

## Guided Pathways Core Workgroup

Tuesday, December 3, 2019

2:00-4:00 pm

IT 218

Present: Quinton Bemiller, Mark DeAsis, Tenisha James (co-chair), Samuel Lee, John Moore, Debra Mustain, Gustavo Ocegüera, Jason Parks, Kaneesha Tarrant.

Absent: Greg Aycock, Melissa Bader (co-chair), Marshall Fulbright

Guest: Kevin Fleming, Eric Felix, CUE Institute

Meeting Adjourned: 2:09pm

- I. GP Regional Events Calendar
  - a. Handout-Guided Pathways-Related Calendar of Events 2019-2020-Inland Empire/Desert Region. Coordinators: Leslie Valmonte and Angelica Ibarra
  - b. December 19<sup>th</sup>, Region 9 Classified Ambassadors Gathering-Classified Staff members role in Guided Pathways. Attending: Tenisha James, Gustavo Ocegüera and Ruth Leal
    - i. Gustavo-Update: working with the RP Group to do a training on February 12, 2020, focus on classified staff; student support redefined, the 6 factors and the crossover with guided pathways. Venue TBD. Also working on a similar project for faculty in spring; primarily focused for part-time faculty, on a Saturday. Next will be for managers in the summer.
  - c. January 16<sup>th</sup>, Region 9 –Leads/Coordinators Gathering. Attending: Melissa Bader & Tenisha James.
  - d. April 7<sup>th</sup> Region 9 Equity Summit (TBD), April 8-9 Region 9 Annual Guided Pathways Summit (TBD). September 15-16 Pathway to Student Success, (CSUSB) and September 29-30 Statewide Pathways to Equity.
  - e. Annual Guided Pathways Summit (Newport Beach, in April)
  - f. Melissa and Tenisha spoke about looking at this workgroup and not having classified staff represented. Talk about classified staff's role and students voice in this workgroup; neither have representation in this group. How do we ensure these voices are present as we look a campus re-design.
- II. Liaison Fall 2019 Presentation Updates-feedback on how presentations went, what committees received the presentation; those that were missed will be focus for early spring.
  - a. Committee Meetings:
    - i. **Tenisha:** Student Services Management Meeting and Counseling Department Retreat. Both well received, not a lot of feedback during the meetings with the prompts given, but received emails with feedback. Overall, everyone was excited to hear about what's been going on in GP, happy coming to them.
    - ii. Melissa's presentation to Senate went well and per Dr. Lee, she did a great job presenting to ISPC.
    - iii. **John:** Student Success Planning Council- went well.

- iv. **Kaneesha:** Having different presenters gave it new life and each give their own spin and different perspective.
- b. **Gustavo:** hasn't done his yet, ASNC retreat happening in January and wants to spend time going through with student lens, which cannot happen during the meetings. Diversity, Equity and Inclusion was supposed to do at retreat in December, however, retreat date moved to February (only meet once a month) and same with professional development. All will be in spring.
- c. Due to late start creating presentation and finding our way through this new structure, goal is to present early in the spring semester. Will use winter to gather information for next presentation. Still waiting for data.
- d. Will need to do before end of the term; possibly get a graphic or information piece sent out due to not hitting every committee. Presentation will be sent out through the regular update. PowerPoint uploaded to website? Ruth is supposed to record Melissa and uploaded.
- e. Recommended to also have this presentation at department meetings. Plan to give a truncated or simplified version of the presentation to give to leads and managers that can be shared at their department meetings.

### III. GP Faculty Lead Job Description Review-

- i. Handout-Guided Pathways Faculty Coordinators, Guided Pathways Counseling Faculty Coordinator
  - 1. At beginning of term, talking about a 1.0 total reassign for GP faculty coordination; 2 persons, an instruction and counseling faculty member. However, when Melissa brought idea to Senate, they had a different idea; every school will have a GP faculty coordinator. Melissa re-wrote the description, there will be 5 total, one faculty coordinator for each of the 4 schools and one counseling GP coordinator. Will be taking back to Senate, wanted feedback. Top portion is the faculty coordination and the bottom is the counseling portion.
    - a. **Jason:** 1.2 is not divisible by 5. Comparing the size of STEM to the size of Business & Management, the work disparity is massive. Point taken into consideration.
    - b. Chancellor used FTE's as measurement.
    - c. Counseling coordinator may get more, Melissa didn't break down.
    - d. Description of the 2 roles, counselors who are assigned to the schools will work with the faculty coordinator.
  - b. Plan to be funded through PACES grant.
  - c. **Sam:** might want to make a note, Senate should give us recommendation on who is eligible; they might say the current Chair is not eligible, to encourage the development leadership outside of (inaudible) and recommend term of service.  
**John:** Was also brought up in ACP-would like for it to not be same usual persons.  
**Tenisha:** Melissa submitted a project for LFM; anticipated being accepted and the project is a faculty advising model with same approach. Listed are Jethro Midgett, Patty Worhsam, Starlene Justice, Jessica Dobson and Courtney Buchanan.

