



Guided Pathways Steering Committee Meeting

Agenda

Wednesday, March 6, 2024

9:00 am-11:00 am

Voting Members: Tanisha Burrus (co-chair), Claire Coyne (co-chair), Vaniethia Hubbard, Ed.D., Madeline Grant, Sara Butler, Greg Toya, Ed.D., Daniel Cristobal, Daniel Martinez, Ph.D., Helen Barriere, Christina Kim Wagner, Dr. James Kennedy, Ed.D., Amberly Chamberlain, Maria De La Cruz, Ph.D., Carrie Patton, Chantal Lamourelle, Dayana Zavaleta

- I) Welcome
 - a) Meeting called to order at 9:05 am

- II) Brave Space Guidelines
 - a) Discussed the guidelines and asked for any additions to the "brave space" guidelines. No additions were suggested, so the meeting proceeded (T. Burrus)

- III) Approval of Minutes from 12.6.23
 - a) C. Coyne called for vote to approve the minutes from 12.6.23; S. Butler, (Ph.D.) 2nd the motion; Motion passed with three abstentions (M. Dela Cruz, D. Cristobal, M. Grant)
 - i) T. Burrus requested to move to change SEAP report to agenda item IV instead of V and G. Toya, (Ed.D.) reminded T. Burrus that a motion is needed.
 - ii) G. Toya, (Ed.D.) (with a 2nd from M. Grant) motioned to change SEAP agenda item to IV instead of V; motion passed unanimously with no abstentions.

- IV) SEAP Update—C. Lamourelle provided update from last SEAP meeting held on February 15, 2024 (Next SEAP meeting is March 14, 2024)
 - a) Members of the Equity Committee were invited to attend the Community Colleges Chancellor's Office Equity Conference, scheduled for Monday, April eighth, and Tuesday, April ninth, at the Anaheim Marriott.
 - b) The SEAP funding request cycle opened on the same day and closes on April 15th. Two sessions were held with the research department to discuss the SEED funding application, which were well-attended, with about 8 or 9 people at each session. The last session was scheduled for today at 1:30 PM, with a Zoom link provided for access to materials.
 - c) Current SEAP Initiatives:
 - (1) Leading from the Middle teams will attend an in-person convening, continuing their work on developing a diversity statement.
 - (2) The Equity Focus Team is working on developing a proposed diversity statement, aiming to present it to different participatory governance bodies for approval by the end of the semester.
 - (3) Discussions are ongoing about building out an Office of Equity, including implementing a new position for Faculty Goal Facilitators.
 - (4) The Office of Equity aims to slowly build out its structure, starting with five individuals serving as Equity Goal Facilitators. Each Equity Goal Facilitator will be assigned a specific goal and will coordinate with the Guided Pathways Steering Committee and relevant subcommittees. These facilitators would coordinate with the Guided Pathways Steering Committee and relevant subcommittees to ensure alignment and collaboration. They would also serve as liaisons with SEAP-funded programs and provide input on new programming aligned with their goals.



- (5) Monthly meetings would facilitate progress updates and campus-wide collaboration. C. Lamourelle emphasized the need for collaboration between Guided Pathways, equity programs, and SEAP plans.
 - d) M. Grant raised concerns about funding and sustainability, especially considering the current budget outlook and the end of Guided Pathways funding in June.
 - (1) V. Hubbard (Ed.D.) emphasized the integration of equity and guided pathways work, highlighting the need for intentional collaboration and synergy.
 - (2) C. Lamourelle outlined potential funding sources and discussed ongoing efforts to reallocate funds for sustainability.
 - (3) M. Grant stressed the importance of clear budgetary goals and plans for long-term sustainability.
 - (4) Additional discussions centered on the need for further clarification on roles, funding, and integration of equity and guided pathways initiatives.
 - e) Action Items:
 - (1) C. Lamourelle to continue discussions on funding and sustainability, including exploring potential sources and clarifying budgetary goals.
 - (2) M. Grant to collaborate on developing clear budgetary plans and ensuring alignment with long-term sustainability goals.
 - (3) Attendees to participate in upcoming SEAP meetings and provide input on roles, duties, and budgetary considerations for equity initiatives.
 - (4) C. Lamourelle to share updates on equity initiatives and funding discussions at future meetings.
 - (5) C. Coyne and T. Burrus to gather suggestions for leadership and team members for the transfer-level math and English subcommittee.
- V) Recommendations for Committee Consideration
- a) Creation of Pillar 4 Subcommittee-Ensure Learning Pillars
 - (1) T. Burrus directed the group's attention to the work plan, specifically focusing on page 11, which outlined the goal of completing transfer level math and English for students in their first academic year.
 - (2) T. Burrus opened the floor for discussion on who should lead the subcommittee for this pillar and who should be involved in the team.
 - (3) Discussion ensued regarding potential candidates to lead the subcommittee, including the Director of Student Success and the Dean of Student Affairs. Suggestions were noted.
 - (4) C. Coyne mentioned suggestions from the Pre-work form (3 submissions) regarding additional team members and proposed that the chairs of English and Math departments be involved in the conversation to disseminate needs to faculty.
 - (5) T. Burrus reiterated the importance of involving the chairs of English and Math departments, as per the original work plan recommendations.
 - (6) C. Wagner sought clarification on the leadership role regarding academic efforts versus coordination efforts in increasing student completion rates.
 - (7) T. Burrus clarified that both aspects were essential: academic expertise from department chairs and coordination leadership to ensure the subcommittee's work is carried out effectively.
 - (8) T. Burrus explained the process of the subcommittee making recommendations to the GP Steering committee, which would then be reviewed and decided upon collectively. She emphasized the importance of communication with co-chairs regarding needs.
 - b) Discussion on Pillar Subcommittee Membership and Responsibilities (for all Pillar Subcommittees)



