



# GPS Team

Friday, September 29  
1:00-3:00 Diablo Room

# Agenda -

|    |   |
|----|---|
| 1. | Agenda Review (Action)<br>Slight change - the EMP section will be next meeting  |
| 2. | Announcements by Kris <ul style="list-style-type: none"><li>• Future GPS-T meetings times and places, note adjustments</li><li>• College Council voted to approve our edited GPS-T formation document - is on our webpage</li><li>• College Council/Academic Senate/Classified Senate Forums (10/3 3:30 AND 10/25 2:00 Diablo Room)</li><li>• Update on curriculum mapping and GE Speed-Dating (10/20 9:00) plus open mapping help time (10/20 12:30)</li><li>• Attendance at the 10/23 conference (Justin, Marilyn, John, Rene', Breanna, Kim, Rosemary, Katy Agnost, 2 counselors TBA)</li><li>• Selection of what workgroup (design teams?) GPS Team members would like to be on - sign up sheet coming around</li></ul> |
| 3. | <del>The Education Master Plan and Guided Pathways – Laurie (15 minutes)</del>  |
| 4. | Data information - Marylin (15 minutes)   |
| 5. | The self-assessment (1 - 1:30 hours)<br>Introduction to the history of it by Becky<br>Working through the process today by Lupe   |
| 6. | Workgroups (15 minutes) by Kris <ul style="list-style-type: none"><li>• Finding people for the teams</li><li>• Report out on any activities</li></ul>   |
| 7. | Next steps - Develop list of expertise you want on the team   |
|    |   |
|    |   |

# Pathways Inquiry and Metrics

MARILYN SARGENT, Ph.D.

# Information plays a key role for inquiry and improvement

- ▶ Study the status quo to promote aspirational aims and potential areas for improvement
- ▶ Spur exploration of improvement possibilities
- ▶ Knowledge and examples show desirable practice and standard
- ▶ Broaden sources yield many kinds of knowledge

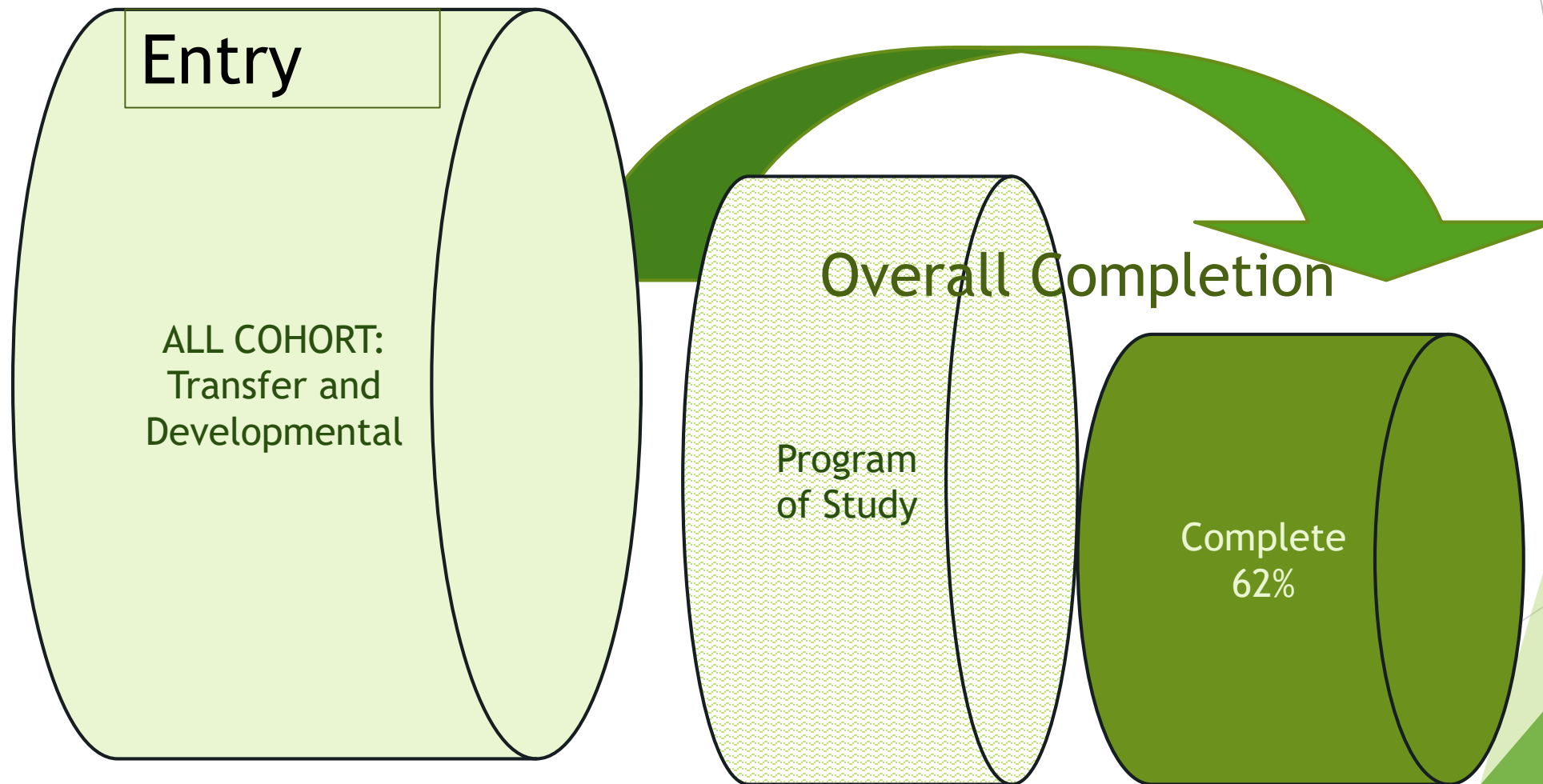
# Selected pathways characteristics:

