

## **Academic Senate Action on Guided Pathways Spring 2018-2019 (directly pasted from the minutes)**

**April 17, 2017:** Guided Pathways Katie took the lead on this discussion. Faculty need to create pathways, but set them up for the students to attain

more, to make more money, and a better living. Guided pathways are CTE oriented, but Najia has created a list of general education courses that are good to take for any pathway. Katie asked the Senate for support to ask faculty to speak with faculty in other departments for advice regarding the GE courses that would be right for their pathways. She would like to see a pilot with six majors which are popular with students, picked across campus, and chosen by approval of all faculty, be listed in the catalog for students to review. Katie said that Najia suggested the approval be done during a Council of Chairs meeting, which would be a way to get every course on a list for GE. For example, Sociology would want Chemistry to use a SOCIO course within the Chemistry pathway. The long-term goal is that every course will be contained in a pathway, including distance education pathways. There will be a need to monitor the first semester and use Starfish to find out if the student is okay with the pathway they've chosen. Najia has created "A Guide for Undecided Students: Pathways to a Major". Katie asked, and all agreed, that the following statement be considered a First Read and that action be taken on the next agenda as an action item. **"The Academic Senate of CCC recognizes the value of developing guided pathways to help students achieve their goals of career and transfer preparation. Recognizing that each student's pathway leads through courses in a multitude of disciplines, the A.S. of CCC strongly encourages faculty discipline leaders to engage in collaborative interdisciplinary conversations which include counseling faculty as they develop and finalize the pathway models that will be presented as guides to incoming students, administrators, and the public. "**

**May 1, 2017:** Guided Pathways/CAR (Council on Access and Retention) The senate reviewed the "Guide for Undecided Students: Pathways to a Major" chart created by Najia Azizi (Counseling). Judy suggested that the "Counseling Support Courses" column title be changed to "Student Success Courses" and that the LIBST 110 and 110A research skills courses be included as an option. The three top majors are STEM, Arts and Humanities, and Social Sciences. There is a need to distinguish the major from a pathway. Judy motioned; Alissa seconded; all in favor, to approve the senate's resolution to support the development of pathways, "The Academic Senate of CCC recognizes the value of developing guided pathways to help students achieve their goals of career and transfer preparation. Recognizing that each student's pathway leads through courses in a multitude of disciplines, the A.S. of CCC strongly encourages faculty discipline leaders to engage in collaborative interdisciplinary conversations which include counseling faculty as they develop and finalize the pathway models that will be presented as guides to incoming students, administrators, and the public." Beth said that the senate should create a sample meta major, or faculty can create theirs' and bring it to the next senate meeting.

**May 15, 2017:** Guided Pathways/CAR Beth presented ten meta majors (Communication Science, Earth Science, Ethnic Studies, Health Science, Humanities, Human Services, Public Service, Science, Social Science, and Technical Services) that included GE requirements, connected departments, and interest-based courses. Creating meta majors will help undecided major students choose careers by using these pathways, and will also best serve our departments. The division reps examined each major and added course suggestions. There will be flex workshops to work on these majors which need to be finished by mid September. Beth will be sending out drafts of the proposed brochures advertising the majors

**August 21, 2017:** :Guided Pathways/CAR On August 9 Katie led a well-attended 2-hour flex presentation. She shared comments from attendees in regards to the accomplished outcomes including review of the college mission, students' needs, and how to create pathways. She then had the ASC sort majors into clusters and discussed the results. Randy said that Pathways are not time-sensitive and do not need to be accomplished in a certain time frame, and that students are able to change to another Pathway. If a class is canceled, the Pathway is stopped. Dennis said that more sections can be added. The ASC agreed that three GE options should be used instead of one. Katie asked for help in creating the next step. Judy said that the district implied that the most growth is coming from distance education courses. She would like to see an online degree pathway created. Dennis suggested an AST in Business Administration created as an online pathway.

**May 2018:** Joe, Irena and Katie attended ASCCC GP event at Evergreen College

### **Feb 4 2019**

Katie reported that to provide better communication with the campus, an internal website will be created. At the December GP meeting, Mayra said that SEAP funding is in addition or part of the new funding formula. The idea is supposed to be aligned with Guided Pathways. The Communication group goal is to launch

the website; On-board goal is application and journey map; and Pedagogy goal is at least one pathway from each department with no cluster pathways yet.

