1, 2019

2:00-4:00 pm

IT 218

Present: Melissa Bader (co-chair), Quinton Bemiller, Marshall Fulbright, Tenisha James (co-chair), Samuel Lee, John Moore, Jason Parks, Kaneesha Tarrant.

Absent: Mark DeAsis, Gustavo Ocegüera

Meeting Adjourned: 2:06pm

I. Title V Grant Award

Pathways to Access, Completion, Equity and Success (PACES Project) Grant funded for \$2.7 Million, over 5 years, specifically to support Guided Pathways efforts; abstract handed out. Narrative available upon request.

3 major project activities: Success team development, Onboarding (case management), Financial Literacy & Equity.

Already working on some of this, will slightly shift as we move forward, funds became available October 1, 2019. Approximately \$500,000+ a year for 5 years.

Key personnel: full time activities coordinator, full time educational advisor and some part time staff and \$60-70,000 per year for faculty stipends. Plan is to institutionalize.

Melissa and Tenisha to work on connecting the project activities with the outcomes of what we're already doing; identify and address gaps. Plan is to map out and have more information on comprehending grant and outcomes by next meeting.

Project outcomes: Career-aligned pathways; Meta Majors; Co-requisite course structure; Case Management advising; Expanded professional development in equity and pedagogy; and Financial Literacy. Placed in 3 main categories-what we're supposed to be putting our investments towards.

II. Communication Strategy

a. Standing Meeting Document Review-last meeting discussed idea of this group acting as a project manager for the Guided Pathways work, as well as the liaison for the campus community.

- Standing Committee worksheet-worked on identifying which committees have liaisons.
- Committees in red currently do not have a regular member from this group.
- No one from Dr. Fleming's area - needs representation
- Looking at work needs to be done in marketing & grants, even technology and safety - possibly invite Debra Mustain to participate in workgroup.

b. Identification of GP Champions-look over list again to make sure representation is covered and identify any errors.

- Dr. Lee not able to participate in Assessment Committee (conflict with Cabinet), Quinton agreed to attend.
- Quinton-Guided Pathways work needs to start seeing into how we are looking at Program Review, Assessment, Teaching & Learning-all standing committees of Academic Senate. For the Teaching & Learning committee, Dan Reade and Starlene Justice currently co-chairing-asking should his role be more the liaison to the standing academic committees?
 - Quinton feels comfortable communicating to those committees and participants of those committees may not be able to attend GP Core meeting.
 - Will act as liaison to those committees (Assessment, Teaching & Learning and Program Review)
- Expectation is when specific communication needs to get out to committees on campus; presentations/handouts/speeches -will be developed in GP Core meeting.
 - Liaison will not need to go to every committee meeting
 - Put on the agendas of campus committees and give a formal communication/update for Guided Pathways.
- For ASNC Senate-Representatives are Dr. Ocegüera and Dr. Tarrant
 - Had some students that came from ASNC today-thought still having general, larger GP Workgroup meetings.
 - Does it make sense to have them attend, or treat ASNC like other committees and have a liaison and get their feedback
 - John-important to have a student in this workgroup, biggest challenge facing is awareness on campus.
 - Doesn't have to be ASNC President, rather 2 students that can report back.
- Extending invitation to 2 ASNC representatives and Debra Mustain.

c. Fall Update Discussion-working with Dr. Aycock to get data for Guided Pathways, using Key Performance Indicators (KPI) to gauge our efforts-don't have data yet, due to short staff. May not have in time for Fall and don't want to wait for Spring to report out to committees.

- Do we want to share-specific projects to specific committees or share key projects?
 - Looking at units enrolled, completion of math and English
 - Dr. Parks has units enrolled by major and name, and GPA-will share with Dr. James. Needing to look at comparative data.
 - 18/19 compared to 17/18.
 - 18/19 Rolled out several Guided Pathways efforts.
 - Know who you're including and excluding in your sample
 - Dr. Tarrant- Chancellor shared a data set that was equity based at Open Forum on September 25, 19. Cohort said "GP Cohort" -asked Chancellor how defining cohort.

- David Torres did the data cohort and should all be looking at the same slice of the pie.
 - Dr. Tarrant sharing Chancellor's data with group
- Guided Pathways data so important, with new grant may need to shift some of the funding to support a percentage of a staff person for data.
- Access to data has been lacking.
- Part of Professional development plan is to have data coaching and helping faculty to be better informed and access to data, using data to assess, connected to equity as well.
- Ideally need a full time data person for Guided Pathways and Equity-interfacing with faculty and counseling faculty.
- Data is focused on student success that has a direct implications of faculty work.
- Since initial Completion Initiative, we have not updated the campus on data and it is time to inform the campus of the work we've been doing.
 - Will look at data that Chancellor shared.
 - Need a clear understanding of the methodology for collection of cohort.
 - Connect the outcomes of some of the work we've been doing.
- Can we have available by early November? Dr. James looking into, will talk to Greg and see if can pull something together by next month and begin working on getting on the agendas of all the committee meetings
- Dr. Tarrant-Addition to data, the image of the 4 pillars and the activities we are planning to do and/or have done is a concise way to update folks of the work that's happened & hoping can connect the data and show the outcomes.
- Dr. Parks-Career Education (Leslie Almonte) are strongly advocating and asking the Chancellor's office for a 5th "Get a Job" pillar.