## Pathways are holistic, synergies of elements

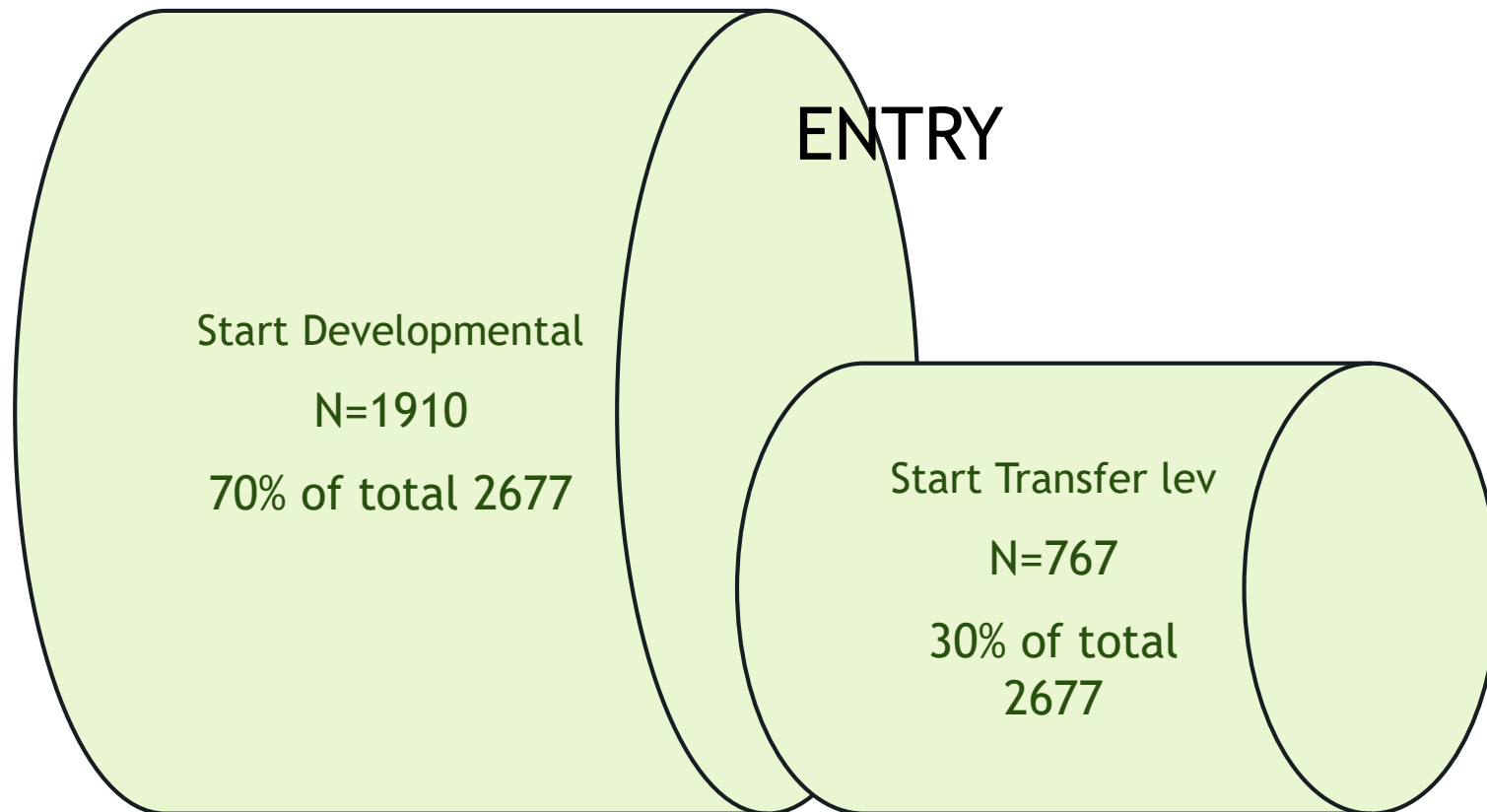
- ▶ Develop and show program maps to transfer and career
- ▶ Academic support for pathway program success
- ▶ Advising and monitoring to stay on path
- ▶ Enrich the learning experience to engage students—
  - ▶ CCSSE factors like Active Learning, Student-Faculty Interaction and Student Effort
- Results will be improvement of learning for more students
- **Metrics reflect selective, broad outcomes**
  - For example, completion

