

**In Attendance:** Alex Casareno, Bud Hannan, Colette Harris-Mathews, Collin Pregliasco, Dana Wassmer, Eddie Fagin, Greg Beyrer, Heather Tilson, Kathy Sorenson, Lisa Abraham, Sabrina Sencil, Amber Lopez, Teresa Aldredge, Tiffany Clark

### **1. Call to Order**

- A. Alex begins the meeting with letting the committee know that there is a Budget Committee meeting taking place at the same time, but CRC President, Ed Bush may step in to talk to the committee

### **2. Review and update of our work to date**

- A. Alex announced in the meeting that CRC was named one of the colleges for the Pathways Project. CRC is one of twenty colleges (including ARC, Butte, Delta, Yuba, and Modesto)
  - i. A press release came out on the morning of April 17 from the Chancellor's Office about it
- B. Being selected means that in the next two years, there will be teams of 5-7 people going to various workshops. These people will be people who are either on the steering committee or in the workgroups selected throughout.
  - i. The President and a faculty representative is expected at each one of these because it is going to be an institutional priority
  - ii. The point of the institutes are basically to get the project started but all the colleges are at a different place so they might be doing different things and they are deciding that now
  - iii. So we will be focused on our task groups particularly after the Guided Pathways Summit which is on April 28. The task groups will break into four:
    - 1. Clearing the Path
    - 2. Entering the Path
    - 3. Staying on the Path
    - 4. Learning on the Path
- C. What does the Committee want people to read prior to the Summit?
  - i. Dana suggested <https://ccrc.tc.columbia.edu/media/k2/attachments/What-We-Know-Guided-Pathways.pdf>

### **3. Review of April 28, 2017 Guided Pathways Summit**

- A. Dana presented the proposed agenda for the Guided Pathways Summit – took a more hands-on approach by giving the attendees an experience similar to what the student experience is like.
  - i. At 10:30 am in the proposed agenda, some of the Guided Pathways faculty will be giving 5-minute presentations about their current pathway – how it's working, what's working, what's not working.

- ii. Then two breakout sessions during the Summit. At the 10:50 breakout session will be where we have individuals already divided up into groups (random colors, same number of people in a group) and will have to work out a student education plan based on the information we have now.
  - 1. We will have available for each of the groups a course catalog and class schedules. In addition, we will provide each group with a typical CRC student profile (i.e. female, one-child, works part-time) including test scores.
  - 2. As a group come up with an education plan for the student to complete a transfer degree. So that is what each group will work through and after lunch, they will report on that experience (how difficult it may have been, how easy, how challenging, was there enough information, what information is missing).
    - a. Basically they need to be able to create a two-year schedule that the student can complete a degree in time and also work part-time (20 hours a week). That it would be possible with the information that we provide our students today.
- B. Conversation began with the information that the groups will have and how to create a more meaningful experience for the groups at the Summit.
  - i. Teresa asked if the Math and English trees will be provided to each group (Alex responded there will be an assessment score for writing, English reading, and math. Each group will also have two years of class schedules and a current catalog)
  - ii. Sabrina suggested to make a fake availability of the student since we know the student will be working twenty hours a week.
  - iii. Teresa asked if we will be giving the groups time management documents since this student will be working twenty hours. (Alex responded yes, we could provide that information).
    - 1. Teresa suggested providing these documents because this is what students are given at orientation. These documents show students that if they are working x number of hours, it may be a good idea to take x number of units.
    - 2. Or give the groups the work hours (i.e. work schedule is 8:00 – 5:00) so what evening classes do we have for the student to take?
    - 3. If the student works in the afternoon, can the student finish taking their classes in two years?
  - iv. Dana informed the group that we are trying to capture the information of the average CRC student to create a profile to give to the groups.
    - 1. Sabrina recommended having the student availability within the profile as part of the package for the group.
    - 2. Lisa took note that most people have schedules that change and do not stay the same for two years so this is already an artificial advantage the groups will have.

- 3. Alex clarified that the concept of work is for the groups to know this is a constraint upon the student as well when trying to schedule their classes to graduate.
  - v. Teresa asked if the degrees listed in the proposed agenda will be the degrees the fake student will be working towards.
    - 1. Dana confirmed it will be because a degree was chosen from each academic division and one that has a transfer degree for the group to work out but this can be changed to a random degree as Eddie suggested. Each group will have a different degree to work through.
  - vi. Teresa asked who will explain what an ADT is to the groups and Sabrina responded that it is probably why catalogs will be provided as part of the research the groups will have to do.
    - 1. Dana suggested that the average CRC student entering the college would not know what an ADT is. They don't know.
    - 2. Amber informed us that the average CRC student going in to see a counselor is given the ADT golden sheet and maybe the groups could be given the same golden sheet. But it should be up to the group to find it and schedule it.
- c. The committee came to a consensus that each group should be able to choose between the IGETC/CSU transfer requirements when creating an educational plan for this student.
- d. Greg asked if the purpose of the event is to facilitate the development of a pathways friendly culture at CRC, then we should make it as easy as possible for the groups to pick create an educational plan (pick the majors, pick the institutions, pre-mark the catalogs with where information can be found). If the goal is to show how desperate our students are and how incredibly difficult things are for them, to convince those that are empowered professionals and make us realize how incredibly frustrating and difficult it is for students...then we should be even less prescriptive. We could even pick a major that we don't even do at this college. What is the more important goal for this event? We are going to have to get to the hard decisions and the impact of what some people fear for their departments/disciplines, when classes are actually offered and so there are going to have to be classes offered at times that may be uncomfortable for faculty to teach, and so if we have to get to those decisions at some point, is it better to start off with an easy win to help convince us this is a good thing and then make digesting those decisions later on harder. The question is, are the people who will be at this event already student focused and want to help our students succeed or are they in some other place of awareness where they need to be convinced to do something else?
  - i. Sabrina pointed out that the point of all this is to sell a monumental shift from the status quo and to serve our students with hopefully something that has a positive impact. We need to demonstrate the struggle in order to get the buy in to do something different.