III. Pillar 2019-20 Priorities

- a. **Clarifying the path**-Dr. Fulbright sent out on Monday, templates to all faculty disciplines for our ADT's for course elective prioritization project.
 - Faculty disciplines are meeting to prioritize their electives for their ADT's and solidifying once they meet with either Brittnee Quintinar or Erin Spurbeck.
 - Offering hour-long counselor consultations in the month of October and into November.
 - Want faculty to review with counselor-help understand the implications in choosing courses- thought would be a helpful step in finalizing and formalizing those electives.

- Taking those prioritized electives, place smart rules into EduNav. Also taking top 2 electives and put on our pathways sheets-instead of saying “see elective,” will have options for students to select.
- John-Feedback regarding some random surveys in Counseling department on how the Trailheads being perceived
 - Students not liking giving them a multitude of disciplined choices, prefer specific classes, feel more informative to their process
 - Counselors were chosen for their expertise-Brittney chosen for expertise in STEM and Erin for hers in Dual Enrollment and rolling out of EduNav.
 - On target with deadline, project should be complete by the end of the term.
- Quinton-Is APC getting that message directly?
 - Yes, have had a conversation and formal presentation-are excited.
- Currently, for electives, EduNav pulling data from course taking patterns from all students, drawing from historically popular courses.
- Also depends on scheduling history, will help with what we should be scheduling and not looking at past data for what we’re going to do in the future.
- First phase of this pathway development, next phase is the expansion of those pathways, right now only have the ADT’s, will talk more about that as we go into the Spring term, getting feedback on where to go next.
- ADT’s were first to go into EduNav.
- Dr. Lee-When looking at the electives, selecting the electives is part of the ADT, consider adding a certificate or two.
- John- already in conversations, working with Sarah Burnett and bringing in Brittnee on Early Childhood Education, easy one to do without overloading on units.
 - Once student hits a certain point, automatically send an email to student, “Congratulations, you have earned a certificate in...”
 - Will be able to run the auto award process more efficiently, will know areas of built in stackable certificates
 - Need someone to sit with ADT’s and see how many certificates can piece together, put in menu for faculty and show what certificates can be obtained. Some will be a longer conversation, maybe need to move some in and out.
 - Already working with Sarah Burnett, will be completed by end of fall semester-yes.
 - Can do a bigger expansion in spring semester, consider what areas of emphasis want to expand on and can put as an official project sheet and put in system on what faculty to work with- give us better support from academic side of the house.
- Goal –To embed the certificate without adding units.
- b. Enter the Path**-Dr. James meeting with Mark DeAsis -making changes to the onboarding process. Looking at a holistic assessment and needs questionnaire.
 - Issues still need to address-have not strategized or worked out the timeline

- Updating online orientation
 - Automated email responses students receive-frustrating to students
 - A better matriculation process, and understanding their needs once here.
- Once we have a better idea of a realistic project we can complete in the 19/20 year, will update projects.
 - After meeting with Mark can inform group when we can move to imbed a more holistic assessment for next registration cycle in CCC Apply.
 - Issue: To add supplemental questions not difficult, however, the process of getting the information back to us may be substantial work. For Placement, currently we do a daily import to get the data, which is a smaller data set. Question is can we do a daily import for a much larger data set. Is there a need for more staff/resources and what the data will look like, can we use it.
 - Dr. Tarrant-“How do we prioritize and strategize the work?”
 - Dr. Fulbright- Also need to know all the options and which will and will not work; what can we postpone.
 - Not enough knowledge on the process to know how difficult it will be.
 - CCC Apply data and TSUM goes into Colleague-supplemental questions do not.
 - Additional questions wanting to add will assist Ed. Advisors with Onboarding process.
 - Examples of some additional questions: Ability for students to make informed career decisions, student needs, i.e. housing & food challenges, learning & study strategies, mindset growth and productive persistence.
- c. Stay on the Path-John –Student Success Checklist-going out to students soon.**
- More than On-boarding, tells student:
 - Where they are, what term in, what should be working on, have you applied for financial aide, met with a counselor, explored clubs, support programs and opportunities; essentially a mini counseling session for the student.
 - Using first term, second term...instead of Fall to Summer format. More of a reminder; four or five bullet points for a more concise, consistent experience for the students. Keep refining as we move forward.
 - Plan to place on the back of the Trailheads, Sales Force, Grad Guru
 - Once complete, bring back to this group for feedback before sending out.
 - Possible rollout as early as Winter/Spring registration.
 - Second-Internal checklist more of a Milestone Document- Every counselor will have same template when meeting with students, a reminder bullet point for Counselors
 - Will address what to go over with students who have 0-15 units, 15-30 units, and so on. Template not something will share with students