# What we know: 6-year completion rates=62%

## Scorecard cohort, 2010-11 to 2015-16



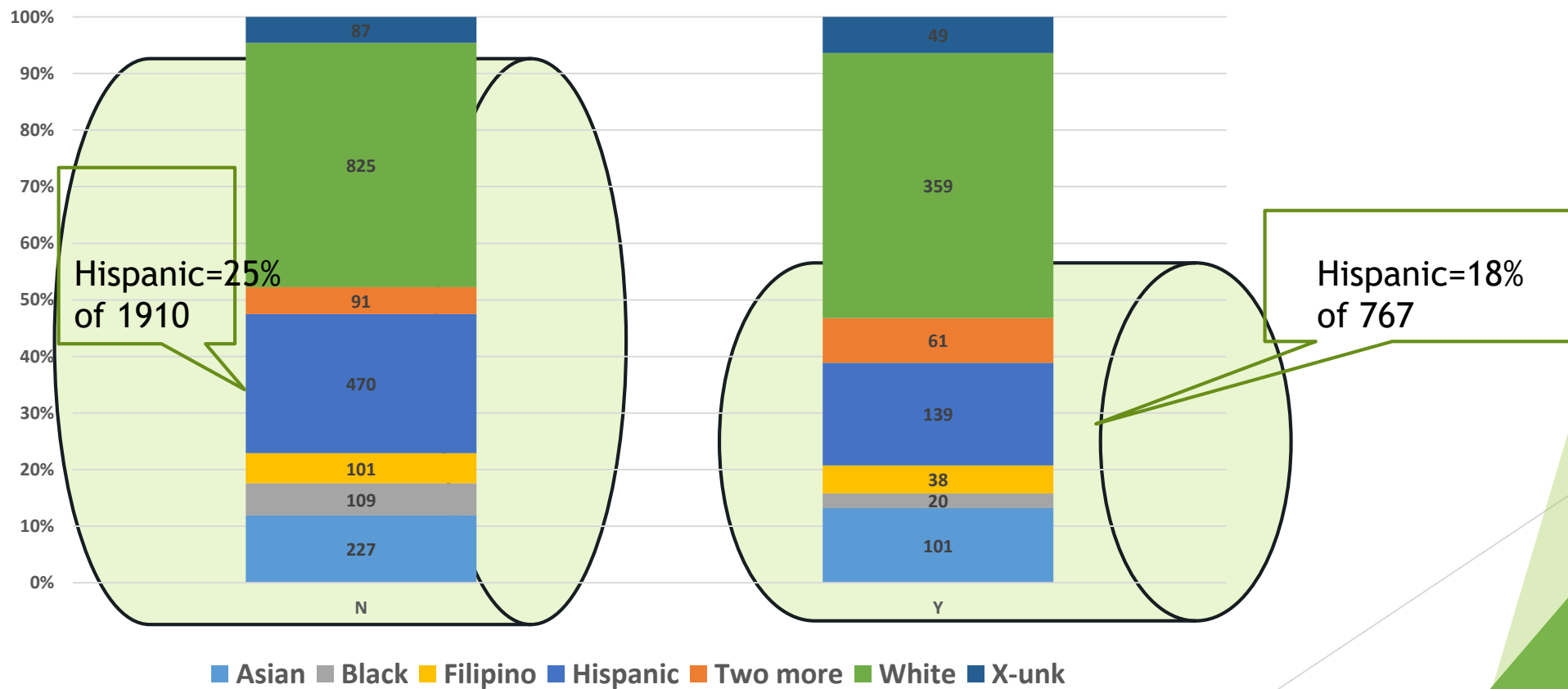
# Even among Scorecard cohort, high proportion enter developmental



