

AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES STUDY SESSION

April 11, 2018

Closed Session at 5:00 p.m.; Open Meeting at 6:00 p.m.
District Office Board Room, 3401 CSM Drive, San Mateo, CA 94402

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes public discussion.

- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
 - *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
 - *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401 CSM Drive, San Mateo, CA 94402.*
 - *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three-day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
 - *Regular Board meetings are recorded; recordings are kept for one month.*
 - *Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.*
-

5:00 p.m. Call to Order

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

1. Conference with Legal Counsel Regarding Four Cases of Existing Litigation:
 - a. San Mateo County Community College District v LocusPoint Networks, LLC, et al, Case No. 17CIV01534
 - b. LocusPoint Networks, LLC, et al v San Mateo County Community College District, Case No. 17CIV01550
 - c. LocusPoint Networks, LLC, et al. v San Mateo County Community College District, Case No. 17CIV04899
2. Conference with Legal Counsel Regarding One Case of Potential Litigation Pursuant to Subdivision (c) of Section 54956.9
3. Conference with Labor Negotiators
Agency Negotiators: Kathy Blackwood and Mitchell Bailey
Employee Organizations: AFT, AFSCME and CSEA

PUBLIC COMMENTS ON CLOSED SESSION ITEMS ONLY

RECESS TO CLOSED SESSION

RECONVENE TO OPEN SESSION

6:00 p.m. Call to Order/Roll Call
 Pledge of Allegiance

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

DISCUSSION OF THE ORDER OF THE AGENDA

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

18-4-1A Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel

STUDY SESSION

18-4-1C Guided Pathways: Comprehensive College Redesign for Equity, Success, and Completion

STATEMENTS FROM BOARD MEMBERS

RECONVENE TO CLOSED SESSION (if necessary)

RECONVENE TO OPEN SESSION (if necessary)

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION (if necessary)

ADJOURNMENT

BOARD REPORT NO. 18-4-1A

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and General Counsel,
358-6883

APPROVAL OF PERSONNEL ITEMS

New employment; changes in assignment, compensation, and placement; leaves of absence; changes in staff allocation and classification of academic and classified personnel; retirements, phase-in retirements, and resignations; equivalence of minimum qualifications for academic positions; and short-term temporary classified positions.

**A. ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT
(NP = New position, * = New Employee)**

None

B. PUBLIC EMPLOYMENT

1. New Hires (NP = New Position, * = New Employee)

District Office

| | | |
|------------------------|---------------|------------|
| *Marcus Danuser | Groundskeeper | Facilities |
|------------------------|---------------|------------|

New full-time, 12-month classified employment, effective April 2, 2018, replacing Jose Magana who resigned.

| | | |
|------------------------|---------------|------------|
| *Thomas Cabrera | Groundskeeper | Facilities |
|------------------------|---------------|------------|

New full-time, 12-month classified employment, effective April 9, 2018, replacing Rain Kernytsky who resigned.

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|-------------------------|-----------------------|---------------|
| *Tejinder Arukar | Public Safety Officer | Public Safety |
|-------------------------|-----------------------|---------------|

New full-time, 12-month classified employment, effective April 16, 2018, replacing Paulo Barbosa who resigned

Skyline College

***Paul Cassidy** Finance & Operations Manager (NP) Administrative Services

New temporary classified supervisory (exempt) employment effective April 9, 2018. This is a new position that was Board approved December 13, 2017.

***Michelle Batista** Student Crisis Support Manager (NP) Student Services

New classified supervisory (exempt) employment effective April 26, 2018. This is a new position that was Board approved December 13, 2017.

***Sherri Wyatt** Instructional Aide II Academic Support & Learning Technologies

New full-time, 12-month classified employment, effective March 30, 2018, replacing Ryan Samn, who was reassigned.

