

RCC Guided Pathways Core Group / September 21, 2018/ 12:00 – 2:00pm/ CAK 205

Members present: Hayley Ashby, Patricia Avila, Sandy Baker, Steve Brewster, Ellen Drinkwater, FeRita Carter, Kristine DiMemmo, Allison Douglas -Chicoye, Carol Farrar, Monique Greene, Tonya Huff, Irving Hendrick, Mary Legner, Jacquie Lesch, Wendy McEwen, Susan Mills, Inez Moore, Kyla O'Connor, Eddie Perez, Marc Sanchez, Garth Schultz, Kathleen Sell, Mark Sellick, Delia Tijerina, Tammy Vanthul, Johanna Vasquez, Kristi Woods

Welcome –

- o Monique Greene is the new Pathways Coordinator . As we move forward we will set different goals, create a vision and the hope is for the core group to be more of a working group

Where are we? Guided Pathways Updates

- o Identify 8 instructional pathways
- o Program mapping in spring
- o Identified student support teams
- o Piloting faculty liaisons 18/19
- o Peer mentor program
- o CTE engagement center
- o Increase number of students with Ed plans 91 percent over 15 units completed
- o Completion of program maps
- o Equity minded pedagogy training for faculty
- o Identify best practices

Pillar 1 – Clarifying the path

Handout – activity that was facilitated at retreat and ACTPIS

- o Faculty agreed that degree and certificates can appear in one or more pathways
- o List of RCC program mapping, ADJ program complete with all elements
- o This year move through the list and get them refined
- o As we are proposing maps, implement technology and EduNav. Need to be clear when to move in a sequence and when it needs to be narrowed down and guided for students.
- o Work with core group and others to facilitate a solid pathway
- o Need onboarding 15 -
th will work on program mapping
- o Schedule time with counselors one week in advance for program mapping

- o Put a resource on a sharepoint site with the designs that are tentative. Sent to PLT, district enrollment management, department chairs and deans.
- o Core group to evaluate the feedback and work with the designer
- o Continue work on AB705

Implementing pillars at leadership councils is the responsibility of ACTPIS, VPAA, Disciplines, Core Group

Pillar 2

- o On boarding process, admission and records has been working on streamline process with the new mmap guidelines, import data for students, figure out placement, work with counseling to create first semester E d plan. Looking at less steps for students.
- o Looking at having a new onboarding system for summer registration
- o Career exploration implementation ideas
- o Welcome day ideas for smaller groups to meet by clusters
- o Redesigning the website, update language, remove old information,
- o Clarify roles, looking at ratios and looking at what type of support is needed
- o Analyze outreach efforts for new students

Pillar 3

- o Redesigning student support model, clear communication plan
- o Identifying critical momentum points. Early alert system and who follows up with the student, early alert language how to sound more supportive. Possibly 3,9,12 week
- o It was suggested to work closely with senate for early alert
- o Discussion regarding texting students vs. emails. F. Carter reported working on a new app for contacting students.

Ongoing discussion regarding Early Alert system . The process, purpose and problems.

Pillar 4

- o Develop program SLOs / PLO assessment
- o Target audiences what type of resources do you need to make sure
- o Transforming how we teach our classes, applied learning experience, equity, assessment, pedagogy ,

Overview of Institute #4

Handout – Equity data information from California guided pathways team

- o where did the large population go
- o Focus financial stability for students, be careful when looking at the data for economically disadvantage students.
- o CSU's are going away from accepting anyone without ADTs

- o J. Kim Han reported that there are technology opportunities . Need to focus on the solutions.
- o Is guided pathways geared towards new students and current students ? Need to understand whom are we talking about.
- o Pathways is about scaling, appropriate integrated support system for students throughout their time here.
- o Scheduling needs to be looked at to better serve students and instruction to work on scheduling.
- o S. Soto –shared that EduNav is not ready. When they were here for a training, the technology aspect did not work.
- o J. Kim-Han reported on EAB. She has personal experience implementing it and has been adopted by CSU's. It works and takes care of problems we have discussed

Breakout activity “Redesigning the Intake Process”

M. Greene asked the group to look at what we currently have and redesign it. This will be included into a report back to the Chancellor's office.

Group discussion – Onboarding Notes

Everyone needs to know what the intake process looks like

- o Filter the students into the right areas at the right time

- o Based on what comes up on the career exploration assessment, can we better utilize the human capital to reach out to the student? Customize orientation by instructional pathways?
- o Advocacy for career exploration at several points in the process

For Integrated Support

- o Who is responsible for what and when should it occur?
- o Who is monitoring it?
Can we bring students into the engagement centers during orientation?

Next core group meeting: defining roles and responsibility how should we connect to them, engagement centers, redefining the intake process

FALL GP CORE GROUP MEETINGS: October 26 and November 16th