

Minutes: Guided Pathways Implementation Team

February 12, 2019

1pm-3pm PAC 101

Present: Lesley Bonds, Jessica Wojtysiak, Corny Rodriguez, Steven Holmes, Craig Hayward, Jennifer Johnson, Nick Strobel, Aricia Leighton, Dan Hall, Leo Ocampo, Amber Hroch, Grace Commiso

Guests: Visitors from Citrus College & Mt. San Jacinto

Not Present: Brynn Schock

Time	Item	Lead
1-1:10	Welcome and introduction of guests	Bonds
1:10-1:15	Review of Meeting Minutes from 1.29.19 Minutes from November approved; if any comments, email Jessica.	Wojtysiak
1:15-1:20	Update to work plan language Bonds: intent to provide clarifying language regarding our role in guided pathways: monitor, support, advocate and advance – we are not doing the heavy lifting. Revision of goals. Excess accumulation of units by students work being undertaken by AIQ to align with the Chancellor’s Vision for Success Goals. Wojtysiak: AIQ is working to acquire the data for the SCFF requirement. Bonds called for feedback on the revisions to the workplan document. May also email feedback to bring back the next draft. Strobel: Monitor and support or advocate for – don’t need both/ simplify the language Bonds: We initially started as a large group of 35 people with many ideas. Phase II evolved to those involved in key guided pathways work. Phase III evolution to representation and institutionalization of the guided pathways work – it’s no longer a small group advancing the work. Our group hears from/shapes/advocates for the various items that come through from the broader community. Hroch: Still difficult to obtain unit accumulation data. May create a Tableau dashboard. Bonds: Will bring next draft to the meeting.	Bonds, Rodriguez, Wojtysiak
1:20 – 1:40	GP Inquiries and Identified Needs See Bonds Report to GPIT (posted)	Bonds

	<p>Bonds: Substantial increase in the requests for visits and information. Bonds identified 10 recent college discusses, often involving multiple communications. Created a list with some of the needs identified – have started to work on them. We need a better web presence for the external inquiries so individuals can find information they are seeking – upfront materials for before discussions.</p> <p>Identified Needs: 1. Frequently Asked Questions document 2. Strengthened web presence for external viewership 3. Stock Guided Pathways PowerPoint for use across campus 4. Leadership team for external inquiries (interviews, FLEX presentations, campus visits, etc.) 5. Tracking documents of all travel, outreach, and dissemination activities to identify budget impact and for reporting on various grants. 6. Other?</p> <p>Rodriguez: Difficult due to the uniqueness of any college. Common questions involve how to create the metamajors/pathways. The other question we get is how do we get buy in from the rest of the campus?</p> <p>Grace: Just got back from LFM. Very specific questions. Faculty engagement came up a lot.</p> <p><u>Outside eyes:</u> Jessica, Nick, Grace to look at the document. Add any other questions. Bring back to the next meeting.</p>	
<p>1:40-2:00</p>	<p>Suspend the agenda: Program pathways mapper with Hayward/Menchaca.</p> <p>Advisor Redesign Project Update + Communication “Job Aid” (LFM, ATD) -</p> <p>Bonds: “Job aid” – Document to facilitate advisor work. Draft will be taken to different groups for feedback.</p> <p>Commiso: BC folks – this is a very early draft. We have both counselors and educational advisors – faculty and classified staff. We have struggled with what this looks like from a guided pathways perspective – students don’t understand the difference. We’ve worked especially over the last year to clarify those roles. This document is focused upon the educational advisors. Our perspective is they focus on students entering the path: onboarding, high school outreach and matriculation services, plus momentum points: are students at 15 units/attempting math & English in the first year? So we’ve been working on what that looks like in the daily responsibilities of an advisor. Advisors are involved in many different teams, may be reporting to multiple individuals depending upon their roles.</p> <p>We are now a Starfish institution. We have their Early Alert, Connect, Analytics, & Degree Planner modules fully live. With this is our case</p>	<p>Bonds, Commiso</p>

	<p>management tool, how can we tap into it? In this document, advisors are focused upon their students – high tech, high touch approach. I’m working on another document of what the “high touch” piece looks like – is it email first? Calls? Etc.</p> <p>Document grouped by timing in terms, and also recognizes ongoing tasks. Icons at the top of the page identify actions that could be undertaken. Timeline offers further clarification.</p> <p>Bonds: Peaks and Valleys – fall out almost always real life events – can we triage that? Build in Directors of Student Life and Financial Aid to provide input, then the deans to identify areas that might be pathway-specific.</p> <p>Commiso: This is creating the opportunity for deeper conversations with the students with Counselors. Counselors role is to engage in the higher level pathways work.</p> <p>Change in outreach: We are planning for the counselors to go out first to engage in career planning. Then the advisor will be able to work with these students.</p> <p>We have about 21 counselors and about 23 advisors.</p> <p>Union-based discussions helped to clarify advisors/counselors in the 1990’s.</p> <p>Holmes: Effort over the last 5 years to improve the student/counselor ratio.</p> <p>Bonds: Group traveling to Achieving the Dream Conference next week, many presenting, will report back.</p>	
<p>2:00-2:30</p>	<p>Program Pathways Mapper</p> <p>Bonds: Spent a long time with the faculty leadership with CSU to get the initial data to populate the program mapper. 2 year maps, 15 units per semester, etc. At the state level, in the roll out, about 10 colleges are in the first wave who have committed to taking on the program mapper. There is a second wave roll out.</p> <p>Educational Systems and Intersegmental Taskforce – met once in November in person. Representation from CSU/UC/Chancellor’s Office/High Schools/Educational Partners like RP Group and Career Ladders.</p> <p>Johnson: Those that opt into the program mapper can customize it by pulling local/regional data.</p> <p>Erica Menchaca: Program Mapper, working on this being scalable and sustainable</p> <p>We do have a partner in Orange County who has a different model, still using Concentric Sky; going from HS into the College, while we have focused on College to CSU; ideally we can combine the two structures.</p> <p>Hayward: We started to track usage in December. So, it is being used. Erica has been fielding questions about the maps and their correctness.</p>	<p>Bonds, Hayward, Menchaca</p>

	<p>We have a draft process document to keep the maps up to date. The annual program review will also be tied to that. Our focus is on the sustainability of the maps, tying them to the catalog year.</p> <p>Leighton looked at users: most from Bakersfield/surrounding areas, but also L.A.</p> <p>Menchaca: Reach out to pathway counselors & faculty to ensure up to date</p> <p>Hayward: Timing is critical due to catalog work. Don't want to change it too often; at most 3 times a year to coincide with catalog addendums.</p> <p>Bonds: Changes are so common that there is a disclaiming that the mapper doesn't replace a conversation with a counselor.</p> <p>Hayward: On the CSU front, we're working on integration with the CSU curriculum. Opening up discussions with partners at CSUB to get their curriculum directly into the program mapper.</p>	
<p>2:30-3:00</p>	<p>Any updates from GPIT members:</p> <p>Aricia: Program in multiple pathways questions?</p> <p>Commiso: History, Criminal Justice, Admin of Justice, CS, Philosophy, Economics – 6 departments that are in multiple pathways. Discussion with chair and dean to place within appropriate pathway.</p> <p>Holmes: Concerned with asking people to change pathways when it is still new.</p> <p>Meeting then opened to questions/comments from the visitors.</p>	