2. Re-Employment

None

C. REASSIGNMENT THROUGH THE HIRING PROCESS

None

D. TRANSFER/ADMINISTRATIVE REASSIGNMENT

None

E. CHANGES IN STAFF ALLOCATION**Cañada College**

1. Recommend creation of a new classification titled, "Program Services Coordinator (Funded by the ESO Grant)" at Grade 27 of the Classified Salary Schedule (60), effective April 12, 2018. In addition, recommend a change in Staff Allocation to add two full-time, 12-month Program Services Coordinator (Funded by the ESO Grant) positions in the Academic Support and Learning Technologies Division, effective April 12, 2018. These positions are temporary, grant-funded positions, effective April 12, 2018 through the expiration of the grant funding.
2. Recommend a change in staff allocation to increase one Shipping/Receiving Clerk position (3C0203) from part-time 48%, 12-month to full-time (100%), 12-month in Administrative Services, effective April 12, 2018.

F. PHASE-IN RETIREMENT

None

G. LEAVE OF ABSENCE

None

H. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION**1. Retirement****College of San Mateo**

| | | |
|----------------------|-----------|---------------|
| Nancy Paolini | Professor | Language Arts |
|----------------------|-----------|---------------|

Retiring as Professor Emerita effective May 25, 2018 with 29 years of service. Eligible for District retiree benefits.

| | | |
|-----------------------|-----------|---------------|
| Kathleen Steel | Professor | Language Arts |
|-----------------------|-----------|---------------|

Retiring as Professor Emerita effective May 25, 2018 with years of 27 service. Eligible for District retiree benefits.

| | | |
|---------------------|---------------------|--------------|
| Jane McAteer | Director of Nursing | Math/Science |
|---------------------|---------------------|--------------|

Retiring effective June 30, 2018 with 27 years of service. Eligible for District benefits.

2. Resignation**District Office**

| | | |
|-----------------------|------------------------|------------|
| Jessica Pulido | Project Coordinator II | Facilities |
|-----------------------|------------------------|------------|

Resigning effective April 20, 2018.

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|----------------------|--------------------------------|-----------------|
| Anahi Aguilar | Human Resources Representative | Human Resources |
|----------------------|--------------------------------|-----------------|

Resigning effective April 17, 2018.

Skyline College

| | | |
|----------------------|---|-------------------------|
| Jorge Murillo | Program Services Coordinator CalWORKS/CARE | Student Services/Equity |
|----------------------|---|-------------------------|

Resigned effective March 29, 2018.

I. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS

None

J. PROFESSIONAL EXPERT/CONTRACT POSITIONS

None

K. SHORT-TERM, NON-CONTINUING POSITIONS

The following is a list of requested classified short-term, non-continuing services that require Board approval prior to the employment of temporary individuals to perform these services, pursuant to Assembly Bill 500 and its revisions to Education Code 88003:

| <i>Location</i> | <i>Division / Department</i> | <i>No. of Pos.</i> | <i>Start and End Date</i> | | <i>Services to be performed</i> |
|----------------------|----------------------------------|------------------------|---------------------------|-----------|---|
| College of San Mateo | Math/Science-MESA | 1 | 4/01/2018 | 6/30/2018 | Program Service Coordinator: Help with recruitment and identification of new and continuing students who qualify for the MESA program. Plan and coordinate events as needed for the MESA program. Provide information to MESA qualified students about the opportunities and rewards of being a MESA student. Support student academic success in math and science classes by checking and tracking participation in MESA activities and services (e.g. attend AEW and tutoring, field trips, conferences, counselor appointments.) |

BOARD REPORT NO. 18-4-1C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Aaron D. McVean, Interim Vice President of Planning, Research, and Institutional Effectiveness (PRIE), 358-6803

GUIDED PATHWAYS: COMPREHENSIVE COLLEGE REDESIGN FOR EQUITY, SUCCESS, AND COMPLETION

BACKGROUND

The 2017-18 California State Budget provided \$150 million in one-time grants to seed the expansion of the Guided Pathways framework across the California Community Colleges over the next five years.