- (1) T. Burrus initiated the discussion by inquiring about the types of data needed and considerations for the subcommittees. Co-chairs proposed regular meetings with each subcommittee to provide support.
- (2) C. Patton informed the group about discussions with the counseling team regarding non-credit courses' alignment with transfer-level goals, highlighting the potential benefits for credit students. She emphasized the challenges faced by credit students and the opportunities non-credit courses could offer.
- (3) D. Martinez (Ph.D.), shared insights on setting actionable steps to achieve stated goals, emphasizing the importance of accountability and detailed planning to track progress effectively.
- (4) C. Coyne reiterated the need for actionable steps beneath the stated goals, suggesting that subcommittees comprising individuals closely involved in the work would determine these steps.
- (5) M. Dela Cruz (Ph.D.) recommended involving faculty coordinator from the assessment center and relevant department heads to ensure comprehensive representation and expertise.
- (6) V. Hubbard (Ed.D.) emphasized the importance of including faculty members, both full-time and adjuncts, along with counselors and department chairs, to leverage their expertise and input.
- (7) T. Burrus acknowledged the alignment of suggestions with the original plan and noted interest from faculty members, indicating a positive momentum.
- (8) C. Lamourelle and V. Hubbard reiterated the importance of incorporating faculty voices and ensuring equitable representation across the subcommittees.
- (9) Recommendations were made for including the Director of Student Success and the Dean of Student Affairs in relevant subcommittees, along with Career Education and Strong workforce directors.
- (10) The SEAP Goal Facilitators (5) were also identified as essential members for specific subcommittees. G. Toya (Ed.D.): Recommended embedding the discussed matter into the SEAP Committee, suggesting a conversation with C. Lamourelle
- (11) D. Martinez (PhD): Emphasized the importance of clearly defining committee goals and suggested outlining what achieving these goals would look like to ensure effective progress measurement.
- (12) T. Burrus stressed the need for strong leadership from co-chairs and collaboration with the subcommittee to establish measurement criteria.
- (13) J. Kennedy (Ed.D.) supported the idea of aligning committee goals with those of the Strong Workforce Committee and proposed further discussion with them for alignment. C. Wagner: echoed Dr. Kennedy's sentiments and raised questions about measuring integration and implementing strategies.
- (14) M. Dela Cruz (Ph.D.) advocated for integration with existing efforts and suggested leveraging established committees for synergy.
- (15) Helen B. raised questions about outlining best practices and strategies for goal measurement, also highlighted the implementation process and introduced the starfish system for progress monitoring. T. Burrus Agreed with Helen's points and emphasized the collaborative aspect of refining and achieving goals.
- (16) C. Lamourelle clarified the flexibility in adjusting Guided Pathways goals as they are achieved.
 - (a) Action Items (for all Pillar Subcommittees)
 - (1) Co-chairs will meet with C. Lamourelle to discuss embedding the GP goals into the SEAP Goal Facilitators duties.
 - (2) Further discussion with the Strong Workforce Committee regarding goal alignment
 - (3) Consideration of measurement criteria and best practices for goal implementation
 - (4) Exploration of strategies for integrating strong workforce programs with guided pathways.
 - (5) Further investigation into the starfish system for progress monitoring.



