Guided Pathways Team Meeting

April 24, 2019

College of San Mateo

18-206

2:00-4:00 pm

Attendees: Mary Valenti, Martin Bednerek, Kerrigan McCollum, Kristi Ridgway, Liz Schuler, Tabitha Conaway, Rene Anderson, Tiffany Zammit, Sunny Martin, Trang Luong, Anniqua Rana, Rich Rojo, Allie Fasth, Yvette Butterworth, Hilary Goodkind, Tarana Chapple, Mike Holtzclaw, Kim Lopez, Lizette Bricker, Heidi Diamond, Pete VonBleichert, Kelsey Harrison, Jane Jackson, Alicia Frangos, Miya Oto, Mounjed Moussalem

Outcomes

- Identify Data from Equity Plan to guide GP work, including communication plan
- Engage and get input from GP Team members for new Inventory Project
- Continue building the mapping toolkit
- Confirm summer meeting dates and times

Agenda

Facilitator: Yvette Butterworth

Note-taker: Allie Fasth

- o Welcome/Opening/Warm up Activity – (5 mins)
- o **Digging into the Equity Data – (30 mins) Tabitha Conaway, BSI Coordinator & GP Team**
    - This is important for Guided Pathways because we are looking for some data that helps tell our student stories, so how can we incorporate the equity data?
    - Info on categories that are required for equity plan
    - Still working on setting goals and activities for the Equity Goals
    - Data is taken from EMP 2019: CSM Enrolled 9,758 Students in Fall 2017, 30% of our students identify at Latinx
    - State defines access as based on students who have completed an application for CSM and have taken at least 1 unit in 1 year

- Equity Committee does not entirely capture the full story, some caveats provided
- ACCESS: data is not very meaningful because sometimes students mass apply to CSM but without the intention to attend. However, when we look at the foster youth, previously incarcerated youth (PIY) IS meaningful because those students matriculate
- RETENTION: persistence from fall to spring. Overall college wide persistence includes all student groups (62%). Disproportionately impacted groups are Filipino students (59%), foster youth (55%). These numbers are relatively consistent over the last five years
- PROGRESSION: First-time/Full-time students at CSM completing transfer level math and English within 1 year: 74% overall for English, 43% overall for math (note: AB705 changes not captured since data is from 2017), 41% overall for both
- *Data only includes domestic students
- *This data will be impactful once we see the changes in math after AB705 changes
- PROGESSION – Math Only: Overall Math Progression by ethnicity but does not include if students pass
- PROGRESSION – English Only: are they not enrolling or are they not passing?
  - What activities can help support these students
- Earned Certificate/Degree: based on 2015-16 first-time/fulltime certificate or degree completion within 3 years --> 30%. 17% of PI, 19% students with disabilities, 23% low income. Only includes students who have applied for the degree. Some students may have completed the units for the degree but not have applied for the degree
- What are we aiming for? Promise replication states we need 55% degree completion to meet goal
- State has formula to determine what numbers colleges need to hit called Percentage Point Gap
- TRANSFER: 2017 enrollments (not acceptance): 884 Transfer to CSU/UC, 176 private in state, 207 private out of state
- Chancellor's office wants to increase transfer by 20% by 2021

- Communications team meeting will be established to begin to incorporate some of this data into the GP work
- Comm Team: Kerrigan, Anniqua, Rich, Kristi, Kelsey, Kim
  - Comm team wants to focus on some quick facts, or "did you know" type of publication to show baseline info of the student data

- **Team Mapping Exercise – (60 mins) GP Counseling Faculty: Martin Bednarek, Trang Luong, Sunny Martin, Mary Valenti**