#### **March 4 2019**

Katie attended a IEPI (Institutional Effectiveness Partnership Initiative) training workshop. She reported out to the Planning Council the Why, What, and How of Guided Pathways. Why? Students. What? Visions for Success, How? Guided Pathways. She spoke on connecting college plans with metrics. The student funding formula is 70% from FTES, 20% from supplemental funding (low income, etc.), 10% student success. There are four types of students: 1) Adult Ed/ESL - 2) Short-term – 3) degree transfer – 4) undecided. There are six metrics to be measured on. Katie provided links to these data sources. <http://cccco.edu/Data.aspx> and <https://www.calpassplus.org/launchboard/Student-Success-Metrics.aspx> Guided Pathways has a new website. Members are needed for the workgroups. There is a plan for hearing student voices called Stepwise. It is a panel of students voicing their concerns and opinions. She also said that Guided Pathway money can be used for professional development. Thursday, March 7 is the next Guided Pathway meeting.

#### **March 18 2019**

Katie reported that a Guided Pathway webinar will be presented on April 10. The first report is due to the Chancellors Office on April 30. It can be revised up until September so Katie would like the Senate to push for more vetting with campus wide involvement. The groups have been assembling information for students. FYE group has been role playing as FYE students. GP is focusing on placement and assessment in Math and English. On March 7, the state Guiding Pathway committee visited. She said the Chancellors Office said to focus on what the college already does and not what they don't. Katie feels that CCC is doing well in the GP process compared to other colleges. She will bring the first report to the GP workgroups and then the ASC for vetting

#### **April 15 2019**

Guided Pathway Katie brought to the attention of the Council the article on the new funding formula and guided pathways in the current issue of the Senate Rostrum. She also reported that faculty representation on the Guided Pathways committees has gone down. Apparently, of the community colleges in the state, CCC is considered being ahead of the game as far as Guided Pathways and has been selected by a research group called Insites to see how the program is progressing at CCC. By April 30, the Chancellor's Office would like the colleges to complete a survey and write a summary of their progress on the 23 GP areas which can be found on the CCC Guided Pathways webpage. Katie would like a resolution statement approved at the next senate meeting that faculty are not asked to work on Guided Pathways during the summer.

#### **May 6 2019**

Katie presented the Guided Pathways Scale of Adoption draft which was submitted to the State Chancellor's Office by April 30. She addressed the scale of adoption at our college, progress to date of implementation, and next steps towards implementation of the four Essential Practices categories 1) Mapping Pathways to Student End Goals, 2) Helping Students Choose and enter a Program Pathway, 3) Keeping Students on Path, and 4) Enduring that Students are Learning

#### **May 20 2019**

Katie reported that the Program Pathway and Pedagogy group needs faculty and a cochair of the Tri Committee. This is a 20% release time position. She said that because of faculty input, student voice is now prioritized in the draft of the Guided Pathways Scale of Adoption document submitted to the state on April 30. Goals for this next year are:

- Categorizing and sequencing and defined
- Clusters
- More pedagogical development

The need for more timely communication between GP and the faculty was discussed. Randy said that information is available on the GP website. The Senate Council suggested the following be added to website:

- Meeting notes uploaded to website

- A newsletter, somewhat like the UF Tuesday Talk, be created
- The full plan from the Chancellor's Office be on website
- Organizational charts
- Timeline

Proposed GP Resolution Statement for Faculty Working over the Summer The following resolution was reviewed, minor edits made, and it was motioned and approved for Beth to forward to administration. 1. Whereas: Effective decision-making and collegiate work is best accomplished with the input of all staff constituencies on campus (Faculty, Classified, Management) 2. Whereas: The business of the college continues over the summer because managers and classified staff are required to work throughout the summer, but the full faculty are not involved because faculty are not required to work during this time 3. Whereas: Faculty time and expertise are of great value to the campus over the summer period Be it resolved that the ASC of CCC 1. Management and classified staff should avoid making substantial decisions affecting academic or professional matters over the summer, and must include representatives of the ASC in any substantial decisions that must be made. 2. Faculty who wish to participate in collegiate work during the summer should be offered compensation by management along with the invitation to do the work.