This multi-year state award supports processes that help colleges integrate multiple initiatives and scale up effective practices to improve student success. All 114 colleges in the CCC System received a five-year allocation to support the implementation of the Guided Pathways framework. The allocation to the colleges of the SMCCCD are as follows:

| College | Total Allocation | Year 1 (25%) | Year 2 (30%) | Year 3 (25%) | Year 4 (10%) | Year 5 (10%) |
|-----------------|------------------|--------------|--------------|--------------|--------------|--------------|
| Cañada College | \$ 515,177 | \$ 128,794 | \$ 154,553 | \$ 128,794 | \$ 51,518 | \$ 51,518 |
| CSM | \$ 654,055 | \$ 163,514 | \$ 196,217 | \$ 163,514 | \$ 65,406 | \$ 65,406 |
| Skyline College | \$ 797,177 | \$ 199,294 | \$ 239,153 | \$ 199,294 | \$ 79,718 | \$ 79,718 |

Table 1

As part of the statewide Guided Pathways Award Program, each of the colleges was required to conduct and submit a self-assessment to the state Chancellors Office on November 15, 2017. The Self-Assessment Tool addressed fourteen domains, and asked colleges to indicate their scale of adoption as it related to Guided Pathways. These domains were grouped by the phases of **Inquiry, Design, and Implementation**. The colleges were also required to submit a multi-year Work Plan outlining steps to implement Guided Pathways to move forward with the scale of adoption. This plan was submitted to the state Chancellor’s Office by March 31st, 2018.

OVERVIEW

The Guided Pathways framework is intended to increase the on-time completion of certificates, degrees, and transfer, and has been demonstrated to increase these outcomes in colleges outside of California. This framework represents a key component of a comprehensive college redesign that in the SMCCCD includes the integration of efforts such as the college Promise programs, acceleration in basic skills courses, multiple measures for placement into transfer level math and English courses, dual enrollment programs in high school, and innovation in teaching and learning. Combined with an intentional focus on social justice and

equity, the implementation of the Guided Pathways framework is intended to improve the outcomes identified in the metrics of the District Strategic Plan. Some of the specific metrics that will be directly impacted by the implementation of the Guided Pathways framework, and can be used to evaluate the impact of that implementation are presented in Table 2 below.

| FALL FULL TIME FIRST-TIME STUDENTS | FA '12 | FA '13 | FA '14 | FA '15 | FA '16 | 17-18 target | 19-20 target |
|---|---------------|---------------|---------------|---------------|---------------|---------------------|---------------------|
| % initial enrollment in transfer level MATH | 25% | 28% | 30% | 35% | 44% | 45% | 50% |
| % initial enrollment in transfer level ENGLISH | 28% | 32% | 34% | 42% | 66% | 70% | 75% |
| % of students completing a degree within 150% of normal time | 15% | 15% | 16% | - | - | 20% | 24% |

Table 2

The implementation of the Guided Pathways framework will ultimately require a comprehensive college redesign process that is thoughtful and inclusive. Because the colleges of the SMCCCD are in different phases of this redesign process, they are able to learn from one another, and share effective practices and approaches.

Each of the colleges have included a brief report that provides background and context that is intended to supplement the Study Session presentation (see Exhibits A, B and C).

RESOURCES

California Community Colleges Guided Pathways: <http://cccgp.cccco.edu/>

What we know about Guided Pathways from the Community College Research Center (CCRC): <https://ccrc.tc.columbia.edu/publications/what-we-know-about-guided-pathways-packet.html>



**GUIDED PATHWAYS AT CAÑADA COLLEGE
BUILDING INFORMED SYSTEM REDESIGN BY INTEGRATING STUDENT VOICES**

Overview

Beginning in the spring of 2017 the College began an inquiry process for Guided Pathways. The following steps were undertaken:

- . January 2017 -- Flex Day orientation to GP
- . October 2017 – 1st Cañada team goes to IEPI, GP workshop
- . December 2017 – Cañada College submits self-assessment to the State
- . January 2018 – Flex Day GP Session #2
- . Jan. 2018 -Mar. 2018 – Presentations to governance groups
- . March 31, 2018 – Cañada College submits GP work plan to the state

Through our process we realized that, as stated by our own state government guides, this will require a whole system redesign. Therefore, Cañada’s focus for the next 15 months will be **Exploration and Inquiry of Guided Pathways.**

Planned Inquiry – April 2017 – June 2019

Cañada College will stress a whole system redesign by undertaking a 3-part exploration and inquiry process. Our current 24-member oversight committee will split into three teams related to each of the parts. The three parts will include the following:

1. Curricular Exploration and Meta-Major Inquiry
2. Business Process Analysis and Academic-Student Services Integration Inquiry
3. Student-Integrated and Community Voices inquiry