# Scorecard cohort: Developmental and Transfer level by ethnicity

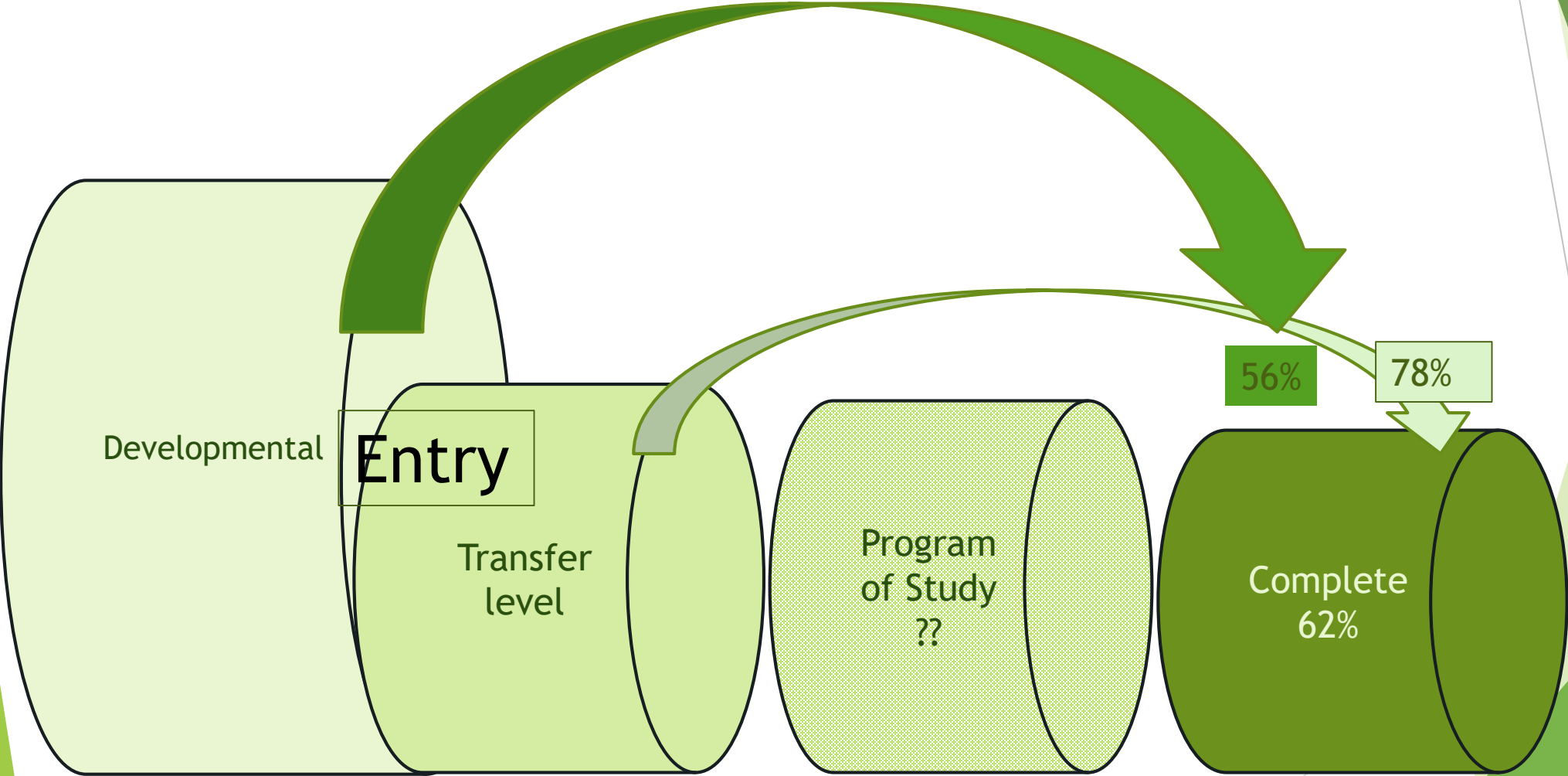
Start Developmental level  
N=1910  
70% of total of 2677

