**Guided Pathways Steering Committee Notes**

Meeting Date: 9/24/2019

Meeting Time: 2:30-4:30

Location: 13-116

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| **Topic** | **Discussion/Outcomes** |
| 1. Identify note-taker for meeting and explain Parking Lot google doc setup.
2. Report out from Priority Areas
3. Discussion of Equity-Centeredness in GP Design (led by VPSS Pérez)
4. Data coach, retention specialists, and Success Teams discussion (led by Dean Engel)
5. Questions and discussion
 | **9/24 Guided Pathways Steering Committee Agenda:**2:30-4:30pm in Building 13-116**Attendees: Margie Carrington, Carol Rhodes, David Eck, James Carranza, Denise Erickson, Marisol Quevedo, Karen Engel, Maureen Wiley, Mary Ho, Bob Haick, Chili Montian, Manuel Alejandro Pérez, Chris Rico, Tammy Robinson.** **2:30-2:40:** Identify note-taker for meeting and explain Parking Lot google doc set up. **2:40-3:10: Report out from Priority Areas**1. Meeting progress reporting out: (3 reports: what went well, what is a question that remains, and what resource is needed to move forward?)
* General discussion of the workgroup structure
	+ Trying to balance need to share with doubling-up on work
	+ Some connections might be possible/fit for sharing during Guided Pathways
	+ Crossover connection between the groups necessary for in-depth sharing
	+ Margie: Redesign College Process has decided to have an individual from the workgroup attend each of the other workgroups. Carol agrees that for speed’s sake, more crossover attendance would be helpful.
* Redesigning Academic Support and First-Year Experience, Carol Rhodes:
	+ Reviewed current programs and discussed general pros and cons
	+ Which first year students are we trying to serve?
		- Resource need: Need data on incoming students (for example, online, returning student, part-time, full-time, …)
	+ Funding constraints: will need to prioritize which support services to fund
* Redesigning College Process (Margie C. and David E.)
	+ Team working has a dream process list of ideas for improving enrollment and matriculation process for students. This was drafted last year
		- Redesign team has been aligning the various ideas with the different Guided Pathways workgroups.
	+ Extended discussion of concerns over forcing students to select an area of study during the application. Concerns included:
		- Exempt versus Non-Exempt list employees
		- Students who only want to take ESL classes
	+ Mayra discussed trialing the career exploration tool at a “PEP team” site visit to an area high school
	+ Discussion of some of the glaring confusions/unnecessary obstacles on the CCCApply application
		- One issue: there is information gathered on the application (such as whether the individual needs financial aid, academic needs, etc.), but it is not shared with any of the relevant staff
		- Dean Engel thinks that they will be able to share that information.
	+ College-wide email update about the CRM process was somewhat misleading: it could easily be misread to imply that many of the initiatives are already online or soon online.
* Early College Experience (Marisol Q. and Denise Erickson)
	+ List of which students are concurrently enrolled to help anticipate needs.
	+ How does the Office of Instruction fit into th
	+ Discussion of increasing/doubling number of Middle College Students
* Interest Areas and Program Maps (Maureen Wiley and Chris Rico)
	+ Counselor team has been doing a lot of work for the program maps.
	+ The counselors have already divided up the program map on their end for completing their recommendations.
	+ There was a brief discussion of the Interest Area consolidation (current draft has four Interest Areas). There will be presentations at each Academic Division meeting and at Academic Senate.
	+ Need program maps from Business and Design Workforce Division.