Presentation to the Board – April 11, 2018

For the purposes of this study session, Cañada will focus on our **Student (and Community) Voices Inquiry.** This may be up to a two-year process. It will build upon the work that was undertaken at Skyline College and the College of San Mateo. Career Ladders Project (CLP) will guide us/consult with us through our process. In general, our cycle will most likely look like the following:

| Task | Including/Partner | Begin Date | Task | Including/Partner | Begin Date |
|--------------------------------------|---|------------|--|-------------------|------------|
| Identify Populations | Returning, Exit Surveys (Alumni), First Time, Promise, Part-time, in community, commuter, concurrent, etc | Jul-18 | Focus Group #1 | Consultant | Sep-18 |
| Design Inquiry | Qualitative, Focus Groups, Survey Data | Jul-18 | Student Videos | Students | Sep-18 |
| Identify Room | Business Office | Jul-18 | Deliver Results | IT/Marketing | Oct-18 |
| Identify Technology | Business Office | Jul-18 | Results to the Campus | Marketing/GPT | Oct-18 |
| Outreach and Communication to Campus | Marketing | Jun-18 | Mini Campus Forum | Cabinet | Oct-18 |
| Design Inquiry Process | Consultant | Jun-18 | Data back to GPT | Lead | Oct-18 |
| Identify Student Participants | ASCC | Jun-18 | And then will repeat 3 more times with three more focus groups. | | |

Student (and Community) Voices Inquiry

Focus Group #1
EOPS, Puente, CalWorks,
ESO! Adelante, STEM, CE,
ESL, Basic Skills, ASCC, Clubs,
CWA, Evening, Sparkpoint,
Promise

Focus Group #2
Students who have left the
College

Focus Group #3
Equity Gaps Student
Groups

Focus Group #4
Academic and Student
Services Integration

Focus Group #5
Community - Based
Constituents

Focus Group #6
High School Partners,
Upward Bound, Middle
College

As Cañada College is predominantly in the **Pre-Adoption phase**, all phases of our project will be based in inquiry and exploration. Our focus group work will then build upon the work of the two sister colleges that have gone through a similar inquiry of student voices.

As we continue to finalize this process, we will identify how the order of the focus groups, the cycle of information flowing back to the college, how and if the groups should build upon each other, and also how to engage the students in this process. Our three leads on this process – Nenaji Jackson, Marisol Quevedo, and Hyla Lacefield – are very concerned about the student being intricately involved. We will be recruiting students so that we can engage them in our design process, how to be involved in interviewing and focus groups – and ultimately as a significant part of our process. This is often framed as Participant Action Research.

Our desired outcomes for our process will include the following:

- Understanding of student experiences from a qualitative perspective
- Data informs the other two process/parts for **BPA and Curricular Redesign**.

Lastly, a major component of our work during this year will be the design of an **Experience Room** that conveys continuous information expressed as narratives, survey results, and videos. This room will be available during all open hours of the campus so that all staff and faculty and students can be integrally involved

Guided Pathways Oversight Committee

Milena Angelova, James Carranza, Margie Carrington, Ryan Chan, Gloria Darafshi, Melinda Day, Denise Erickson, C. Max Hartman, Allison Hughes, Robert Haick, Maria Huning, Nenaji Jackson, Phillip King, Alexander Kramer, Ruth Miller, Candice Nance, Hyla Lacefield, Ada Ocampo, David Reed, Jeanne Stalker, Rebekah Taveau, Maureen Wiley, and Marisol Quevedo.



**GUIDED PATHWAYS AT CSM
STRENGTHENING HIGH SCHOOL PARTNERSHIPS THROUGH INTENTIONAL
CAREER PATHWAYS**

Overview

The CSM Guided Pathways team has begun inquiry to help redesign the CSM college experience to ensure the success of all students. The team is working toward providing clarity and guidance to support the success of every student.

For 2018-2019, to create a strong foundation for Guided Pathways at CSM, the team will integrate and scale up efforts in:

- Cross-sectional Inquiry in collaboration with CLP to include voices of student, faculty, and staff.
- Identifying shared metrics for evidence-informed decision making
- Redesigning and integrating plans to increase transitions from High Schools and Adult Schools

Redesigning Dual Enrollment (Dual E) for Guided Pathways

With the new California AB-288 legislation, colleges can expand dual-enrollment for high school students that may not be college bound or who are underrepresented in higher education. Under this new legislation enrollment up to 15 units is allowed, colleges can now offer remedial courses as well as closed courses on the high school campus. More significantly, colleges can offer courses as part of a pathway.