Start Transfer level  
N=767  
30% of total of 2677

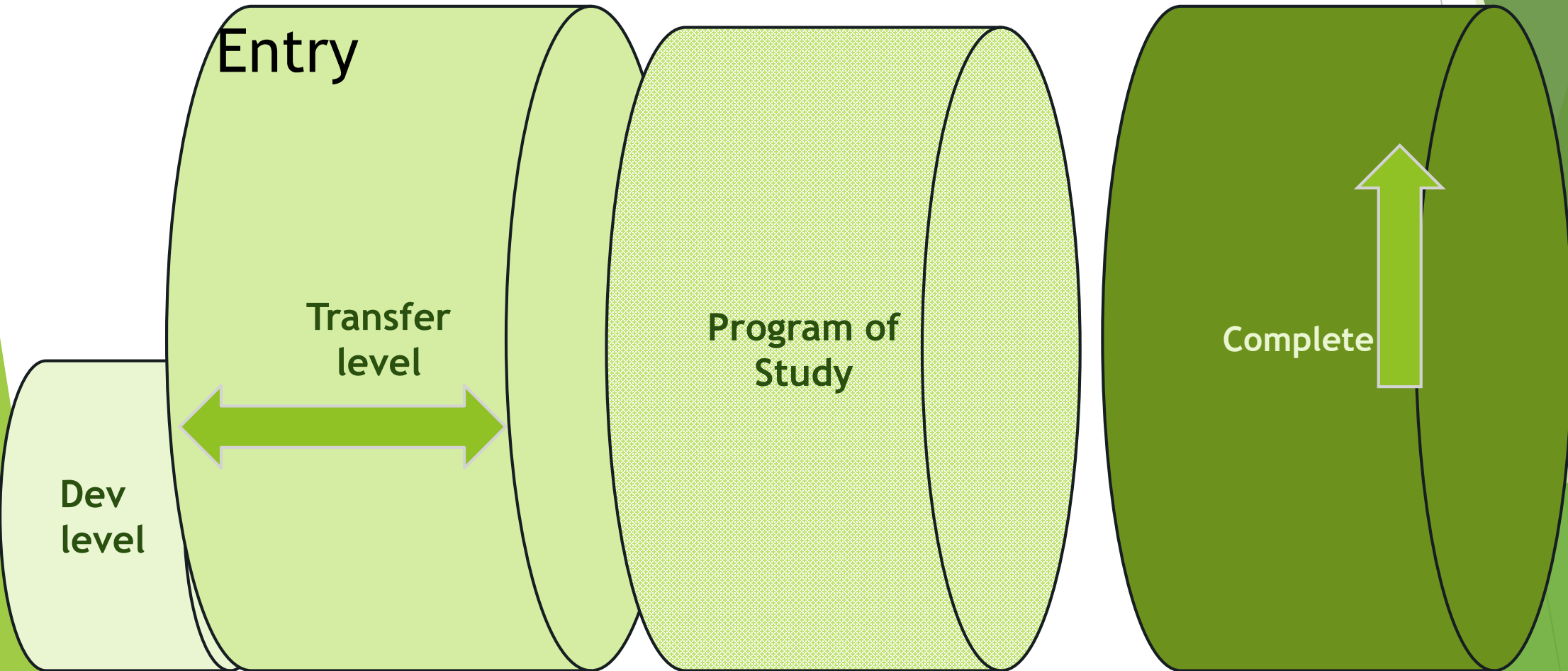




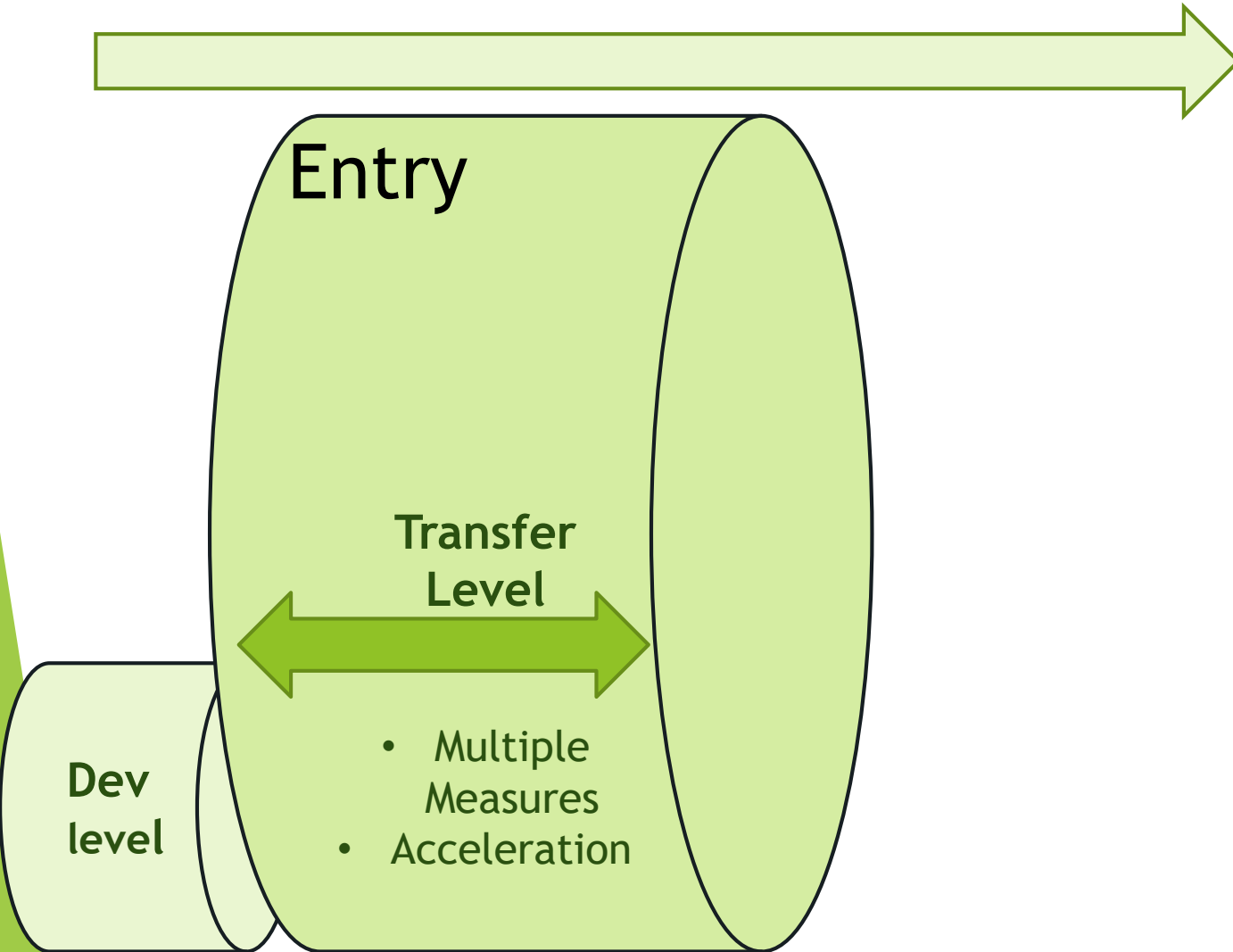
# Developmental students lag in completion rates



