

Guided Pathways Implementation Meeting

Meeting Notes

October 29, 2018: 3:00p.m. – 4:00p.m. Orchard Room

In Attendance: Alex Casareno-GP Tri-Chair; Anson Bowens-GP Administrative Assistant; Tadael Emiru-Interim VPSS; Teresa Aldredge-Staying; Edward Bush-College President; Tiffany Clark-GP Tri-Chair; Shannon Cooper-Staying; Rhonda Farley-Learning; Kim Harrell-Learning; Colette Harris-Mathews-Staying; Howard Lewis-Entering; Stephen McGloughlin-Learning; Shannon Mills-Academic Senate President; Robert Montanez-VPI; Julie Olson-Clarifying; Jennifer Patrick-Classified Senate President; Eva, Rhodes-Staying; Richard Schubert-Clarifying; Heather Tilson-Institutional Effectiveness; Dana Wassmer-GP Tri-Chair; Cory Wathen-VPA; Latonya Williams-Dean HSS

Note Taker: Anson Bowens

Item	Discussion/Action Plan	Who's Responsible	Deadline
Goal for Fall 2019	<ul style="list-style-type: none"> • Need to launch student success teams into the meta-majors • Onboarding planned to start Spring 2019 as students onboard for Fall 2019 • Continuing implementation of multiple measures in terms of AB 705 changes • Move forward in opening Guided Pathway meta-majors; officially launching our design to the extent that it is done in Fall 2019 • Will all programs get sequenced by Fall 2019? 		
Program (course sequence) templates – Process and Timeline	<ul style="list-style-type: none"> • Process for approving the program course sequence was presented at the last Clarifying meeting • Process for program course sequence approval will be presented to academic senate in order to implement the approval process. • <i>Learning</i> states a concern: <ul style="list-style-type: none"> ○ With many changes with AB 705, the way the schedule looks now is not the way the schedule will be in the Fall. ○ How are unoffered courses going to be rotated into programs so that students can complete a degree/certificate? • The good of the process is that it would let those who are doing the work know that the product is finished and that it has institutional standing. <ul style="list-style-type: none"> ○ <i>Clarifying</i> is working to address when program faculty know that they are done with the task. In cases in which there are multiple drafts, who's draft counts as the official draft? • If approved, faculty will come up with a sequence of courses where relevant decision-making would take place within the program and division 	Rick, Shannon	Next Monday 11/5

	<ul style="list-style-type: none"> • This approval process would provide a mechanism for resolution in cases where majority of program faculty are not in agreement about a major course sequence. • If majority of program faculty are in agreement about a major course sequence, then it would be forwarded to the dean for approval • Deans would provide an oversight role in taking anything complicated into consideration; it would be finished on that level. • In cases in which program faculty are not in majority agreement as applied to major course sequencing, then a Resolution Committee would see it. • A Resolution Committee should be comprised of the chair of counseling, academic senate's past president and a third party would have to be determined. • <i>Clarifying</i> mentions a worry about a “watering down” of the extent to which the decision (to be rendered out from the Resolution Committee) is to be made on the basis of disciplinary expertise. • <i>Clarifying</i> advises consider drawing in disciplinary experts from elsewhere in the district, people who would be familiar with the mile high picture of the campus <ul style="list-style-type: none"> ○ <i>Staying</i> suggests drawing in the articulation officer & curriculum chair • Publishing comes after program faculty find and agree on a major course sequence that is appropriate. <ul style="list-style-type: none"> ○ We look at the catalogue and the website so that we can allow students to see it, we can allow counselors to access it, and we can update it as needed. • The timeline – we started Fall 2018 with programs sequencing their major program courses. • Ultimate goal – by the end of spring 2018 to have course sequencing and course offering ready for publishing into the catalogue and website. <ul style="list-style-type: none"> ○ By the end of spring 2019 we have all the sequenced program maps so the counselors can use it when they onboard students into the program. • Committee is needed to work on Resolution 		
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	<p>mechanism for major course sequencing</p> <ul style="list-style-type: none"> • Timeline needed for program sequencing so that we can move forward with publishing date on catalogue 		
<p>Development of GE within GP – Process and Timeline</p>	<ul style="list-style-type: none"> • Faculty met with PD in terms of development of GE themes; aligning meta-majors now, then sent to Academic Senate for discussion; update on case management; learning outcomes have begun; drafting and onboarding since last term. • <i>Learning</i> explains: <ul style="list-style-type: none"> ○ A draft of institutional learning outcomes have been presented at the last faculty forum and is to be sent to all faculty for review. ○ Timeline: get through first/second read by Institutional Effectiveness and Curriculum, then forward to Academic Senate by the end of Fall. ○ We will be looking at how programs map to those institutional learning outcomes as well as how the GE courses map to those learning outcomes. ○ We anticipate curricular changes that will take place in terms of both program and course learning outcomes as those are refined. ○ We are trying to clean up the institutional learning outcomes. Right now they are written in educational ease – we want clean concise language that speaks to our students, speaks to our communities & employers, as well as to our transfer institutions. • <i>Staying</i> adds: <ul style="list-style-type: none"> ○ ILO's will also help in the next step of GE themes so having a good concrete definition or description would easily guide the GE themes for the college. ○ Each of the GE themes would hit upon those ILOs and if there is a gap it would be easy to identify which course would best compliment that theme. • <i>Clarifying</i> announces that we are waiting to hear back from PD with plans about PD Institute in January as a kickoff to the college's work on GE themes. 		