- Looking for uniformity (address consistent student complaint about meeting with different counselors and getting different information.) Hoping will be a partial solution to challenge for students to have more consistent approach in Counseling. Refining document and should be ready for spring semester.
 - Counselors in process of adopting a new pedagogy on the Counseling Wheel, a career development theory, specific approach of career coaching presented by Jethro Midgett and David Schlanger.
 - Currently testing
 - With EduNav will free up counselors to do this kind of work.
 - Will have more time to Moving away from checking boxes and giving everyone an Ed plan, since we were funded that way. IT's transformative and counselors can engage with the students.
- Turning point for Counseling-counselors were given specific data given, all agreed we have to change.
 - Marshall-doing the same thing in academics, intentionally making those changes to make connection with students-it's intentional and with purpose.
 - Last semester - a pilot group, sort of train the trainer, went to QNUSC-laid the foundation.
 - Had three workshops
 - What the data is and how to collect
 - How to review your data
 - Changes you can make within your classroom to address those issues
 - Ready to have larger conversations amongst departments.

d. Ensure Learning-For this academic year, rolling out the LFM plan, what do we plan on accomplishing? Need specific priorities, goals or outcomes for 19/20. Came up with stuff for Kris to fulfill what she needed for the QFE.

- The LFM part of the Quality Focus Essay (QFE.) Kris Anderson had the LFM team to meet to go over deliverables and an outline plan.
- For EMP-Gustavo had to go in do something around Professional Development for Objective and Goals-aligns with QFE. Three objectives around Guided Pathways training; CORA Certificate-teaching Men of Color in Community Colleges, Micro Aggressions and a third one. Can map out the five years and say where each fit in.
- Need to be clear & intentional of specific paths/projects are taking place this year.
- Would like this group look at standing committees of Academic Senate: Assessment, Program Review, Professional Development Curriculum, LFM
 - What do we need from them, what role can they play, what can be improved (how can we tweak Program Review to get what we need out of it) for purposes of Guided Pathways.
- Plan is, we define, with help of people doing the work, what we hope to accomplish this year. Then, leverage the committees/councils/senates that need to be involved to help

move that project along. Unclear of the specifics & who do we need to work with. Once have more definition, can work with specific groups.

- Can go back and update our Scale of Assessment to reflect EMP -didn't have enough details for Pillar 4 work; was put off for future years.
- Bring this work to group for next meeting and can spend bulk of meeting talking about Pillar 4 (area of least progress in our Scale of Assessment.)
- Next meeting focusing on Pillar 4-bring back the QFE & EMP data and plan.
- Engagement Centers will be opening in October
 - Furniture arriving the 19th -20th.
 - Working on a mini Grand Opening and ordering banners.

- Need to address school clusters, still operating in the old school model
 - Counselors are in one silo location and people are everywhere.
 - The Engagement Center essentially becomes the only stop-currently no other stop for students to get the resources they need.
 - New Title V grant focuses on success teams and we need a place.
 - We have space on campus, just not utilizing the space adequately
 - Need to have President and VP's support.

- Part of Title V grant is financial literacy-Plan for 20/21 talking about everyone, faculty, staff and managers. Not going to just hit them with a plan.
 - What is the grand vision, what defines a cluster, who belongs in a cluster, where are the locations that lend themselves naturally to that School.
- In Facility Master Plan, idea was already infused –frame it around looking at what students will have.
 - Spend the rest of the year strategizing.
 - Having a color-coded map is much more motivating including all services available within the clusters.
 - Include a faculty advisor, an Ed Advisor/Success Coach, 1-2 counselors, someone from A & R and/or Financial Aide.
 - Need to look at space, function and size of school and cluster classrooms around these areas.
 - Areas need to also have hangout spots for students.

- Bring a map of all the offices on campus
 - Look at where the clusters will be located
 - Function, services, planning and defining the process.

- Plan needs to be staged, with a timeline so that people are not inconvenienced and offices are fully set up with no delays.

- Request to spend time next meeting to talk about the grant and the role of the grant coordinator. Was written in as an Activities Coordinator position = Coordinator/Director.
- Adding a meeting on October 15, 2pm.

Next meeting: Discussing The LFM Plan/QFE, Title V Grant, PRT, MAP Pathway Maker.

Other Items:

FYI-Dr. James and Melissa still on learning curve with Microsoft Project.

California Guided Pathways Site Visit in 20/21-a follow-up visit from our Guided Pathways 20 work-most should have received the invite. It's specifically related to our Institute work; one is in April the other in October.

Have been getting requests from other colleges who want to come, bring a team and see our work & talk to us.

Currently, our students experience our "Schools" very loosely, we tell them we have Schools, give them a Trailhead students don't yet identify with the Schools-once we have clusters in place-will be a game changer. Put some banners up, maybe paint some doors in the school colors.

Mapping of EduNav also a game changer.

Meeting adjourned: 3:59pm.