

Guided Pathways Advisory Committee Meeting

NOTES

November 2, 2018

1:30-3:30pm

MA1-142

In attendance: Nikki, Kevin, Janith, Julie, Shelly (zoom: Janice, Rudolf)

I. Announcements/ Updates

Newsletter draft for feedback and edits

Discussion/Next Steps:

- Newsletter content to structure/address the Plans Structure of what we're doing
- Add area for What's Coming Up/Next Steps
- "Did you Know" – actual quote would be nice around the Radio Station info

What kind of flex workshop is best for Spring 2019?

Discussion:

- Wait to develop flex workshop until new plan from Chancellor's Office / Krista Johns: Regional Coordinator for GP – she requested meeting
- It's important to have clear definitions of what our components are and what everything means; need to be very specific in order to develop a Flex for Faculty
- How will the roadmaps experience between our sister colleges look like?
- Faculty need to be clearer on mapping and the impact it has on their curriculum
 - Math and English requirements need to be mapped into programs of choice

Next Steps:

- Kevin to request Krista Johns to attend (in-person or zoom) GP Advisory Meeting on Dec 7th to discuss Guidance document for year 2 plan
- Take a look at the engagement of what other faculty and schools are doing with their flex workshops
 - Review Santa Ana College, for example, and how they've structured their teams, resources, and training/workshops per "Design Teams"
<https://www.sac.edu/FacultyStaff/GuidedPathways/Pages/DesignTeams.aspx>
- Hold flex at All College Day (allows for wider participation across LMC) in the gym for interactive activities for Faculty. **IDEAS:**
 - Grouping of Meta Majors Card Sorting Activity (like we did at Student Focus Group) to get faculty perspective
 - Show faculty what each major looks like at the various colleges who have GP implemented
 - Have students show faculty how they have gone through their experience and what they like and dislike
 - Assemble the 4 Pillars and explore how faculty views students' needs in each:
 - Clarify the path (gauging interest/choosing major)
 - Entering the path (on boarding; registration, requirements, schedules)
 - Stay on the path (support services, communication with instructors, counseling)
 - Ensure learning (progress for completion)
 - Develop an online survey/activity for faculty who are unable to attend in person

II. Update from Leading From the Middle workshop 10/25-10/26 2018 (Bob, Carla, Rudolf, Scott)

Discussion:

- KPI Metrics/4 data point: Need the Why's behind the KPI metrics/4 data points. Bob says these can be supported by District in form of quantitative answers (qualitative is needed, too – which we can continue exploring through our focus groups)
 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 SemesterWHYs behind these stats need to be revealed; reasons could include:
 - Impact of day-to-day life restricting a full-time load
 - Course offerings – schedule (am, pm, fall, spring, summer) limitations/barriers
 - Tuition and Text Book costs
- Retreat – important - especially as we engage faculty and develop sub committees.
- Summit happening spring semester
- What was the value of LFM as it relates to Guided Pathways? Turned out to be more of a leadership academy -- skills to push things forward – opportunity for team to work on Guided Pathways.

Next Steps:

- Bob will keep us updated on the quantitative data from District examining the WHYs
- Explore weekend retreat options for Guided Pathways working group
- Tap Cañada College to help facilitate LMC Retreat

III. Subcommittee release time positions for spring:

- Draft of Pillar 1/ Enter the Path/ Onboarding committee co-chairs description
- Draft of Pillar 3/ Stay on the Path/ Student Support committee co-chairs description

Discussion:

- Tight schedules dictate faculty participation
- Reassigned time and academic controlled positions – cannot have faculty with multiple assignments. Need to keep it to 1 assignment distributed across many departments
- If we can garner interest as early as Feb, perhaps release time can be limited to 4 hours a week, then finalize/establish full participation in Fall 2019.

Next Steps:

- Look at Santa Ana College and how they have put together their “Design Teams”
<https://www.sac.edu/FacultyStaff/GuidedPathways/Pages/DesignTeams.aspx>
- Kevin will meet with Alex Porter to flush out appropriate language for faculty and classified professionals in order to fulfill roles
 - Classified must meet the Local 1 guidelines
 - Update recruitment documents accordingly

III. Sharing feedback from student focus group on 10/19/18

IV. Research requests for Spring 2019

Discussion:

- Data collected thus far is good and useful
- Ultimately, our goal is to reach as many students as possible in order to have our entire LMC student population represented in our data
 - Would like a student voice that represents every major
 - Difficulty reaching Night Students

Next Steps:

- Continue with student focus groups, tapping into as many programs/majors as possible in order to have the LMC student population represented
 - Tap into faculty to assist with recruiting students among majors we haven't explored yet
 - Tap into faculty who teach night classes and see if their students can assist with our college website exploration/feedback within class time
- Review Santa Ana school and how they've positioned their DE package (good format from a student perspective)
- Other ways to have a well-rounded "voice" for LMC
 - Explore preferences among High School students – need their input/language to define pathways
 - Once we define our pathways – we can have our language integrated into K-12