	<ul style="list-style-type: none"> ○ A portion of the PD Institute would tie into our ILOs ○ A segment of Convocation will be dedicated to addressing colleges in a case management approach ○ Extended workshop environment would work better in developing a conversational draft of GE themes – conversational draft to come directly out of the PD Institute. • <i>Staying</i> outlines a thought on the breakout sessions to take place during Convocation that is awaiting approval from the PD Committee: <ul style="list-style-type: none"> ○ faculty would be broken up into career & academic communities and then there would be counselors; ○ A specialist would explain GE in a discussion evolving around “what do you see as your role as a faculty member in a meta-major?”. ○ Convocation themed around <i>building community, working as a team</i> – how do we see student success as a team? What is your role as a faculty member within that specific discipline? 		
<p>Orientation/onboarding – Process and timeline</p>	<ul style="list-style-type: none"> • <i>Interim VPSS</i> explains we are in the process of identifying deliverables for the current academic year 18-19. • Working on providing options for students to complete the entire onboarding process online or over the phone. • In the process of implementing a technology that would allow us to communicate with students by text. • Utilize canvas for CRC-specific orientation. • Implementing career assessment as part of the enrollment process to put students at the forefront of their career interests. • Proactively connect students to services that are available to them on campus as they move through onboarding process. Right now, there’s a separate application process for students to sign up for campus services. • Working in conjunction with <i>Entering, Staying</i> and <i>Counseling</i> in creating a <u>first semester full time schedule</u> for each new student. <ul style="list-style-type: none"> ○ Students have the option to opt out of this first semester schedule ○ This first semester schedule would make it easier for those students to transition to CRC. 	<p>Alex. Tadael</p>	

	<ul style="list-style-type: none"> • <i>Clarifying</i> - What does a “safe semester” schedule look like? – developing scheduling principles that functions to get students off on a curricular track that’s going to move them towards completion even when majors change <ul style="list-style-type: none"> ○ Developing scheduling principles that take into account the fact that students are likely to change majors more than once ○ Developing scheduling principles that take into account undecided students ○ Dead-ended at INDIS313 • <i>Clarifying</i> importantly mentions that we should also be considering basic skill students <ul style="list-style-type: none"> ○ Academic Senate President explains that a foundational/basic skills semester may not be relative to CTE major students ○ However, for students that fall under a transfer major we must look into foundations/plan out their basic skills first • <i>Learning</i> worries that the expectation for English and math is not being communicated to the program faculty <ul style="list-style-type: none"> ○ math and English are critical components in a student’s first semester ○ Depending upon where the student falls they may only have space for, at most, one program major course. ○ So in the program course sequencing, don’t put three program specific courses in your first semester and take up 9-12 units for a student that is going to need 10/12 units in math or English. ○ Right now, faculty are working on program maps/ recommended course sequence and they are not considering math and English. ○ No placeholder for English and math is not being communicated leading to faculty frustration. • <i>College President</i> poses the question: are we able to communicate to programs that we need to consider a placeholder for math and English? • <i>Staying</i> advises that the foundational semester should be done in concert with faculty in those disciplines. <ul style="list-style-type: none"> ○ counseling wants to work with the discipline faculty in that major to help create the foundational semester 		
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Next Steps:

- Meeting to discuss publishing date of catalogue – Alex, Dana, & Torence
- Committee with Rick, Shannon, & faculty leads to work on Resolution mechanism for major course sequencing. – 11/5/18
- Address concerns:
 - How do we keep people involved? Do we have continuous meetings where we report to one another? In which ways do we communicate so that we are in the same place?
 - How do we continue to evaluate the success of many of these processes?
- Next GP Implementation Meeting – November 5th