

Guided Pathways Advisory Committee

1:30-3:30pm MA1-142

April 19, 2019



I. Announcements/ Updates

- Guided Pathways momentum points
- Liberal Arts degree task force
- Subcommittee positions
- Program Pathways Mapper software

II. Retreat feedback and next steps

- Review 3/15 retreat feedback
- First Year Experience (FYE) conversation / research team
- Friday May 10 presentations from Luis Chavez, Career Ladders Project

III. Student quotes activity:

1. Individually, take a minute to read the student quote.
2. Pair up and discuss:
 - What stood out to you while reading the student quote?
 - What follow-up question(s) would you want to ask students about this issue/ challenge?
 - Which student populations would you ask?
3. Share out

IV. IEPI / Career Ladders Guided Pathways Design Meeting Report

- Rudolf: Scaling Holistic Structures to Help Students Move from College to Career
- Shelly: Engaging Students as Partners in Guided Pathways Redesign
- Julie: Monitoring Momentum Points and Equity

IV. Focused Flex Proposal Update (Julie, Josh, GE committee members)

V. Scale of Adoption Self Assessment draft: Break up into pillars and review the draft.

1. Determine which scale of adoption box to check for each sub-part of the pillars.
2. Add notes about the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps".
3. Suggest additions and edits

Suggested Fall 2019 meeting times (based on doodle poll feedback)

- 1st & 3rd Fridays
- Guided Pathways Advisory Committee 1:00-1:50
- Subcommittee break out groups 2:00-3:30

These are the LMC Guided Pathways Momentum Points from 10/18/18 meeting:

Determining factors for choosing these four stats were based on the state-wide goal initiatives (AB705, Guided Pathways) in conjunction with our Guided Pathways Focused Flex Data Discussions on 8/23/18.

1. 16% of Students earned 24+ College Credits in Year One
2. 18% of Students earned 12+ College Credits in First Term
3. 36% of Students are Full Time Students (therefore, 64% are part-time)
4. 64% of Students Persisted from Fall Semester to Spring Semester

Why momentum points? We can use these data points to help us identify targeted interventions for students, including specific populations.