

Guided Pathways
Career Ladders Project Presentation/Workshop
5/10/19
10:00 am – 1:30 pm

Circle. Square. Triangle
ACTIVITY

Circle: What's still going around in your head? What remains unclear?

Square: What's squared away? What do you really understand?

Triangle: What three things do you need to move forward?

Circle What's still going around in your head? What remains unclear?

- Role of learning communities
- How are we going to do this at LMC?
- What are the meta-majors at our college?
- Best practices to adopt to implement to help students in and out of class
- The impact it will have in learning communities
- How is the CC's working with high schools
- Will it pressure students to pick a major
- Who/how will we engage in the harder conversations? (i.e., prescribing GE reqs for each program)
- How will learning communities find a place in meta majors?
- What have we accomplished so far at LMC (in terms of Guided Pathways)
- How to help students as instructor?
- What students should know on the side?
- Where does strategic enrollment management fit with Pathways?
- Where does the operational work happen?
- How will all the sub-groups and committees come together?
- How big do we want to go? How big can we go?
- How broad is the operational work of GP
- What structural changes need to be made to support GP?
- What are our priorities at LMC?
- How does pathways drive Sea decision making?
- What does our community know/think of GP? Will it benefit the community?
- What is the role of classified staff in implementing GP?
- Is GP group Driven, or will implementation ultimately fall under president/administrators?
- What universally accessible tool can we use in our GP work? Starfish? Canvas? Colleague?
- When will GP be implement at LMC?
- Implementation at LMC
- How will we get everyone on board?

- Where is LMC in the GP implementation process?
- How big/transformational is LMC willing to be in implementing GP?
- How do we show the value of Guided Pathways to unconvinced groups?
- What group/who is making recommendations about GP?
- What group/who is making the decisions about GP changes/implementations?
- What does support look like in the classroom?
- At LMC what role have students had in the GP implementation process?
- Scheduling issues – how do we get students into the classes they want/need when they are off track (for example – changes major mid-year)

Square What's squared away? What do you really understand?

- Overall GP premise & purpose
- GP will help students complete their goal faster
- There is no perfect way to do Guided Pathways
- The purpose of Guided Pathways
- Student centered
- A shorter pathway to an educational goal
- The state is moving in this direction
- It's going to have an impact on new state funding formula
- Graduate students with less units
- Why we need GP and motivation for it
- Implementing Guided Pathways will increase student success
- I like the idea that students will make progress in semester 1 even though they may be undecided in their major
- Vision for Success alignment
- Structural approach to student entrance to the college
- We have great leadership surrounding Guided Pathways at LMC!

Triangle What three things do you need to move forward?

- Meta major identification
- More faculty participation
- More student by-in
- Action plan for the department
- Establishing/norming meta major culture
- We need input from students
- More department chair by-in
- Tangible action items to complete
- What the actual names of the meta majors are being called
- Other departments not dictating what other departments should be doing -- must collaborate
- Trust of colleagues that we know what we are doing – we have expertise
- Support of our Dean
- What do teachers need to do differently in the classroom?
- How is Guided Pathways going to change how instructors interact with the students and curriculum?
- Input from students especially incoming high school/new students
- Structural changes in both instruction and student services
- Student input
- Get out of silos
- Implementation timeline
- I need: more time, more examples/success stories from other colleges
- If GP means doing work differently as a college, we need employees willing to do their work differently (i.e., role changes)
- Where does the Guided Pathways intersect with Distance Ed?
- How has it been successful at other colleges?
- Time away from my desk to do the work
- Support from management that my contribution is valuable
- More collaboration with colleagues
- A decision making process for the college
- Structure and support for system Student Services process changes (in addition to academic pathways mapping)
- Assessment of Guided Pathways – how will we know if it's working?