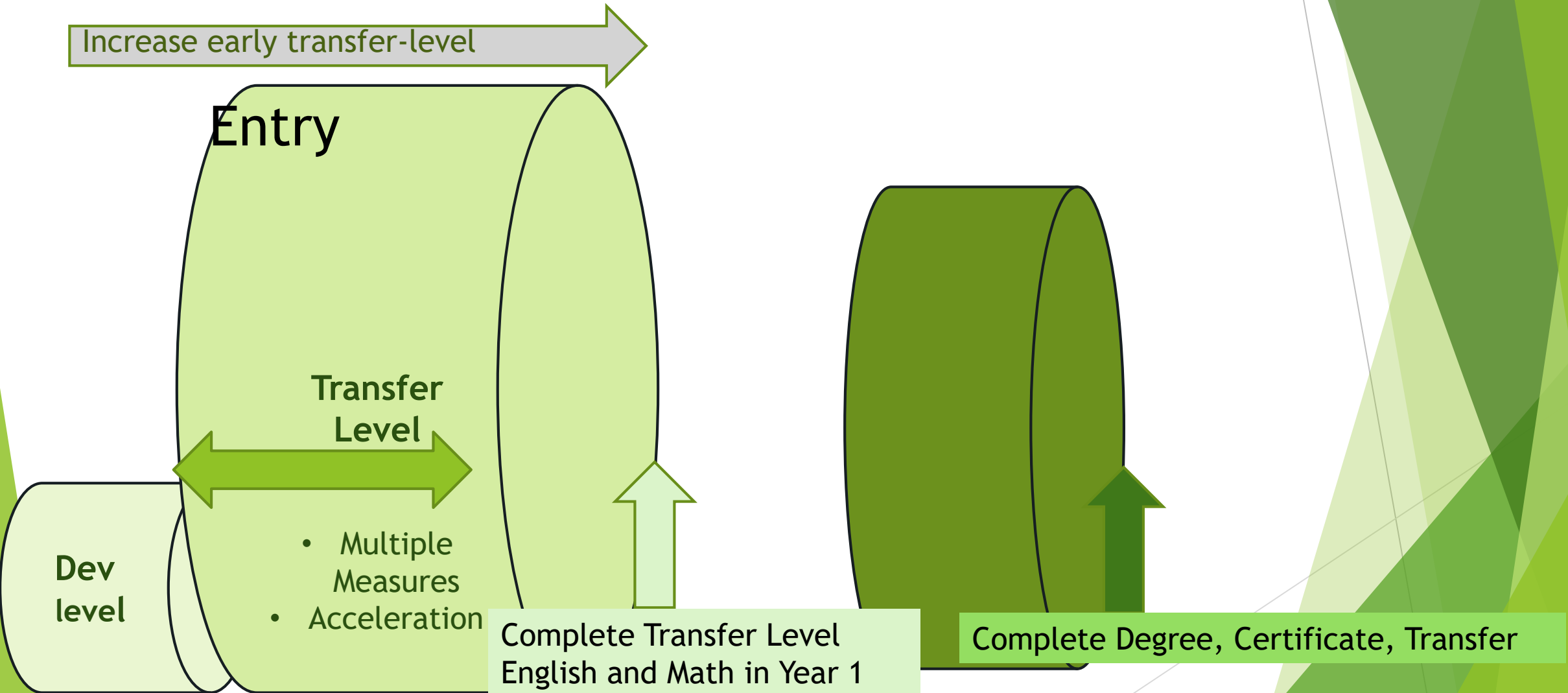
# Pathways increase early transfer-level coursework