Starting in fall 2017, CSM initiated concerted efforts to meet with our high school partners to identify needs and begin conversations around how to build more intentional Dual Enrollment agreements. Subsequently, data of concurrently enrolled students and first-year students at CSM have been analyzed and compared to the high school partner student population. Disparities in these data has led the college to consider a redesign of Dual Enrollment pathways under AB-288 to strengthen the transition from high school to CSM for all students with a focus on underrepresented student groups.

The following principles will guide the redesign of high school to college agreements with all high schools in the SMHSD:

1. Adopt an Equity Framework by focusing on high school students who may not already be college bound or who are underrepresented in higher education
2. Develop seamless pathways from HS to CSM for career technical education or preparation for transfer
3. Establish a College Dual E team for each feeder high school.

Redesigning Career Focus in Dual E

The college offers career focused guided pathways, intentionally informed by instructional pedagogy, faculty expertise, and industry relevant dialogue and feedback. The college's career pathway conversation starts early in the design process when the college's design team meets with high school partners to develop dual enrollment pathways for students.

As part of the Strong Workforce Program initiative, CSM leads a Regional Joint Venture (RJV) for K-14 Pathways in the bay area. The objectives this team are:

- To broaden and enhance career exploration and planning, work-based learning opportunities, and other support for students
- To develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional market.

CSM also leads a CTE Transitions initiative that supports secondary and postsecondary transition, student success, and student transition to the world of work. CTE Transitions leaders participate in K-14 advisory board meetings, college outreach events and dual enrollment activities. This team also develops systems and processes to track work-based learning activities.

Guided Pathways Steering (GPS) Committee

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

| | |
|---------------------|--|
| Peter von Bleichert | Professor, Business/Vice President ASGC (Faculty Lead) |
| Anniqua Rana | Interim Dean, ASLT (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 |
| Arielle Smith | Counselor, Counseling |
| Ellen Young | Adjunct Instructor, Biology/PD Coordinator |

Guided Pathways Team

The Guided Pathways Team is responsible for setting the vision and framework for Guided Pathways at CSM, as well as reporting to divisions and the Guided Pathways Steering Committee.

This team includes twenty two official members of faculty, administrators, staff, and students.

Comprehensive College Redesign

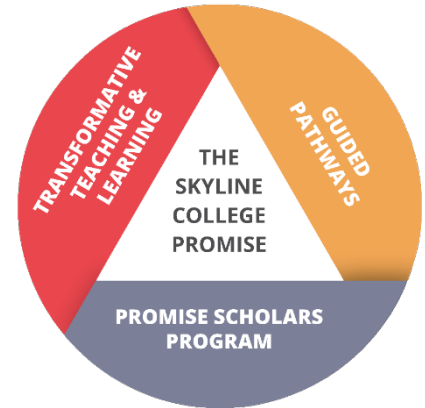
Meta Majors at Skyline College

Spring 2018 Update



Skyline College has launched a comprehensive college redesign that builds and expands upon the foundation laid by the college's diversity framework. This work is intentional, equity-focused and incorporates every single aspect of our institution, calling upon faculty, staff and students to critically engage to streamline and expedite how a student moves through to completion.

As a result Skyline College has launched the Promise Scholars Program and will officially launch four new Meta Majors in fall 2018. Students will begin encountering these navigational tools as soon as this month. These Meta Majors are an important part of the comprehensive college redesign, which includes developing guided pathways and meta-majors, applying impactful changes that scale transformative teaching and learning, and expanding the Promise Scholars Program.



What is a Meta Major?

Meta Majors are an easy way for students to search for and find the major that's right for them. As they work through this process, students will be exploring academic, career and personal interests.