- d. **Kaneesha:** Include a list of participants of attendees and participation in the various trainings and events
- e. **Gustavo:** Talking to faculty about an Equity coordinator for faculty Professional Development. CTA already approved a .20 re-assign for faculty PD, split between Tim and Karen. Possibly using Equity funds for a faculty coordinator to lead those efforts and to promote equity practices as part of the new PD committee. Seeking feedback from this group and a good time to ask, "What is the need?" Could it be the same model we have now, or somehow increase it and have 2 faculty; one leading PD in general and the other is equity focused. Would work with this person to facilitate trainings with faculty. Other colleges already have this position and they get quite a bit of re-assign, it's not a formal position, but doesn't have to be. Don't think it makes sense to have one for every school; needs to be more focused, centralized and work with PD committee, specifically if we end up with a faculty PD committee, this person should be co-chairing that committee.
- f. **John:** In recent years, the Faculty Association and Faculty at large have expressed concerns about too much re-assign time. Faced with an increasing burden or responsibility in helping to run the business of the school without doing the business of the school, which is having instructors in the classroom teaching. Can we bring someone on who is not a FT faculty member who can take on these roles, whether it be a FT faculty or an adjunct position?  
**Jason:** Office is getting pushback from the amount of re-assign time and it disproportioning certain departments and schools. Very difficult to give the sciences re-assign time and its falling on English and Social Sciences.  
**Tenisha:** This model has worked well using Erin Spurbeck, an adjunct counselor who is our EduNav lead. All her hours are dedicated to the coordination and leadership of facilitating EduNav, online counseling and GP Clarify the Path project.  
**John:** It opens up the possibility of growth without holding to a .2 or .3 re-assignment time, have an adjunct you can take to a .6 in detail. Could be a current adjunct looking for leadership opportunities and responsibilities to demonstrate are strong candidate for a potential FT position down the road as well as being beneficial for them both professionally and personally.  
**Gustavo:** How do you feel FT faculty would feel having a adjunct faculty leading/coordinating equity efforts when it comes to pedagogy? What message would that send? Can it be integrated into the JD?  
**Kevin:** Noted we don't do a good intentional job of developing our part-time and associate faculty to be competitive to apply for FT faculty jobs. Whenever there's an opportunity to have a formal/informal mentorship or shadowing to pair up one FT counselor and 4 FT instructional with one PT counselor and 4 PT instructional and home grow some talent and make them competitive for positions in the region, we want our associate faculty to be the best candidates for positions in the district and external.  
**Gustavo:** Having an adjunct faculty be the liaison for equity efforts for PT faculty is needed. This would help get PF faculty to the trainings.  
**Sam:** Clarified with the district last year with the prison education re-assign time -it's a non-instructional assignment and doesn't legally go to the .67 limitation.
- g. Direct question to Melissa Bader and/or Tenisha James

IV. Special Focus: Pillar 4 Equity – Gustavo Ocegueda

Handout: Planned Activities to Achieve Equity Goals

Activities for Overall Student Population

Planned Activities for Disproportionately Impacted Student Populations

Split into groups taking about 15 minutes to go over.

Will be bringing back on next agenda. Some general thoughts/challenges: In retention, the baseline was pathways, a broad term, is definition providing guided pathways for our students at the college or more general pathway to helping students have a clear understanding of the catalog and the requirements to meet their educational goals? Existing efforts and initiatives are all over the place. Weren't quite sure how to answer the equity question without definition. For access: looking at revised on-boarding, although we have already made significant progress from eight days to two days, already thinking about looking on ways we can improve. Success teams and committee of practices merged the same thing as far as Math and English completion go. The trailheads and meta-majors were a bit difficult in the context of transfer level Math and English; we've successfully completed trailheads and Meta-majors for all our ADT's; but still have all of our certificates, AOE's that are not ADT. Summer/Winter Boot camps for Math 1A & 1B were researched and found unsuccessful in success rates and program was cancelled a year ago. Take a look at the strategic plan and the educational master plan, some of the metrics have changed to line up with the district.

