GPS April 10, 2019 Meeting (18-206) 2:00-4:00pm

Facilitator: Peter von Bleichert
Note Taker: Rene Anderson
In Attendance: (GPS Team): Rene Anderson, Peter von Bleichert, Yvette Butterworth, Allie Fasth, Kelsey Harrison, Jane Jackson, Trang Luong, Anniqua Rana, Kristi Ridgway

Laura Demsetz (Dean—Creative Arts and Social Sciences)
Vicki Fabbri (LFM Team Coach)
Sunny Martin (Year One Promise Counselor)
Kerrigan McCollum (Student)
Mounjed Moussalem (Computer Science Professor)
Miya Oto USF Grad Student
Tiffany Zammit (Director of High School Transition and Dual Enrollment)

LFM Debrief:
- Odessa College experience—breaking down silos (coffee chats) to build community across campus in a situation where they needed to make dramatic structural changes very quickly with a limited budget
- Odessa College provided a toolkit to faculty & intentional and deliberate practice to have students "in class" rather than "in line" on the first day of classes
- Odessa's moved to an eight-week schedule in the interest of student success
- Odessa model—identify the most successful teachers and identify practices that could be consistently used by all faculty on campus
- Developing our leadership skills as GPS and Team as a whole
- Meeting other teams across the state and see the progress that they have made in the GP process
- LFM team time spent time talking about communication—all of us on the Steering Committee becoming ambassadors across campus to be more deliberate in having conversations around Guided Pathways
- Kristi met with Rich Rojo about putting something together for us to better communicate out to the campus
- Examples of Mt. Sac "meta major" cards
- In conversation with other colleges at LFM we learned that many colleges are "rebranding" GP in ways that make the process represent their own college "personality"
- Data—we looked at success and persistence particularly for Hispanic groups at CSM
- Action items: communication plan (Rich Rojo), plan the reminder of the semester and summer workshops, director and leadership roles, establish working groups

Design Principles Discussion:
- Laura Demsetz—suggestion about how to engage in the actual mapping process (maybe a three sample major mappings of actual mapping) rather simply presenting design

principles (which ours are like "Mom and apple pie" and don't really mean a whole lot when it comes to the actual mapping process)—people are going to want to know more about what exactly will be expected of them in the mapping process, which as we know is a complicated process

- Design principles—finalize these principles in the May GP meeting
- Division meetings to present design principles: What are the considerations that need to be made while mapping?
- Sample majors and questions raised about the mapping process: music (highly constrained), STEM, history, business, literature, etc.
- Outcomes of the division presentations: introduce mapping, where we are going, recap
- What about a brief update on where we are on Guided Pathways? Here is where we are in our timeline, and this is what's next
- Decide: What are we mapping in the fall?
- Take all certificate and degrees and sort them in order to create Meta Majors
- What about interdisciplinary groups doing the mapping?
- Vicki Fabbri on the Cabrillo experience: ADT, Programs, & Certificates mapped first before interdisciplinary meetings

<u>Working Group Team Time</u>:

Design Principles Team

Context:

<u>Purpose</u>: gathering input on design principles, break down <mark>silos</mark>, communicate that we're all working on together, group effort, everyone should feel equal in their participation

<u>Where we are with our GP process</u>:
Vision Statement
New leadership structure
Tried out program mapping with Bus AD-T
- 1st: Counseling
- 2nd: GPS
- 3rd: Team
Next Steps:
- Inventory Project for the campus
- Open Communication

<u>Why are we taking inventory?</u>
Problem: It's confusing for students who come to us to know where to start and what to do
<mark>Data? How long it takes a xxx major to complete</mark>
Visual of Pete's mapping attempt

Goal:
- Making our offerings more student-friendly
- Making it more navigable for students
- Taking what we have and de-mystifying it
- Taking an inventory to see what we have and re-discovering what we have in order to reflect and see if there are any ways to improve it

What is the Inventory Project?
Our multi-disciplinary group needs to include
- Counseling faculty (already involved: Martin, Sonny, Trang, Mary)
- Instructional faculty in the discipline
- Other faculty outside of the discipline
- Students

Why me?
affect the outcomes of Guided Pathways work
your input/your voice is needed in the conversation to help inventory and improve your program
work with colleagues
- What advice can you give other majors in taking classes from your course offerings?

Right now, this is what you can do:
Give input here
Come to meetings
Join a working group
Talk to your GPS Representative

Take away: input for Design Principles, additional opportunity to give input via e-mail until xxx date

Mapping, Toolkit, & Data Team

Best Practices for Program Mapping
The following captures recommended best practices from community colleges across the state who have already embarked on mapping. It also includes best practices from CSM Faculty who have started the mapping process in collaboration with CSM Counseling Faculty.
- Mapping ideal program not program as it stands now
- Differentiating between what is required and highly recommended
- Sequence become evident as you move forward
- First step: look at inventory within department such as certificates, associates and other programs
- Define your program mapping team
  - Counseling Faculty

- o Faculty from other divisions who support the completion of a certificate or degree
- Identify specific course sequencing and course pairings (specifically for courses that do not have pre-reqs)
- This is an interactive process – plan to draft and redraft again!
- Capturing blurbs for classes: What do I learn in this class? What is the workload like? How frequently is this class offered?... Answering some basic questions upfront for students, nuances across the curriculum [INPUT SPOT IN MAP]
- Establish Milestones