The four Meta Majors are:

1. Arts, Languages & Communication
2. Business, Entrepreneurship & Management
3. Science, Technology & Health
4. Society & Education

Here's what Meta Majors do, in super simple terms:

- Meta Majors **organize all the degrees and certificates** at Skyline College into four categories, called Meta Majors.
- These categories provide a starting point for students who don't know what they want to study to **find a major that's right for them**.
- These categories allow students to **use their interests as a starting point** when selecting a major.
- Meta Majors are **purely student facing** – the way the college and divisions are internally organized are not dictated by the Meta Majors.

How will students interact with Meta Majors?

Students will encounter the Meta Majors at various parts of the enrollment process, including orientation, working with their counselor, and browsing for a major online. Students will be able to narrow down their degree search by selecting a Meta Major first, then selecting an area of interest within their Meta Major, and finally selecting a specific individual major.

This framework allows students who may be unsure of what they want to study to more efficiently navigate to a major that's right for them by concentrating on their interests instead of specific academic programs.

Counselors will also use the Meta Major website to work with students to help them select a major. Students will still be able to browse a full list of academic programs if they prefer.

Once a student chooses their specific major, they will use their guided pathways to complete the degree requirements of that degree or certificate.

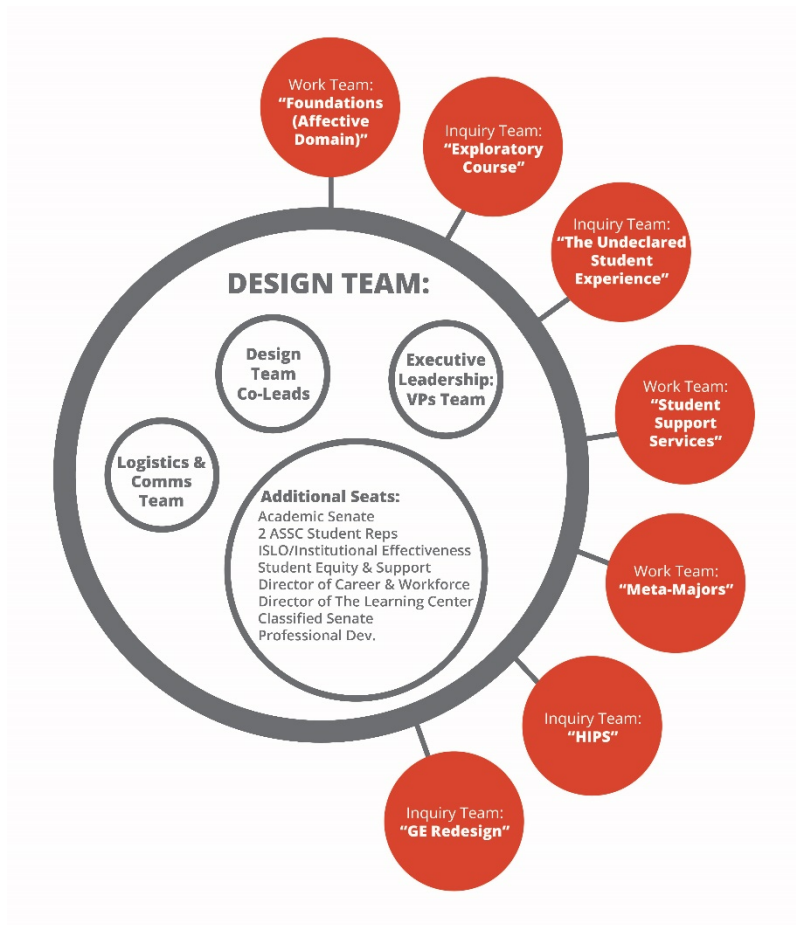
Meta Majors are ONLY a student navigational tool, used when they are selecting their major.

How did this work get completed?

The Meta Majors are launching after extensive user testing, inquiry and hard work by faculty and staff. This work is designed to help improve the graduation rate, which hovers at about 14% for first time, full-time students over 3 years, and varies greatly across different student populations – meta majors are intended to raise this statistic by streamlining major selection.

Over the last two years, the Design Team has facilitated workshops, flex day activities, campus forums, campus-wide division meetings, work team meetings, and student focus groups that have laid the foundation for the Meta Major work.

Special thanks goes out to the Meta Majors Work Group for their intensive analysis and tireless work on this project, including the daunting task of sorting the degrees and certificates into their respective Meta Major and delivering that recommendation to the Design Team.





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