

Guided Pathways Advisory Committee

1:30-3:30pm MA1-142

April 19, 2019

MEETING NOTES

In attendance: Julie Von Bergen, Rudolf Rose, Marie Kaufmann, Nikki Moultrie, Ryan Pedersen, Nancy Ybarra, Sabrina Kwist, Rachel Anicetti, Catt Wood, Michelle Baird, Janith Norman (via zoom), LMCAS: Debra Tatmon, Christian Ortiz, Pricilla Tatmon.

I. Announcements/ Updates

Guided Pathways momentum points

- Our four momentum points that we started with are still valid and we'll continue to use moving forward to track progress. We can use these data points to help us identify targeted interventions for students, including specific populations.
 - 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.
 - 16% of Students earned 24+ College Credits in Year One
 - 18% of Students earned 12+ College Credits in First Term
 - 36% of Students are Full Time Students (therefore, 64% are part-time)
 - 64% of Students Persisted from Fall Semester to Spring Semester
- These points will be assigned to our future sub-committees. Julie will add definitions to each point to clarify which co-hort it belongs.
- Regarding the credits earned points: Rikki asked if these were degree applicable or pertain to all credits? Julie is looking into this and will report back.
- These momentum points will be aligned to the state's 5 Vision for Success goals:
 1. Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
 2. Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
 3. Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
 4. Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
 5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
 - Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

Liberal Arts degree task force

- Ed Haven chairing – report out from Julie: latest meeting focused on tying the Liberal Arts Degrees to GP Meta Majors. Students who have an AA, ADT, AST, there would be some link to a high level Meta Major. (names will most likely need to be modified). So far there are three that have been established:
 - Liberal Arts >> Math, Sciences (i.e., nursing)
 - Liberal Arts >> Social Sciences
 - Liberal Arts >> Art, Humanities
- Accounting and/or Small Biz could be additional Meta Majors for a Lib Arts Degree
- Summer 2019 we'd like to have data that examines time to complete Liberal Arts degree to transfer. Are they coming back to get a secondary liberal arts degree that now aligns with their chosen degree? Need to ensure that the Liberal Arts degree completion is originally tied to transfer that may encompass multiple meta-majors.
 - Per Rikki – LMC auto awards ADT of Lib Arts degree to students who have applied to a university and applies for graduation. (student MUST have applied to university)
 - Concern is how broad the Meta Majors will get to encompass Lib Arts Degrees.

Subcommittee positions

- Sally is still working with DO on finalizing requirements for the GP sub-committee positions, including the classified compensation.

Program Pathways Mapper software

- Julie reminded committee of the program mapper tutorial we had with Dept Chairs on 3/26. They were given templates to build their 2 & 3 year maps. Work is ongoing.
- Rudolf is planning meetings with local High Schools to get feedback on program mapper
- This program mapper software is intended to be similar to an online catalog – not an Ed Planner.
- There may be some duplicating efforts with what CTE is doing to their programs– Nikki to check with Natalie on what CTE is working on to ensure there are no duplicating efforts/multiple funds being used for same work.
- Is it possible to change language on program mapper webpage to include UC transfers? It's only showing transfer opportunities to a CSU.
 - Currently, only the CSU paths are built in due to required approval of governing board for CSU transfers. More conversations will need to take place across departments/college-wide for GE paths to include UC. Discuss with Sally for next steps.
- More in-depth discussions are needed around Degrees and Curricular alignments with Math and English requirements; Make topic for FA19 Opening Day
 - In order to be compliant, Math and English **should/must** be aligned for 1st year completion. Consistency is needed for Math and English requirements across departments
 - How prescriptive do you want to be? Must be cognizant of the students' ability to complete, and still remain motivated 1st year for line of study.
 - Departments will have to work across other departments to compare Meta Majors and the alignments of GE.

- Will devote our entire GPAC Meeting on May 3 to further the Program Pathways Mapper software topic and our GE alignments.
 - We as a group can pick different major areas and have a working meeting... work and try to find the overlaps and simulate what we would want the departments to go through

II. Retreat feedback and next steps

- Review 3/15 retreat feedback
 - Julie pointed the group to the GP webpage to peruse the retreat documents <https://www.losmedanos.edu/guidedpathways/index.aspx>
- First Year Experience (FYE) conversation / research team
 - Will reach out to DVC re: 1st year experience to better understand their research requests
 - Research Group will be charged with this topic in FA19
 - Target the Nexus cohort to have them be our research team for 1st year experience topic (4/29/19 Nexus Meeting)
- Friday May 10 presentations from Luis Chavez, Career Ladders Project
 - Julie to confirm time/place for the presentation – original thought was that Luis would do 2 presentations: one in the morning, one in the afternoon. However, there are campus-wide events in the afternoon – so perhaps he'll have to do a morning only presentation – Julie will need to figure out best time

