

September 14, Presentation to Math and Science Division

Name	Comments
NA	Achieving goals: If students don't enroll by a certain date, courses are canceled
Elisha Plomski	^What is AB 705? ^What is Career Ladders? ^Overview of last year will be helpful
Heidi Porger	^Identifying a frame and theory. Everyone's experience has a positive or negative impact based on the frame used ^Identifying the challenge of dominant ideology the objectives of institutions toward objectivity and meritocracy ^Challenging racism, revealing cultural wealth
Anna Camacho	It would be helpful to know the timeline at the beginning of the presentation
Larry Stanford	Find a way to encourage students to join a club aligned with their major
Mohsen Janatpour	CSM cannot create an experience! Only an environment for the students to experience
Linda Hand	Students would benefit from sharing ideas and experiences with other students in the major but clubs are not always the best way
Paulette	How will you increase access to counselor? Is there a budget fir this?
Rachel	I am sorry I was not engaged; I am ill and having trouble focusing. But I appreciate your enthusiasm!
Catherine Ciesla	Not sure how to implement in my class. I'm a fan of it, but how do I enact it for my students?
Jimmy Li	Inquiring is a great method. Scheduling is important: especially for all remedial courses to improve students basic skills.
Kazumi Tsuchiyose	Instructors, particularly full-time people must attend the diversity meeting to engage and know what's discussed to start with.
Jose Gutierrez	I did not understand if the 74% (of) us (&) 50% (of) students getting a successful outcome meant that they were transferring, or does it mean graduate with a 4 year degree?
Wendy Whyte (whyte@smccd.edu)	This is ongoing, not a 10-year plan... The difficulty lies in knowing our fluid/changing trends in required skills for employment. Are we working with the high schools?
Anne Gearhart	^I try to talk about how my class (General Bio) fits in with various career goals ^I announce workshop + opportunities in health careers + (unclear) that can help them grow/stretch their career

	<p>ideas</p> <p>^Tells me that I need to pay special attention to the needs/(unclear) of my AA/Hispanic students.</p>
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<h2 style="color: #4F81BD;">September 17, ASLT Division</h2>	
NA	<p>^How (to) Support Guided Pathway</p> <ul style="list-style-type: none"> -Providing training for online courses and accessibility to provide more opportunities for students to take & complete courses for transfer on completion. ^What are other ways the GP Steering Committee should consider engaging the campus? -How are you engaging Adjunct Faculty in GP conversations?
NA	<ul style="list-style-type: none"> ^Library Orientations ^Meet with members of ASCM & student organisations/clients ^Meet with Veterans
Madeleine Murphy [Learning Outcomes Coordination]	<ul style="list-style-type: none"> ^ALIGNMENT -Disciplines constantly reassessing learning pathway through review of learning outcomes ^ACHIEVEMENT GAPS -Vulnerable students: is there a learning pattern behind gaps? ^INTERDISCIPLINARY: Bringing faculty & STUDENTS together visibly around learning
Tarana Chappie	<ol style="list-style-type: none"> 1. Working with the learning communities to provide access to a wider spectrum of students 2. Provide updates through a variety of communication methods [Newsletters, online (emails), PD (Flex Day)] 3. Thank you for providing this information. Do you have tools that you suggest we use to enhance our engagement with Guided Pathway?
Angela Zepeda (Middle College) Zepedaa@smccd.edu	<p>[Middle College]</p> <p>How can we get a counselor to help our students with questions RE: transfer & classes to take to reach their educational goals?</p>
NA	<ol style="list-style-type: none"> 1. Retention outreach supports easier intervention/outreach before community building on campus 2. If this has not been done already, perhaps also look at successful learning communities models as a way to scale up methods to support the larger student population

Stephanie Roach	<ul style="list-style-type: none"> ^Information literacy instruction ^Partnership with Year One through IDST ^Partnership with English Department (ENGL 100/105/110) ^Library collection development – Online and In-print ^Equity training series + work on AS ^Events in library to build community + sense of belonging
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September 17, Student Senate