V. Pillar 2019-20 Priorities

- a. **Clarify the Path**-Prioritization of Electives Project coming to a conclusion. Met with all the departments, all went well, the build and construct not completed.
  - i. Brittney and Erin working on updating the trailheads; Brittney working with Mark Knight from the district to do the graphic design stuff to include financial cost information as well as student success checklist.
  - ii. Finishing up, completion in January-Hope to be ready to roll out for summer/fall registration.
  - iii. Next phase to look at AOE's
- b. **Enter the Path**-shared holistic assessment and support survey with our student services management group; contemplating when asking students' what their needs are, do we provide a long list student's can choose from or identify some basic needs questions and then map the student language to our programs on the back end? Leaning towards having bigger buckets or barriers and we do the back end mapping.
  - i. Listing programs that provide financial assistance
  - ii. Reached out to David Schlanger, he and Jethro Midgett taking the lead, they worked on initial document together.
  - iii. Student Success Checklist moving along, waiting for course elective information from Brittney and Erin
  - iv. EduNav-learning curve with student population, Fall 19 was first semester used on a larger, more full-scale approach. Feedback overall the issues were low, but it was

more a student learning curve, not necessary the software itself. Overall, students like the look and feel. Also indentifying some weaknesses; students couldn't see their SEP during registration cycle. Propose to go into guidance classes and ask students to allow us to watch real time. Maybe a flextime activity in the Spring and show faculty its working. Hearing there are tons of problems and they need to hear its working.

- v. **Gustavo:** Met with Quinton-Looked at What's Leading from the Middle plan and set some goals to achieve a few goals for this year; supporting the English faculty - teaching Men of Color and Micro Aggressions
- c. **Stay on the Path** Gustavo and Quinton met-set some goals for this year
  - i. Supporting English faculty that have been doing the equity workshops, communities of practice to expand 3 more in the Spring (did 3 in the fall)
  - ii. Using the same format for 50-70 part time faculty on a Saturday
  - iii. Making sure new faculty get training in equity as part of their First Fridays and offering them the core in certificates, teaching men of color in ... or in Micro aggressions.
- d. **Ensuring Learning**

VI. School Based Success Center Brainstorm Session - Facilities re-design with guided pathways in mind, creating some school based success centers. Sam, Kaneesha and Tenisha met with Dr. Green and CTA leads in coming up with ideas of what this could look like

- a. Faculty are getting there to be onboard.
- b. Support from CTA leads
- c. Handouts are not all the facilities on campus that have offices, only the places on campus that have "clusters" of faculty offices.
- d. First talked about what functions will be in the clusters, in the school success centers. The GP faculty leads, some instructional faculty offices, counseling faculty by 2's and some student support services that could potentially be imbedded (financial aid, student success coach).
  - i. Priority-Faculty offices spaces and potentially have a swing space for classified student services; don't have enough Financial aid and counseling clerk staff for each school; will need to be creative. First level, for the clusters, how may faculty, instructional and counselor? Does it make sense for certain schools to be in certain buildings? Can't just do one cluster, has to be all at the same time; too complicated to shift a few just to keep the one cluster together. Looking at current, existing faculty spaces without remodeling
    - 1. West End Quad: 7 offices in W-9
    - 2. STEM Center: 2 office-not enough for a cluster
    - 3. Science & Technology 2<sup>nd</sup> floor-5 offices (currently the Sciences) Engagement Center directly downstairs
    - 4. Informational Technology 2<sup>nd</sup> floor-17 faculty offices (D is Jason's office)
    - 5. Applied Technology 1<sup>st</sup> floor-5 offices 105 was a closet, converted to an office, 103 is a kitchen.
    - 6. Applied Technology 2<sup>nd</sup> floor- Suite of 7 offices
    - 7. Student Services 2<sup>nd</sup> floor-13 counselor offices

8. Student Services 1<sup>st</sup> floor-At one point it was discussed moving the President and the VP's out of the SS building, to be used for the Engagement Center or something else to bring services to that space.
  9. Library-Learning Resource Center has 3 faculty offices in interior and cluster of 7 outside
  10. Portable A has 9 offices, Portable B has 7.
- ii. What if we took IT 200 suite, convert to a 4 corners triage space, 17 offices to play with. Cleared out faculty offices, IDS's already there, moved the 4 schools in there, bring in the counselors (won't need 2 for each school-will have each other for support), Ed advisors and a counseling clerk.
  - iii. Propose looking at both scenarios-is there research that indicates its more beneficial to students to have 4 separate physical spaces for the 4 schools, so they each feel the sense of place? We have 4 existing spaces that could accommodate the clusters.
  - iv. Will bring both ideas to meeting with CTA Follow-up meeting, next week. Hear what they and Dr. Green have to say and will bring back to group.

VII. Other

VIII. Next meeting date

a. January 7, 2020

Meeting adjourned: 4:06pm