III. Student quotes activity:

1. Individually, take a minute to read the student quote.
2. Pair up and discuss:
 - a. What stood out to you while reading the student quote?
 - b. What follow-up question(s) would you want to ask students about this issue/ challenge?
 - c. Which student populations would you ask?
3. Share out
Themes from Quotes:
 - Cultural belonging
 - Mentor opportunities
 - Build (strengthen) communities within Majors
- The results of the activities need to be linked to a plan of action
- Will repeat this quote sharing activity at Monday Meetings

IV. IEPI / Career Ladders Guided Pathways Design Meeting Report

Rudolf: Scaling Holistic Structures to Help Students Move from College to Career

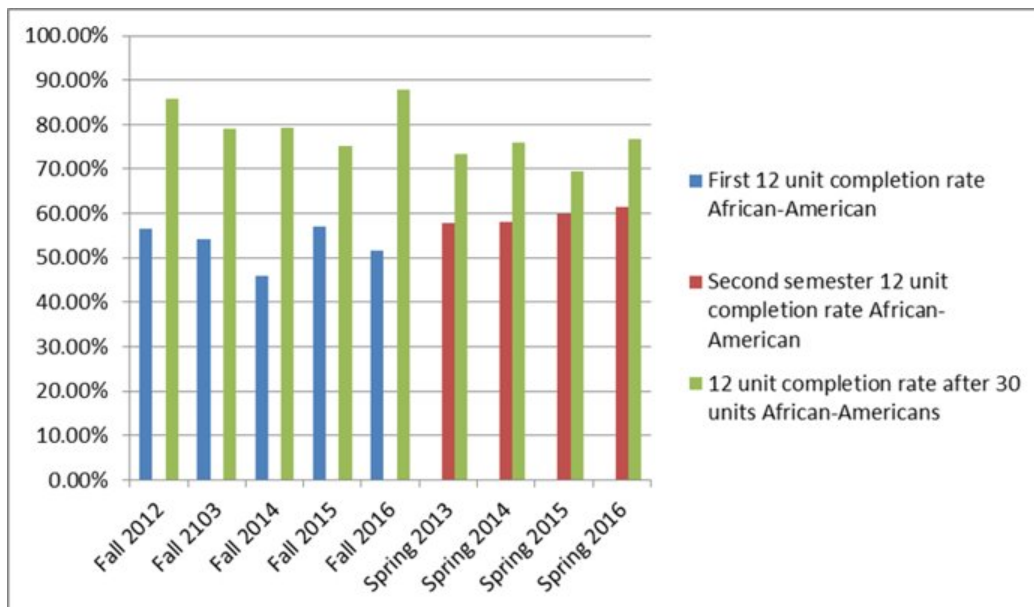
- (time did not allow for report out)

Shelly: Engaging Students as Partners in Guided Pathways Redesign

- (time did not allow for report out)

Julie: Monitoring Momentum Points and Equity

- Julie shared a slide from Monitoring the Momentum Points Presentation “Narrowing the Focus” from Bakersfield College; shows African-Americans who completed 30 units and those who completed less than 30 units. Green bars show African-American students who have completed 30 units and their success rates are comparable to other ethnicities.



- This is a good example of looking at desegregated momentum points in order to target groups and hone in on areas that require our focused attention
- Group suggests that this type of information (preferably stats from LMC) be shared by Bob at Opening Day

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

- Proposed Focused Flex for F19 (will be reviewed/approved by LPG at their next committee meeting). Flex objectives:
 - Understand the student perspective of General Education options at LMC
 - Learn about the development of the current general Education Model at LMC
 - Explore data about current LMC students
 - Learn about the General Education design process at other colleges
 - Collaborate with colleagues in a break-out session

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

- GPAC members discussed draft and edits. Due to time constraints, edits couldn't be collected during the meeting. Edits to be turned into Julie on paper form OR each member can add edits onto Google Doc directly. Julie sent Google Doc link 4/19/19:
https://docs.google.com/document/d/1yppUTJFAKKvDxQ-OvBGpIT3pS3f-CyKF_Et_UcvGBs4/edit?usp=sharing
- Members will keep the following in mind when reviewing assessment draft and providing suggested edits:
 - Determine which scale of adoption box to check for each sub-part of the pillars.
 - Add notes about the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps".

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

Monday meetings might work well for faculty, but not so much for classified, but based on the results, Monday was least popular among the 12 who voted...

- Fridays were the most popular (10), followed by Tuesdays (6), then Thursdays (4), with Mondays and Wednesdays last (1 vote each).
- Based on the results, we discussed keeping it on **Fridays from 1:30-3:30** with a slight change once we establish our subcommittee positions:
 - GPAC will meet: 1:00-1:50
 - Sub-committee break-out groups: 2:00-3:30