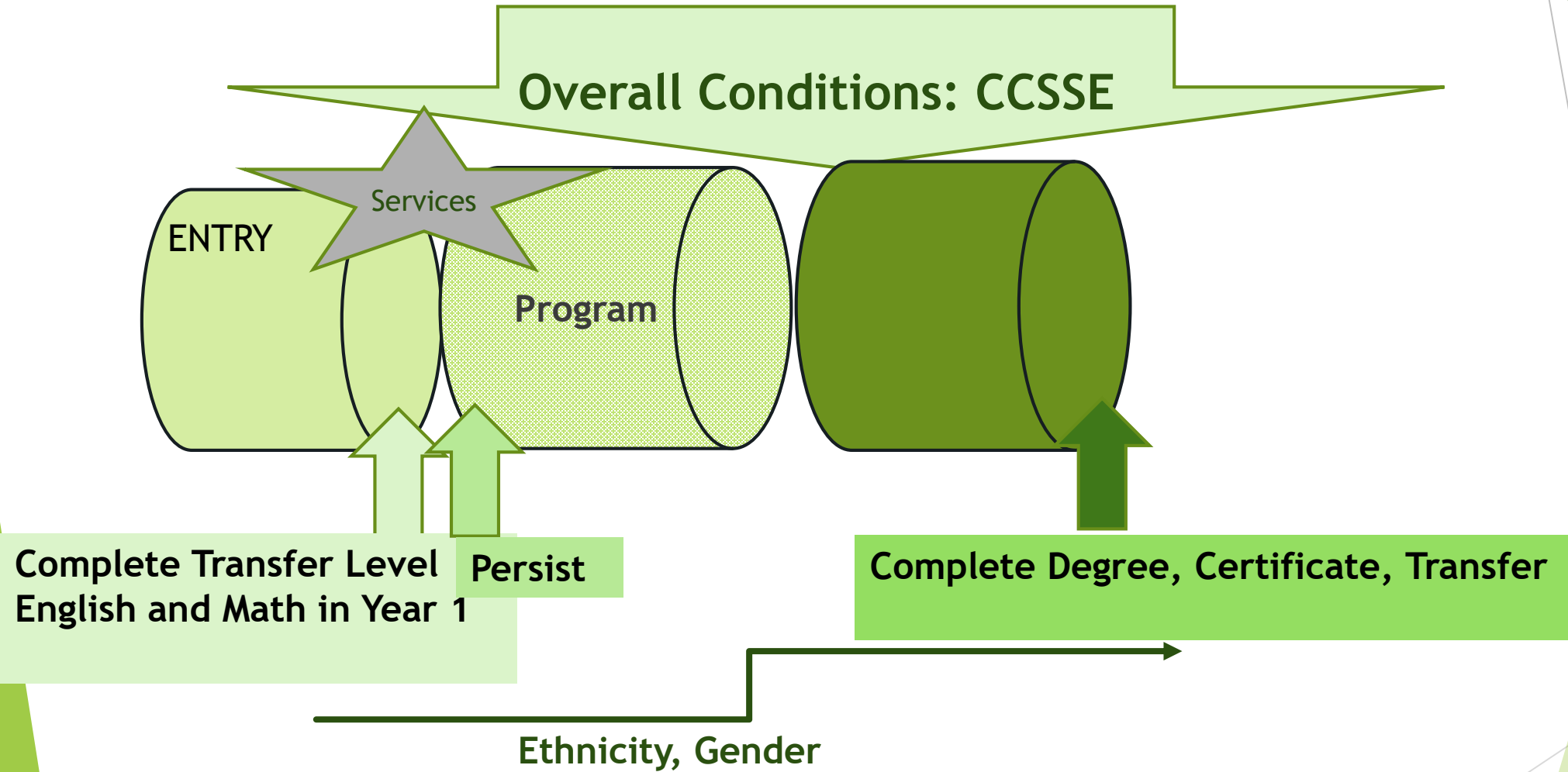
# Practices for early achievement of transfer level