- Preparing for the Inventory Project: presentations delivered to Divisions and PG groups across campus to update campus on the inventory goals for guided pathways and development of design principles.
    - Past Year at a Glance: how leadership has emerged, vision statement, goals for inventory project and lessons learned. Model emerged from inventory exercise from faculty leads, students and counseling faculty.
    - The model will be used today to conduct an inventory exercise for today.
    - What's the purpose of this exercise? To highlight the student perspective, examining areas that are confusing, craft course taking patterns so students have a sense of how to navigate from the get-go. This effort is not about restricting students' options but making sure it is constructed in an intentional way
    - Debrief from Student Senate: feedback from students on counseling, major courses, how to help avoid wasting credits but career related
    - Students unknowingly take unneeded units
    - Purpose is to engage community to help us help our students
    - Outcome of AS for Business: very challenging to build inventory, public facing information is hard, curricunet, cross referencing webschedule etc --> led to a lot of confusion --> MORE REASON TO DEVELOP INVENTORIES TO HELP GUIDE STUDENTS
    - Developed the Design Principles to help guide faculty during the inventory project (see slides). Asking for feedback across constituency groups
    - How will we interact with sister colleges?

    - Focus on Exercise is AS-T Business for Inventory Exercise. Directions provided. Always refer to design principles. Assuming these are full time students
    - Debrief on Activity:
        - Not too difficult to figure out but it is unrealistic, packed schedule. That type of schedule is not for every student, those who are working or have kids. This two year schedule is only for someone who has the time, focus and really good time management. There is a discrepancy.
        - What this doesn't represent is time grids, some of these courses are offered at the exact same time. This mapping doesn't take into account the consistent offering of the courses
        - Have the courses live to the course catalog or a different version of the course outline that explains more about the class, the expectations, the homework hours
        - How do we take into account classes that only happen during the spring semester?
        - More details to provide for students to make decisions.
        - How can we make the IGETC form look easier? Need to know class difficulty, time to dedicate to course, general times the class is offered, need a broader range of options

- Stuck on the first semester with math requirement, hard to know how to differentiate the math
- The map doesn't capture the specific university you are transferring to...
- There is an overwhelming amount of information
- How can we develop an online tool that is responsive and changes outcomes for students as they change around their classes
- Bakersfield is prototyping something called Program Mapper that is a visualization tool for students interested in CSU or UC transfer --> our sister colleges are probably getting involved in this and CSM still determining if now is time to get involved
- Freedom to Explore --> this plan doesn't allow for it!!
- Need to re-vise the concept of "exploration" how can we integrate?
- How can we also redo curriculum so that it is meeting multiple requirements
- Other schools have some designation for the students commitment to their major: not really sure, thinking about it, committed and that informs how they develop pathways and courses for students to take as they explore
- It will be important for mapping to include major and GE info all in one – it will be an integrated process. For some disciplines there are preferred GE. This emphasizes the partnership between discipline faculty and counseling faculty
- IGETC is overwhelming and confusing form
- Should we do the Inventory Project for August or October? BOTH
- Steering Committee will be finalizing flex day proposal for August in the next meeting

- **Update/Input: Draft Scale of Adoption Report; Final due April 30 – (10 mins) Anniqua Rana, GP faculty co-lead (ESL); Kristi Ridgway, GP admin co-lead (Language Arts)**
    - State is requiring we submit report based on where we are at
    - Allie, Kristi, Kelsey, Anniqua met to complete the document
    - Majority of document reflects that we are still at the scaling level, we have not scaled anything yet
    - Report due by email to state by April 30th -- Anniqua will send out for review
    - Over the summer, the steering committee will further refine report for posting final document on Sept 30th

- **Next Steps – Review of Upcoming Schedule (10 mins)**

- Celebrations/Reflections (5 mins)

Upcoming

May 8, 2019 GP Steering Committee

Agenda: Trang Luong/Jane Jackson
Notes: Trang Luong/Jane Jackson

- Finalize 1st Year Design Principles and Publicize
- Create CSM GP Goals for 2019-20
- Share and Get input on Draft Communications Plan – Kristi, Rich
- Approve Framework for August Flex Day GP Activities
- Brainstorm Summer Agendas
  - LFM Members: June 6-8 in Pomona, CA for next leadership conference
  - Proposed GPS Meeting: Wed., June 12
  - Proposed GPS Meeting: Wed., July 31
  - Another fun, social event?