VI) CAGP Institute #6 Presentation Review
Presentation Draft Review and Feedback

- a. T. Burrus presented a draft document outlining accomplishments, challenges, and areas of improvement over the past four years. Feedback was solicited from attendees to refine the content.
- (1) M. Dela Cruz (Ph.D.) suggested including the Cap Discovery Day event as an accomplishment, emphasizing its importance in clarifying pathways for students.
 - (2) V. Hubbard (Ed. D) recommended incorporating the Continuing Education Success Conference as it aligns with bridging to credit pathways.
 - (3) M. Dela Cruz (Ph.D.) and V. Hubbard (Ed. D) suggested referencing the Guided Pathways 2.0 Summit and the student feedback gathered during the event.
 - (4) Further discussion ensued regarding the organization and content of the draft document, with input from various attendees.
 - (5) T. Burrus agreed to incorporate the suggested additions and review additional student feedback to enhance the presentation.
 - (6) Clarification on Summit, Starfish, and Guided Pathways:
 - (a) D. Zavaleta inquired about the relationship between the summit, starfish, and guided pathways, seeking clarity on whether they are separate processes or part of a unified approach.
 - (7) T. Burrus explained that the summit had already taken place, focusing on gathering student input for improving the college. Starfish, meanwhile, serves as a tool to address individual student needs. T. Burrus offered to provide D. further clarification after the meeting.
 - (8) Recognition of Recent Improvements in Student Services for the presentation:
 - (a) C. Lamourelle commended recent improvements in student services, such as the addition of a chat feature on the website and increased communication about important deadlines like FAFSA.
 - (9) Initiatives Driving Improvements:
 - (a) V. Hubbard (Ed. D) credited these improvements to initiatives from the Dean of Enrollment Support Services and the implementation of a chatbot called Ocelot. The goal is to enhance the student experience, possibly stemming from discussions at the summit.
 - (10) Highlighting Impact of Faculty Involvement:
 - (a) M. Dela Cruz (Ph.D.) suggested highlighting the impact of faculty using kudos (a feature in the Starfish system) on the student experience.
 - (11) Visual Enhancements for Presentation:
 - (a) C. Coyne suggested adding visuals to enhance the presentation, such as photos or graphics.
 - (12) Areas for Improvement for our campus:
 - (a) T. Burrus outlined areas for improvement, including increasing marketing presence in common student areas and relocating informational flags to more central locations on campus.
 - (b) M. Grant briefly interjected with a comment about marketing strategies.
- b. Additional Comments based on the discussion about the GP Institute PowerPoint:
- (1) Printed and Digital Materials: There is a need for printed materials outlining the different programs and pathways available at the college, which can then be digitized for easy sharing on platforms like Canvas. Logos and branding materials are also mentioned as important for branding on Canvas pages.



Guided Pathways

- (2) CAP Discovery Day and SAC Days: Combining Cap Discovery Day with SAC Days is proposed to increase awareness of the different pathways and programs offered by the college, especially among incoming students.
- (3) Success Coaches and Case Management: There is a discussion about transitioning success coaches to more dedicated roles, possibly institutionalizing these positions to better support student success. Diversifying the roles of success coaches across different departments is also considered.
- (4) Engagement of Classified Professionals: Strategies are discussed for involving classified professionals more actively in the guided pathways work, considering their different work structure compared to faculty.
- (5) Challenges and Solutions: Various challenges are identified, such as updating the community about program changes and ensuring campus-wide understanding of guided pathways. Solutions include integrating success coach roles across departments and engaging affinity group coordinators in subcommittees.

VII) Update on Success Teams & Starfish Progress Survey/Progress Survey (fall & spring)

- a) Success coaches and teams have been actively engaged in various activities, such as legal clinics and tabling sessions, to support students' needs.
- b) Upcoming cap expiration months include Design, Make, and Move in March, STEM in April, and Helping Others in May, each with planned activities to enhance student success.
 - (1) Every CAP receives \$1,500 to use toward CAP events
 - (2) Money Matters CAP tabled first 2 weeks of classes to assist students and had a Legal Clinic.
 - (3) Efforts are underway to increase student awareness of these activities through campus communications.
- c) Addressed challenges with students not being removed from the Canvas shell when they stop attending the college, efforts are being made to rectify this issue.
- d) Integration of the Building Bridges pathway with existing activities, such as the Student Success Conference in May, was discussed.
- e) Progress with the Starfish Early Alert and Progress Survey is highlighted, including positive feedback from students and efforts to ensure timely response to flagged issues.
 - (1) 4-week Progress/Early Alert Survey planned to launch March 4th for two weeks.
- f) Collaboration on a presentation for an upcoming conference, focusing on highlighting accomplishments, challenges, areas of improvement, and lessons learned over the past four years, is ongoing, with input from various stakeholders encouraged.

VIII) Adjournment at 11:00 am