



Guided Pathways Steering Committee

Meeting Date: April 16, 2019

Meeting Time: 2PM – 3PM

Location: Building 2 Room 10

Present: Miller, R., Windham, A., Rico, C., Canestro, L., Cabrera, L., Carrington, M., Huning, M., Sohrabi, S., Perlas, C.
(Note Taker)

Topic	Information/Action
<p>Welcome! 'How does this idea/action improve student success and how do we know?'</p> <p>New Business</p> <ul style="list-style-type: none"> Visioning Session Outcomes: <ol style="list-style-type: none"> Design for all students – Full-time/Part-Time, Skill Builders, Lifelong Learners, Degree/Cert/transfer seeking, varied programs: CE, Social Science, Liberal Arts, STEM Data Driven – to inform planning, design, implementation and analysis Coordination & Collaboration – pathway maps with integrated student supports, cross functional processes, scaling of existing pathways April 8th Guided Pathways Workshop recap <ol style="list-style-type: none"> 19-20 Proposed Goals and next steps 	<p>New Business</p> <ul style="list-style-type: none"> Visioning Session Outcomes Goals were developed from the information collected from the 3 visioning sessions. April 8th Guided Pathways Workshop recap Workshop #4: Sierra College: Chris Rico provided an overview which included the following key takeaways: <ol style="list-style-type: none"> Guided Pathways is not the answer, it's just an answer Needs to be faculty driven Students are provided a career toolkit Sierra has an interest area handout which lists degrees and certificates which are color coded to each interest area: https://academics.sierracollege.edu/explore-our-academic-programs Workshop #5: Pasadena City College: Sia Smith-Miyazaki provided an overview which included key takeaways: <ol style="list-style-type: none"> Completion program supported from the beginning Embedded career exploration throughout the academic program Career JAM: Self-select into career communities 1st year experience class: taught by discipline faculty and created by counseling and discipline faculty. Consists of meta cognition. Success coaches: Paraprofessionals (University Interns) Online Orientation Research support from UCLA: 84% Retention among pathway participants compared to 40% retention among non-pathway participants.

Mission Statement

Cañada College provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.

<ul style="list-style-type: none"> CIETL Session – Thursday, April 18th 2:10 – 3:30p Room 6-101-102 <ul style="list-style-type: none"> Overview Subgroup Updates <p>Adjourn</p> <p>Next Meeting:</p> <ul style="list-style-type: none"> May 7th, 2019 in ROOM 3-142 	<p>Workshop #3: Consumnes River College: Char Perlas provided an overview which included key takeaways:</p> <ol style="list-style-type: none"> Data driven Charted and ID points were students can fall off of the path Obtains a tri-chair decision making process. Recommended quad chair (to include a student rep). Orientation to consists of 3 segments to keep students engaged in between enrollment and the first day of classes. One segment to include meeting faculty, staff and students in interest area. Showed video which featured student experiences: https://vimeo.com/240265087 Discussed the difficulty of compensating Classified Professionals <ul style="list-style-type: none"> CIETL Session – Thursday, April 18th 2:10 – 3:30p Room 6-101-102 <ol style="list-style-type: none"> We will be reviewing pathway maps developed at the March 6th Flex Day and engaging in a sorting activity that will start the development of our interest areas. All are encouraged to attend!! Subgroup Updates <ol style="list-style-type: none"> Steering Committee: Please review the GP Assessment Plan and add information as needed: https://docs.google.com/document/d/1W3CYFK7Q6SfE8Ttrb6dVgZlwNdcG-knNh8NXFhonRz8/edit?usp=sharing Academic Pathways – Attend 4-18-19 CIETL Session! BPA – Developed the following questions which will be asked of Bakersfield College: <ol style="list-style-type: none"> What was your process of getting all of the college on board with the Guided Pathways Process? How did you work with sister colleges? How did your staffing change? What was your overall Guided Pathways (GP) Process? <ul style="list-style-type: none"> When did it start? How long did it take? Who was involved? Who authorized the changes that were made as a part of the process? How did you keep/get the college involved and informed about the process? Were there costs related to your GP Process? <ul style="list-style-type: none"> If so, what were the costs?
--	--

Mission Statement

Cañada College provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.

	<p>How were they funded?</p> <p>Was there a specific budget allocated to the process?</p> <p>5. How did your GP infrastructure change the application and marketing process?</p> <p>Did you use CC Apply then?</p> <p>6. Do you use CCC Apply now?</p> <p>Has the GP Process changed how you process student applications?</p> <p>7. Do you have a tool that helps to support student major selection?</p> <p>Do you use a career development method/tool?</p> <p>If so, do students access it before or after the application process?</p> <p>7+. What is the major selection process for students?</p> <p>Is there a way for students to make an informed decision about their major?</p> <p>Side question: Can a “Career Interest Inventory” live in the CRM?</p> <p>8. How do you measure your progress? Do you have built-in check-in? How do you know if the process that you have created is working? What methods are used to evaluate programmatic efficiency?</p> <p>How do you know if a student is progressing? On time? Benchmarks?</p> <p>What is your estimated timeline?</p> <p>How do you check-in with students?</p> <p>How do you communicate with students already on a designated path?</p> <p>Has your communication with students changed?</p> <p>9. How has your counseling services changed?</p> <p>10. Has your orientation process changed? How does Orientation within the Guided Pathways environment? Do you offer “specialized” orientations?</p> <p>11. What have the outcomes been so far? Are you able to determine what is working? Not working?</p> <p>What data are using to determine this?</p>
--	---

Mission Statement

Cañada College provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.