June 13, 2018

# GUIDED PATHWAYS @ CSM

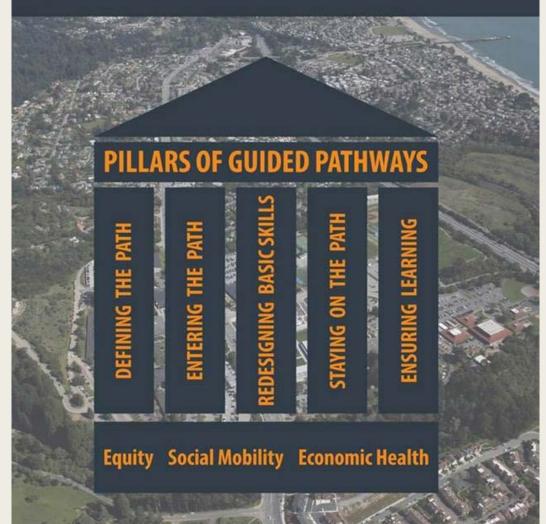
Who are we?

## Our Vision

College of San Mateo will create an equity-minded, student-centered experience that empowers students to reach their educational goals.

Aptos • Watsonville





## Working on the What? and the Why?

### **NEXT STEPS: INQUIRY**

- Cross Sectional Inquiry: From Early Adoption to Scaling
  - Understanding
  - Identifying
  - Investigating
- · Shared Metrics: Continue Scaling
  - · Making the Case
  - Tracking
- Integrated Planning: From Early Adoption to Scaling
  - Structuring/Integrating
  - Messaging

### **Guided Pathways Steering (GPS) Committee**

The Guided Pathways Steering Committee generates reports/documents, budget, presentations to cabinet and senate, and sets Guided Pathways Team meetings and agendas.

### Members

Peter von Bleichert	Professor, Business/Vice President Academic Senate (Faculty Lead)
Anniqua Rana	Interim Dean, Academic Support and Learning Technologies (Administrative Lead)
Rene Anderson	Professor, Language Arts
Yvette Butterworth	Professor, Math
Allie Fasth	Adjunct Instructor/Year One Coordinator
Frederick Gaines	Professor, Ethnic Studies
Kelsey Harrison	ACCEL Transition Coordinator
Jane Jackson	Professor, Music
Kristi Ridgway	Interim Dean, Language Arts
Richard Rojo	Director, Marketing
Mikel Schmidt	Professor, PE/Athletics
Arielle Smith	Counselor, Counseling
Ellen Young	Adjunct Instructor, Biology/Professional Development Coordinator

### Work Roles

### **IMPLEMENTING GUIDED PATHWAYS:**

Defining Roles with a Focus on Collaboration

### Faculty & Staff . Engage in all stages of Guided Pathways: inquiry, design, implementation and ongoing · Work callectively toward common goals and commit to a structured, open process. Collaborate to design clearly structured, coherent academic Students program maps that: reflect curriculum aligned with university . Share thoughts on how transfer programs and labor the institution as a whole market needs; provide detailed can better meet student needs. Share abstacles, challenges course sequences and progress Administrators milestones; and represent the most and successes experienced efficient path for students to · Provide vision for college restructuring in college. complete academic programs and initiative integration. . Engage in all stages of while maintaining the quality of Guided Pathways: inquiry, · Build a diverse steering team from all college these programs. design, implementation and constituencies, including administration, · Partner to guide, manitar and counseling and instructional faculty, staff and angoing improvement. support students. students from across the college. · Collaborate to help students build Offer support and guidance for collaboration skills as they explore and progress through curricula and programs. and inclusive decision-making. · Participate in all stages of Guided Pathways: inquiry, design and implementation. The Entire College With faculty and staff, collaborate to design. . Work collectively toward common goals clearly structured, asherent academic and commit to a structured, open process. program maps that: reflect curriculum . Think and talk about the unique planning aligned with university transfer programs and labar market needs; provide detailed course and resource needs at the college.

. Participate in the self-assessment process.

. Solicit input from students, community members,

alumni, employers and industry to assist in

informing your Guided Pathways efforts.

### Institutional Researchers and Planners

- Support administrators, faculty and staff in inquiry by providing enrollment, persistence and retention data disaggregated by program, course, cohort and student equity categories.
- Provide support in understanding student throughput and identifying bottlenecks and loss points.
- Help steering team and afters use data to examine barriers to student
- Engage in all stages of Guided Pathways: inquiry, design, implementation and ongoing improvement.
- Help in making the case for Pathways through data.
- Assist with locating and interpreting data related to designing and implementing Pathways.
- Assist in providing students a vaice through research activities such as surveys and facus groups.
- Provide leadership and support with the integrated planning that is required for Pathways.
- Conduct formative and summative evaluations to help inform and guide Pathways efforts, with a focus on continuous improvement.

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sequences and progress milestones; and

to complete academic programs while

Invest in professional development that

supports reform efforts.

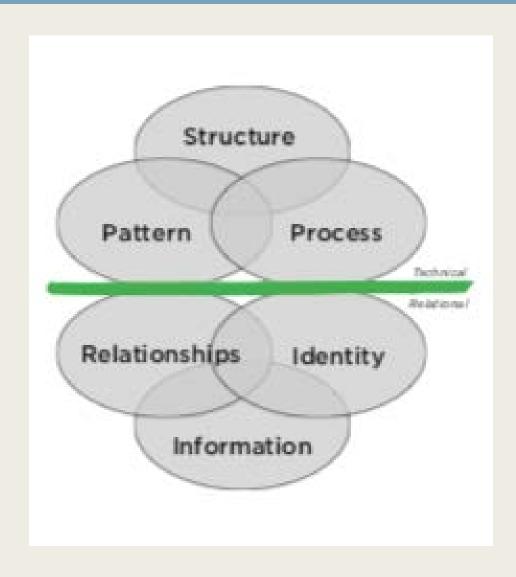
innovation and improvement.

represent the most efficient path for students

maintaining the quality of these programs.

. Build organizational capability for orgaing

### Six Circle Model



## Who are you? Activity

- Brainstorm
- Round 1
- Round 2
- Round 3
- Ground Rules



## Collective Identities

Pick 1-3 descriptions of yourself, write them on separate sticky notes, and place them on the easel board paper to share

## Making Connections

What would you like to share with the group about yourself?

OR

What is something that you learned from this activity?

## For Further Reflection

How can *who you are* contribute to our GP work of creating an equity-minded, student-centered experience that empowers students to reach their educational goals?

Where do you see yourself having insight and making the most impact?