

Guided Pathways Steering Committee Meeting

March 10, 2021

2:10 – 4:00pm

<https://smccd.zoom.us/j/92702602229?pwd=bWpqcmluMUVjMUUpudz09>

Meeting ID: 927 0260 2229

Password: 941196

Outcomes

- Updates on all projects
- Learn about existing CSM student programs/support services
- Discussion of success team member roles

Agenda

Facilitator: Allie

Note-taker: Yvette & Kelsey

- **Welcome** (5 mins)

- **Dean's Update** (15 minutes)
 - 2021-2022 Tri-Chairs

Yvette Butterworth, Rene Anderson & Kelsey Harrison

No counselors were able to participate, so we will set-up a process to hear from our counselors for process

- Innovation Grants

Have general fund and GP money from the state. The state money will soon run out, and we want to make sure we look for grants. The Innovation Grant may be an opportunity to use this in the Support Team. The deadline is April, 8th. Potential for funding support. Email demsetz@smccd.edu for more information. Up to \$4000 per project. See email on Funding Opportunity Innovation Grant.

- ACC Name Changes

Still in conversation with the faculty and deans about the structure.

- Presidential Feedback Request

Our interim President, the Chancellor and the Board welcomes your feedback and will use that for making the final determination. Go to the [Presidential Forum page](#). Click on each bio (Blackwell, Bulger, McQuarters, Taylor-Mendoza, Villa) and at the top of the bio page is a button for the Feedback form.

- **General Updates as related to GP** (15 minutes)

- Senate Updates (Yvette, Carol)

Yvette (AS) -- Professional Development pre-survey: <https://docs.google.com/forms/d/e/1FAIpQLSe6HkljM5qHsAs-l-xX2vq1MUBMjIBMEiSUBviG4KvY40C-Qw/viewform>

Myanmar Student Panel: Lets talk about Myanmar. March 11 2021 from 9-10:30 am. register at <http://bit.ly/MyanmarStudentPanel> - Zoom link sent once registration is completed

Podcast looking at people in the Bay Area struggling with the coup and loved ones still in Myanmar: <https://overcast.fm/+RW2GTusWo>

CVC-OEI draft resolution: <https://docs.google.com/document/d/1Rbl47yG3-XMDQ1w8XK2pxvj6XCEK7mYzc25H8fMNodM/edit> (we will be voting on this at the next meeting, so please solicit feedback)

Canvas LMS voting: <https://community.canvaslms.com/> - create account → roadmap → ideas conversations → vote

HyFlex @ the CSM Course Design Corner (Click the Triage link): <https://smccd.instructure.com/courses/33809>

Myanmar Student Plight, Veteran's need F not NP in many cases, Input to Instructure, 1 step closer to joining CVC/OEI (not CalBright: CA Online College), Hy-Flex Course Design

Carol (CS) – No report. Meeting tomorrow.

- Committee Updates (Alex, Mounjed, Allie)

Alex for Curriculum – Ethnic studies is a big focus. Don't want more units, but want to serve the students.

Allie for CTL – CTL going out to the divisions looking for feedback on what has been happening in the last year. [Feedback form](#) and more to come at division meetings. PD that is less about technical and more about serving the students equitably in the on-line environment. Host or Co-host with other groups to provide PD that is bite-sized that capture best practices to support students. After Spring Break perhaps talk more about this.

- Student Advisory Updates (Kelsey & Students: Basilio, Samantha, Kerrigan, Arlyn) – NO update
- CAGP2020 (David, Alex, Allie)

Consultancy protocol engagement in the last meeting of the CAGP 2020. This is different than the Regional Bay Area Rapid webinar video that was sent.

- **Continued Conversation:**

- ESL Backwards Mapping Project (10 minutes, Emily)
- Supporting Exploration through Interdisciplinary Studies (15 minutes)
Resources: [Example](#) & College of San Mateo - [current](#)

Alicia Frangos Sustainability Committee for District. Integrated in existing curriculum. Interdisciplinary degrees could have the sustainability aspect within this curriculum. More jobs looking to the future because the State is looking to update the power grid etc. Don't reside in one division, and as such the faculty have the pervue over this curriculum. Trying to redesign to provide more especially to Explorers. Rene brought forth the Interdisciplinary Studies portion of her Interdisciplinary Studies course (College 1 (?)) and choosing materials that reflect the studies, so perhaps this could be the case for Sustainability too. Alicia wants GP to be a pathway to getting the discussions happening. Fausi has put forth as an actual committee, so this will now need diverse representation. [Catalog link](#) related to Interdisciplinary studies discussion.

Madeleine Murphy as SLO Coordinator is responsible for the link between SLOs and Institutional Learning Outcomes (ILOs). [Link to catalog](#). ILOs are: Independent Learning and Development, Effective Communication, Quantitative Reasoning, Critical Thinking, Social Awareness and Diversity, Ethical Responsibility/Effective Citizenship. The Institutional Learning Outcomes (ILOs) describe the knowledge, skills, abilities and attitudes that students should develop through any sustained experience with the college – whether courses, degree or certificate programs, pre-transfer general education pattern, or academic and support services. We are supposed to assess these and we certainly try, but often it ends up being meaningless, so it might be nice if this could be embedded in GP, a forum perhaps, that could be a place for the students to get together and report out on what they are learning that is linked across the curriculum. Thoughts: Jane thought perhaps a nice course in the Interdisciplinary Program! (Short course, 1/2 credit P/NP course) and Kristi thought it sounds like something to complement the Honors IDST option or a panel or workshop could be a milestone along the pathways in each ACC with some incentive to participate or integrated in last semester coursework. Idea is not something long, just small-scale place to think about all the things learned and a space to reflect. Rene thinking about the work being done by the instructors to bring all our cross-disciplinary applications/ideas to bridge these gaps, like we did with Math and English for Affective Domain for AB-705. Carol thought more like a creation of a module or assignment for Canvas and then faculty makes that as an assignment across disciplines. Munjid wonders if this isn't just the idea that goes along with GE Humanities requirements. Jane in response to Carol's idea and that the Support Teams could be the liaisons that could bring the new assignments created back to their discipline.