Jordan Chavez	<ul style="list-style-type: none"> ^I think that having professors and faculty/employees talk about GP to their classes. Having representatives that students are familiar with will make it easier to give that info to them. ^Designing program for different majors/pathways where they gain specific resources for their interests; having advisors familiar with those fields as guidance (like professors) ^Have GP promoted to students as they enter college (like Year One, Counselling, etc.)
Nuri Illini Ahmad [Student Senate]	<ol style="list-style-type: none"> 1. I'm involved with Student Government and the International Student Program. I think with the tiniest knowledge I know about GP, I'm able to spread the message to the rest of my peers. 2. Alumni Network could be valuable too, so for students who are still figuring out their majors/careers path can have a vivid image.
NA	I believe the best way to get more students involved in a program is creating the right social image of the group. I.e. If I see students who look like me (,) invested in a program (,) I'll find like it's also okay to be involved. This is probably the biggest barrier in my opinion. Solution: more student representatives.
Joseph Park	Having a CSM Snapchat for updates on events/meetings
Hadifa Miqailla (DINDA) [Student Senate]	<p>Publicize programs related to the Guided Pathways programs for student to be more aware of what the campus has to offer.</p> <p>-Emails are effective: students usually check student emails on a regular basis</p>
Max Gaines	<ul style="list-style-type: none"> ^I have tried to take what I've learned from the committees and want to help the students don't know about the committees to learn to get involved. ^School is important and I want to see student grow more out of class as well
Youn Thu	Put out more info out internship x scholarships information
Stephen Langi	EOPS, DRC and TAIF (last unclear)

Gabriela Topete Eng Goon	<p>^Simplify presentation, make it shorter and less repetitive</p> <p>^Make student representative report to ASCM</p> <p>^More internship!!!</p>
NA	<p>^Best way to communicate would be Instagram, posters and watching others do it. Maybe giving stuff out (to) attract people</p> <p>^Use more graphic statistics to capture attention but honestly this was greatly executed. I have connected with Puente, ambassadors and Senate. Without them, I promise I would not be doing good in school.</p>
Ashley Perrilliat	<p>^Groups that have helped me stay engaged – Associated Students (Senate), Guided Pathways, Sister to Sister Club, Umoja Club</p> <p>^Become GP Rep. – more student leaders</p>
J.B.	<p>Resources and places like Multicultural center, EOPS should not be located in areas where they are hard to find. In-class presentations are a way to communicate to students & have more student voices</p>
Szymon Ryng	<p>^Counselors from professional development committee (Arielle Smith – Very good counselor) could educate other counselors on how to provide exemplary service to student which will (unclear)</p> <p>^Online Outline of steps for specific programs – not only text but interactive scheduling system plus videos from best counselors and forum of students comments.</p> <p>^One of the Emp priorities is to push for technological improvement → more counselors is not the answer but more easily accessible uniform stream of information on what classes to take, moreover such platform could save multiple community colleges.</p> <p>^Before scheduling (unclear) big workshop with student representatives telling about majors</p> <p>^Panel of students and teachers who pursued careers in the field.</p>
Rosemarie Taylor [Student Senate]	<p>^Persistence is key</p> <p>^The problem with students not always on the path to get to graduating/transferring is because it starts with wanting to know what to major in. Trial and error is a big set-back. Also money – pay for tuition. [Comment I made during presentation]</p> <p>^The problem that I had about transferring is that I wasn't aware that I needed to take more classes than I did my first year at CSM. I was told that I should take 4 classes – they never said anything about how doable taking 5 or 6 was.</p> <p>^The information I received about Guided Pathways by speaking with students about these programs and the effort of this change to better the campus/students' education.</p> <p>^In hopes of engaging with students, maybe holding more workshops and updating students about programs they</p>

	are qualified to apply. ^More communication/updates about future ideas/worshhops/etc.
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<i>September 26, GP Team meeting</i>	
Ashley Perrilliat	^What went well: communicated very well and it was very informative ^On powerpoint slide – last name spelt wrong → Perrilliat! ^Next time – more engagement
NA	^I think that the meeting has been great ^I know we are still on the ‘planning’ stage but I can’t wait until we start doing/taking action!! Thanks!
NA	Should we have a charge for team? They just listened today
Catherine Yee	^Really liked Year 1 presentation ^More engagement (lots of talking)
Peter von Bleichert	^Well run meeting ^We need more team time, not necessarily during these meets. I think DatCom will be meeting outside formal meets, Will keep you uptodate ^We need orientation packs for new attendees
L.K. Sengupta	^Today’s meeting was very informative. It opened up the discussion on GP. The emphasis on CSM-Specific research and activities is really thoughtful ^The connection with the First Year Promise and the GP is going to make the program effective [The question] -How to reduce the students to counsellors ration lower (from current)? -What will be the plan to make the resources sustainable for the GP? -How do GP affect faculty with load?