- E. Teresa commented that she agreed with everything and now understands but she still thinks there should be a counselor in each of the groups not to do the work but show how they can work together.
  - i. Lisa said that in her conversations with students, even if they have seen a counselor once...they really just don't go and see the counselors at all. They fumble through on their own. If we are to replicate the student experience, then there probably should not be a counselor at every group because that's not the way students figure things out.
  - ii. Teresa thinks it is important for counselors to be in the room to hear the conversations, to hear the breakdown of information, to see how counselors can rework things to work together as a team.
    - 1. In response to Teresa's comments, Amber suggested providing the IGETC/CSU information for each group to decide which way to go and that in itself is part of the student experience/struggle
- F. The second breakout is where we could have the counselors sit and see how they can help and make things easier. This is where we will build a pathway, to propose a pathway for this degree.
- G. President Bush addresses the committee after listening to all the conversations taking place.
  - i. ADTs is maybe not the best place to demonstrate all this because they are packaged a certain way that creates a pathway experience. The majority of our students are not in an ADT program. ADT is just one of the options we can consider.
  - ii. Each group during the breakout session could have a different student scenario. One could be a CTE student, one could be history, one could be psych, and one could be ADT.
  - iii. This will allow us to get a fuller profile of the student experience. Counselors step out of the role of counselor but could bring in the scenarios of the students.
- H. There are a few questions the group has to now consider:
  - i. One student profile or four?
  - ii. ADT or any program in particular (all of our programs have their pathways but ADTs are built as pathways)?
    - 1. Sabrina commented that she thinks there should be a variety of programs and not just ADT programs offered for this exercise and encourage the use of a student profile that starts at the very beginning (strong in Math or strong in English, first-gen, part-time, full-time, working)
  - iii. What is the role of the counselor? Facilitator or counselor?
  - iv. Which program?
    - 1. Thought about presenting each table with the programs where they randomly select one
  - v. What to provide everybody?
    - 1. Do we make it easier for them?

2. Greg has a great point – we do not want to scare everyone off and make it impossible for them but we also want to get to the reality of the student’s experience
- I. President Bush suggested that potentially, the baseline for the scenarios would include:
    - i. Student placement
    - ii. Major
    - iii. Education goal
    - iv. Target graduation date (would dictate what would be on time completion)
  - J. Alex recapped with the following regarding groups for Breakout Session I:
    - i. Scale the number of people in each group back
    - ii. Provide a clear program
      1. Depending on the RSVP list, there may be more than four programs needed for the exercise
    - iii. Provide a student focus
    - iv. Provide the materials to do the exercise
  - K. Alex directed the committee back to the conversation of who should be at the table during the Summit. Dana to talk about the proposed agenda’s 9:00 am slot.
    - i. President Bush, VPs, and Deans to leave after opening remarks
    - ii. This is supposed to be a faculty-run and faculty initiated process and did not want to give the impression that the Deans are watching/studying/critiquing what is happening
  - L. Dana asked the Committee if everyone was okay with the second breakout session activity – trying to map out a guided pathway/proposing a guided pathway
    - i. After learning how difficult it is to create a schedule, how would the faculty map out the program/create a pathway?
      1. President Bush pointed out – would faculty know enough about program mapping to be able to do this? Program mapping has more components than just scheduling (i.e. competencies, transfer/career alignment) or is this leading to the question of what can we do/where are the gaps?
    - ii. Lisa pointed out that based on the first breakout session, we are having faculty build pathways based on individual majors instead of the meta-majors/houses that were talked about before
      1. Getting people into the student view is important but the afternoon session might be – what is the value of restructuring some way? So that students can move through various majors and change majors a little more easily as they move forward so there is more cross-referencing
      2. This a change in the college that affects everybody and we need to demonstrate that not only in the morning breakout session but also the afternoon session

**4. What's next?**

- A. **April 18** – Courageous Conversation on Guided Pathways: 12:00 – 1:20 p.m., Winn Center Community Room
- B. **April 28** – Guided Pathways Summit: 9:00 – 3:30 p.m., Winn Center Community Room
- C. Work Group leaders meet to discuss their work ahead.

**5. Follow-up:**

- A. Alex to send out the press release from the Chancellor's Office regarding CRC being selected as part of the Pathways Project to the committee
- B. Alex to find printed class schedules for the last two years (fall 2015, spring 2016, fall 2016, and spring 2017)
- C. Alex to have a conversation with Teresa Aldredge about student profiles

**6. Adjourn**