- Program Mapper timeline (Allie)
- **Deep Dive:** Support Team - Roles (30 mins)

Unable to do a deep dive today. We will start a conversation and then expand with email next week.

Why focusing on high needs students? Equity-centered approach, not all students need the same thing, we have data that shows were the opportunity gaps exist, structurally ACCs have about 1000+ students and so a team of 5 to 6 won't be able to serve all of those.

Defining “high needs”: holistic approach, keep it simple, support by data. GPA, no math or English in first semester, major isn’t declared in the 1st semester.

Think of it like a funnel: All funnel out ACC, then funnel out existing support and then see who is left. Probationary? Not connected at all? Use groups IDd in equity plan or program review data.

Thoughts? Munjid: Reverse arrows in model because there will have fallen in the cracks so we can connect them appropriately through this process. Jane: What about students that are not connected that are high need, but don’t want to be connected, or likewise those that aren’t connected that don’t want or need to be either. Rene: Probationary connection with students that aren’t completing math and English in their first semester. Revisit some of the conversations that have put the students at a disadvantage in the name of removing barriers and making access more equitable.

Next week work group meetings we will discuss this more.

- **Program Spotlight:** Promise Scholars Program (15 minutes)

Tiffany Zammit and Priscilla Menjivar:

Big Picture: Cohort Data broken down each semester looking at number started with and retention from semester to semester. Data is a big part of ascertaining the equitable outcomes. Following CunniasAP model out of New York. Students categorized by their needs. High needs are categorized and those students have required to have more meetings with counselor.

Focused: The needs of students are assessed which allows for the intervention for high needs students. When a student drops a course then flags are raised and student meetings are set up and the students.

Thoughts & Questions:

Rene: Note about sense of belonging like Sinclair College (GP Webinar covered Sinclair College and making it mandatory). Promise making College 1 class mandatory. Anything that Promise is seeing that we need to know as instructors to facilitate the ease of student progression through their first semester.

Allie: How is the data and intervention helping the students’ success? Resilience has been prevalent in this modality. Exert energy and time to help the students that need it. Student’s seem to appreciate the intrusive intervention. Importance of data is crucial. Ask for what you need in the way you need it. CRM is a big help and is allowing for more data.

- **Next Steps/Closing** (5 mins)

GP Professional Development Opportunities

Long-term Planning for GP Integration

March 17, 2021 | 10:00 am – 11:00 am

[Register for Long-term Planning for GP Integration](#)

Data 101: Using Data to Ensure Learning

March 24, 2021 | 2:00 pm – 3:00 pm

[Register for Data 101: Using Data to Ensure Learning](#)

Coffee, Tea, and GP: Culturally Responsive Curriculum

March 31, 2021 | 11:00 am – 12:00 pm

[Register for Coffee, Tea, and GP: Culturally Responsive Curriculum](#)

Coffee, Tea, and GP: Sustaining Our Work and Ourselves

April 7, 2021 | 11:00 am – 12:00 pm

[Register for Coffee, Tea, and GP: Sustaining Our Work and Ourselves](#)

Staying on the Path: Guided Pathways and Scheduling for Student Completion

April 21, 2021 | 11:00 am – 12:00 pm

[Register for Staying on the Path: Guided Pathways and Scheduling for Student Completion](#)

All Four Pillars: English, English as a Second Language, and Mathematics Placement, Access, Enrollment, Support, and Success

May 5, 2021 | 11:00 am – 12:00 pm

[Register for All Four Pillars: English, English as a Second Language, and Mathematics Placement, Access, Enrollment, Support, and Success](#)

- [CA Regional Coordinator Rapid Webinars](#)
- CAGP2020: Fall '21 Cohort → contact Allie
- Strengthening Student Success (Oct)

Spring 2021: Guided Pathways Meetings

Semester Goals:

- building the CSM website to include interactive online program inventories/maps within each ACC for students by fall (Program Mapper),
- laying the foundation with some Advisory work, including new team members, to get support teams up and running for each ACC in the fall (Collaborative Support Teams),
- and partnering with other groups like AS, CTL, EEC, and Classified Senate to enhance PD as a way to help implement the EMP.

February	
Tuesday, Feb 2	GP Student Advisory
Wed, Feb 3	Wednesday Work Group
Wednesday, Feb 10	GP Steering Committee
Wednesday, Feb 17	Wednesday Work Group
Wednesday, Feb 24	Transformation Team: Advisory Team #1
March	
Tuesday, March 2	GP Student Advisory
Wed, March 3	Wednesday Work Group
Wednesday, March 10	GP Steering Committee
Wednesday, March 17	Wednesday Work Group
Wednesday, March 24	Transformation Team: Advisory Team #2
April	
Tuesday, April 6	GP Student Advisory
Wednesday, April 7	Wednesday Work Group
Wednesday, April 14	GP Steering Committee
Wednesday, April 21	Wednesday Work Group
Wednesday, April 28	Transformation Team: Advisory Team #3
May	
Tuesday, May 4	GP Student Advisory
Wednesday, May 5	Wednesday Work Group
Wednesday, May 12	GP Steering Committee