**3:10-3:20: Discussion of Equity-Centeredness in GP Design*** Led by VPSS Pérez
* CSSO (Chief Student Service Officers meeting)
	+ One discussion at the meeting is the importance of intentionally including equity issues in our Guided Pathways work.
	+ Pérez’s proposal: prioritize equity issues in our agendas. More specifically, Pérez, asking each workgroup to think about how equity specifically relates to their efforts. The concern is that our efforts will become focused more on the general mechanics of developing/implementing Guided Pathways.
	+ Another item discussed: there might be more extension for the Guided Pathways funding (beyond the current 5-year plan). This relates back to equity issues.
* Each workgroup needs to bring progress updates to the Steering Committee. Pérez commending work thus far, doing well compared

**3:20-4:00:** **Data coach, retention specialists, and Success Teams discussion** * Success teams: one safety net to catch students who might otherwise fail.
* Presentation of Bakersfield model of success teams (facilitated by Karen)
	+ Helps with one-on-one relationships with students. Bakersfield has wide variety of different roles (including a counselor and discipline faculty) on each success/completion team
	+ Should success teams be built around Interest Areas? Around Affinity Groups (Affinity Groups examples: sports teams, student clubs, Promise, EOPS, Dreamers, and so on …)
	+ Long Beach Community College has success teams designed for disproportionately impacted communities. Would this work at our college?
	+ Marisol: important to understand what funding there is in order to better decide what we should employ.
	+ More of a one-stop shop for getting the range of services needed.
* Deans/program coordinators who supervise retention specialists discuss how to align and scale RS services and role. (Will they serve as data coaches?)
	+ Data coaches:
	+ Two main questions related to data coaches:
		1. (1) What is the purpose of data coaching? --What kind of data and for whom?
		2. (2) Who will be capable of being data coaches? --This does require a willingness to sift through lots of information.
	+ It will be challenging to effectively implement.
	+ Student Ambassadors as one potential source of data coaches. When they do outreach, they are already collecting significant amounts of data.
	+ Pérez: need for intrusive conversations/interventions. Example of this need: data that shows men of color retention rate from first to second semester.
		1. Carol Rhodes: needs to begin before they enroll.
		2. Maureen Wiley: New York school saw peer mentors as key to addressing this particular equity issue. Also, need to connect up to currently existing programs that address these kinds of issues.
	+ Concerns about linking student services to Interest Areas if there are structural imbalances among the Interest Areas.
		1. Marisol: would be important to bring ACES into the discussion.
	+ Carol Rhodes notes that the STEM programs provided success team support are currently grant funded, so it will be a challenge to find permanent funding.
	+ Mary H.: “Designing Guided Pathways Through an Equity Lens Using Data” workshop. NOVEMBER 8th.
	+ James C.: need to draft a structure, even if imperfect, to make progress.
		1. One possibility: have Interest Area support only as a safety net. On this idea, Interest Area Success Team would not be used if there was some other Success Team addressing the student (for example, a student might already be helped by a Veteran’s group success team).
* Any handouts or notes taken from last April’s IEPI conference presentation on success teams. (Find out who attended that meeting)
* The ask: each group needs to bring back what is successful for their particular area.

**4:00-4:30:** Questions and discussion* Discussion of Vital Statistics of Interest Areas
	+ Comparing students in each interest area
* Further discussion of District Enrollment’s decision to force students to select an Interest Area and program of study (individual degree or certificate) during their application process.
	+ Pérez: wants outreach to Skyline to see how they have coped with this decision. Dean Carranza and VPI Robinson will ask Skyline VPI.

Future discussion questions:**Message:** What message are we sending out about the work the Guided Pathways teams are doing on campus?**Parking Lot for Questions:*** How much crossover attendance between workgroups is ideal?
* Concurrent Enrollment Taskforce -- District Academic Senate and AFT
* Development of ESL/crossover courses for students interested in career development and English language development at the same time. ESL for fashion students, for example.
* Ada Ocampo (potential data coach resource for Guided Pathways team)?
* Students have to make a phone call to make an appointment with counseling?
* Program Mapper team: need to ensure that there are not unnecessary courses listed in a program map.
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| *Upcoming Meetings:* **September 17 Bldg. 13-Rm. 116****September 24 Bldg. 13-Rm. 116****October 1 Bldg. 2-Rm. 10****October 8 Bldg. 2-Rm. 10** |  |