

## Guided Pathways Team Notes

Jan 23, 2019

10-191, 2:00-4:00

TOPIC	Notes	Time	Follow-up
➤ Welcome		5 - 10 minutes	
➤ Flex reflection	<p>Kim: Thought it was great and thoughtful. Had ppl represent faculty, staff, and admin from other schools to hear about their perspectives. Potentially design it like this for fall or March flex days</p> <p>Jane: Instructional faculty to begin mapping programs on different levels. Surprised by some of the counselors' comments re professors</p> <p>VPI: Getting counseling faculty involved in the process as they understand transferability and other things. Helpful to have counselors, instructional faculty, admins involved</p>	20 minutes	

	<p>Laura Demsetz: Bring back faculty advisors who could focus on both sides including expertise and advising</p> <p>Stephanie: Importance of collaboration, integration between counselors and instructional faculty – generally across the across.</p>		
<p>➤ Design principles Jessica Hurless, Skyline College</p>	<p>-Candy Bar Challenge exercise: Groups to decide on which candy is the best</p> <p>-Skyline meta major process: Short (8 clusters with shorter list of majors in one cluster) vs tall (fewer cluster but more majors in one cluster). Started talking about institutional values and went back to starting point about design principles. Talk about having options but how do you weigh them against each other</p> <p>What are our goals with the name of the meta majors?</p> <p>How do we know we made the right decisions?</p> <p>What are our goals with intentional mapping? Inventory to see what we have, transforming silos/more</p>	<p>30 – 40 minutes</p>	

	<p>collaboration/integration, lay it out to students to see what their options are, leading to ideas about the next steps</p> <p>Where does program map live? Everywhere including websites, counseling, instructional offices, high school, student info, etc.</p> <p>Sequences: 2 year vs 3 year vs other options. Scheduling classes, forecasting classes in the future, be aware of curriculum changes which may affect program maps</p> <p>Use it as a visual tool to work with students</p> <p>Student focused – ask students what kind of info they’d like re program maps, etc. Career milestones, academic milestones for students.</p> <p>Look at truths/data points and be intentional about how program mapping can provide change.</p> <p>Full time vs part time students. Skyline has more part time than full time students. Part time includes 1 class vs 2 classes vs 3 classes. Skyline ends up using</p>		
--	---	--	--

	<p>unit milestones to intentionally create program maps (0 – 15 units, etc)</p> <p>Think about flexibility that program maps can bring to students, but not to negate counselors</p> <p>Design with students in mind, engage student in the process, be student ready, promote student agency, lead to student completion</p> <p>Started with College Redesign principles – then decide on design principles for GP (what do we want guided pathways to do ultimately, how do we know we’ve achieved our goals?). Make sure to involve students</p> <p>Santa Monica College: Had students at the table when they do program mapping for clarification</p> <p>Look at data to see where most students go to and create first map for students going there.</p> <p>Skyline is also redesigning GE – looking move forward with thematic GE’s. Have students add on a GE theme with their major classes.</p>		
--	--	--	--

<p>➤ Business Program Mapping Peter Von Bleichert</p>	<p>Reedley College: College wide activity on doing an SEP – activity for Flex day</p> <p>Keep students in mind – involve students in the process</p> <p>Takeaways:</p> <p>It’s a confusing process</p> <p>Lots of info that’s not accurate anymore</p> <p>Courses listed on the list may not be offered consistently</p> <p>Kerrigan’s experience:</p> <p>Went through Catalog to look at different certs, AA/AS, and AS-T for BUS. Found that multiple classes appear in multiple degrees and classes that only appear once in one major. If a student comes in, would take the class that appears the most in all the programs. Learned “What-If” function from a counseling meeting, but couldn’t seem to find it this time around. Overall feeling was that it was overwhelming and a lot to see and do.</p>		
---	--	--	--

	<p>Lale: Certain programs will be deleted in the fall as classes in the program haven't been offered.</p> <p>Design principles ideas:</p> <p>Time efficient – amount of clicking, amount it takes to get degrees, amount of time for homework/level of rigor, courses that go together,</p> <p>Integrated/Collaboration</p> <p>Equity</p> <p>Student centered</p> <p>Flexibility/Balance for student schedule</p>		
	<p>DFW report for classes students tend to take in the first year. Skyline's was PSYC, HIST</p>		

### Attendee Comments and Feedback

NEXT GPS meeting:

Kerrigan:

What I had mentioned in the meetings before that I think would be important to keep in mind going forward is time, balance and a focus on what the experience for the student will eventually end up being.

\*\*

Where does our map live? How do we want to do this? Looking at GE pathway

\*\*

Taking Peter's base work and trying to form a process

Synthesize Peter and Kerrigan's work

FLEX day

Get Departments thinking about the process-Peter Kerrigan's lessons

Something like faculty tried to do by getting faculty to get their class schedule and use that to inform broken areas

\*\*

We need data points

\*\*

Looking forward to building on design principles

Doing best practices and tool kit for program mapping

\*\*

Flex day: Large Program mapping activity

\*\*

Group check in

Role of the Transformation team

How will we bring the design principles through the participatory governance process?

I feel like a thorough report out around the inquiry process is missing

\*\*

This is more counseling specific, but I'd like to know how counselors from other schools begin the program mapping process in collaboration with other groups on campus.

\*\*

I would be interested to look at INTRO courses that include a component on career options and a component on educational planning and see whether similar components could be incorporated elsewhere.

\*\*

We need data points/talking points on GP for:

- CSM completion rates (3-6yr)
- % of students persisting from fall to spring
- #units average students take versus needs to complete

Possible Principles from discussion:

Be intuitive

Be time efficient

Be accessible

Be integrated

Be flexible

(Let's flesh these out next meeting)

Do Reedley College activity for fall flex

\*\*

-