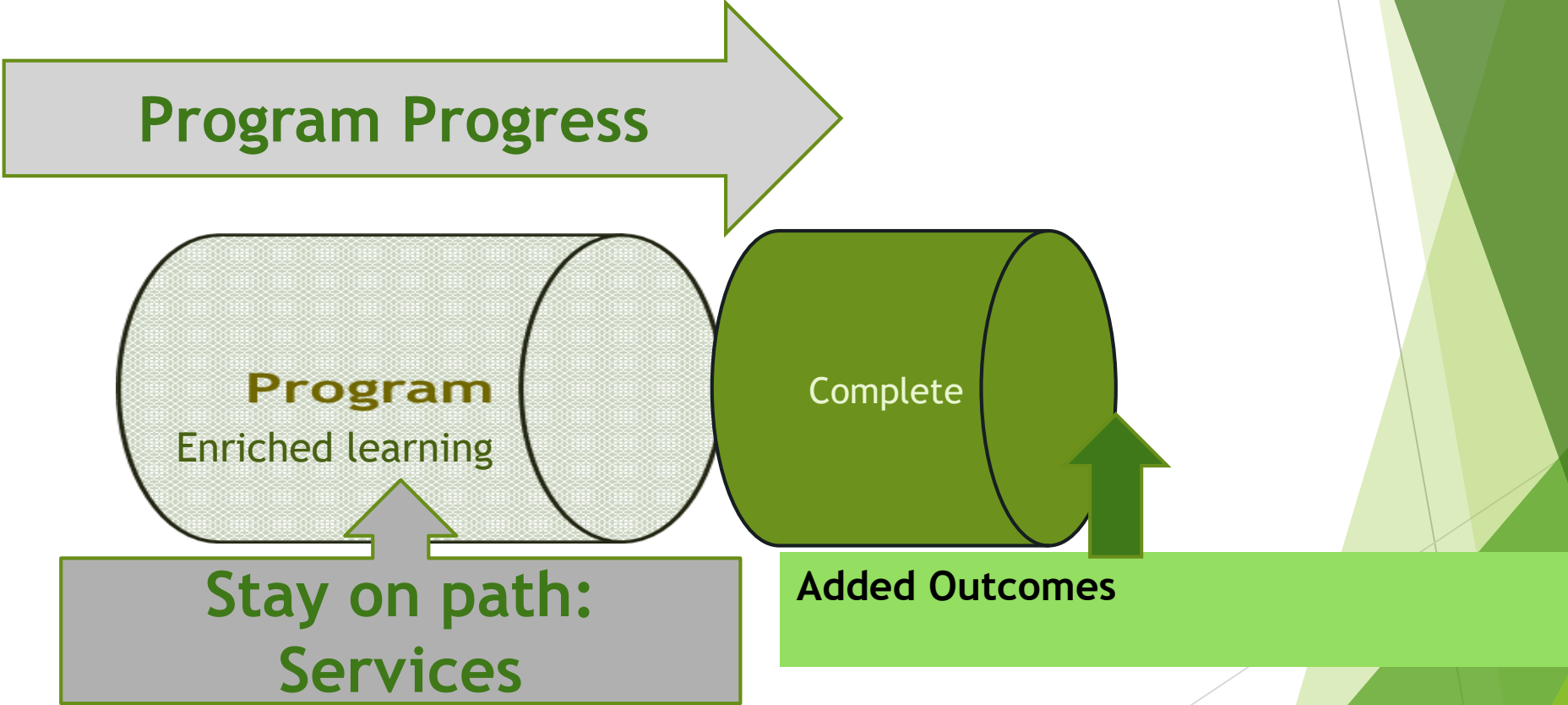
# Practices and indicators for progress to completion



# Basic Indicators on Pathway



# To be added: points of inquiry and information



# Broad wisdom: Not all wisdom is from the 4CD database! 😊

- ▶ Database source **doesn't tell us what practices** improve and enrich student learning
- ▶ Find out more...
  - ▶ Develop storehouse of examples and recommendations
  - ▶ Identify professional development needs related to changing practice

# Research support for shared metrics and inquiry



- ▶ **SHARED METRICS: IN PROGRESS-- CORE OF COMMON INDICATORS**
  - ▶ “INTEGRATED PLAN”—EQUITY, 3SP, BSI
  - ▶ EDUCATIONAL MASTER PLAN
  - ▶ PATHWAYS
  - ▶ WORKFORCE (EMPLOYMENT OUTCOMES)
  - ▶ IEPI

\* Ethnic, gender, age groups and other sub-groups included



# Develop Inquiry

- ▶ Research will meet with each workgroup
- ▶ Common information is probably relevant to multiple groups
- ▶ Plan for your use of the **information—what will you do with it once you have it?**
- ▶ Consider the value and application of the information:

Does pre-req Course 1B support Course 1A?

## **Then what?**

? Review assignments, learning outcomes, complexity /amount of new material?

- ▶ Many sources of information are already available
- ▶ Research will support inquiry

**Thanks for the opportunity  
to create student success!!**

# Self-Assessment Background - Becky (agenda item 5)

Last year we did a self-assessment to apply to the GP Institute.

In that process we worked through the assessment with both Senates, the Management Council, and the College Council.

It was approved by both Senates and the Governing Board before we submitted it. MANY people were involved in answering it and verifying it.

You received a pdf of our final submission with the docs for today.

# Current Self-Assessment - Becky

Required completion by November 15 to be eligible for any state Guided Pathways funding.

Quite similar to the assessment from last year.

Needs approval through our governance process:

Final review by GPS-T: 10/13

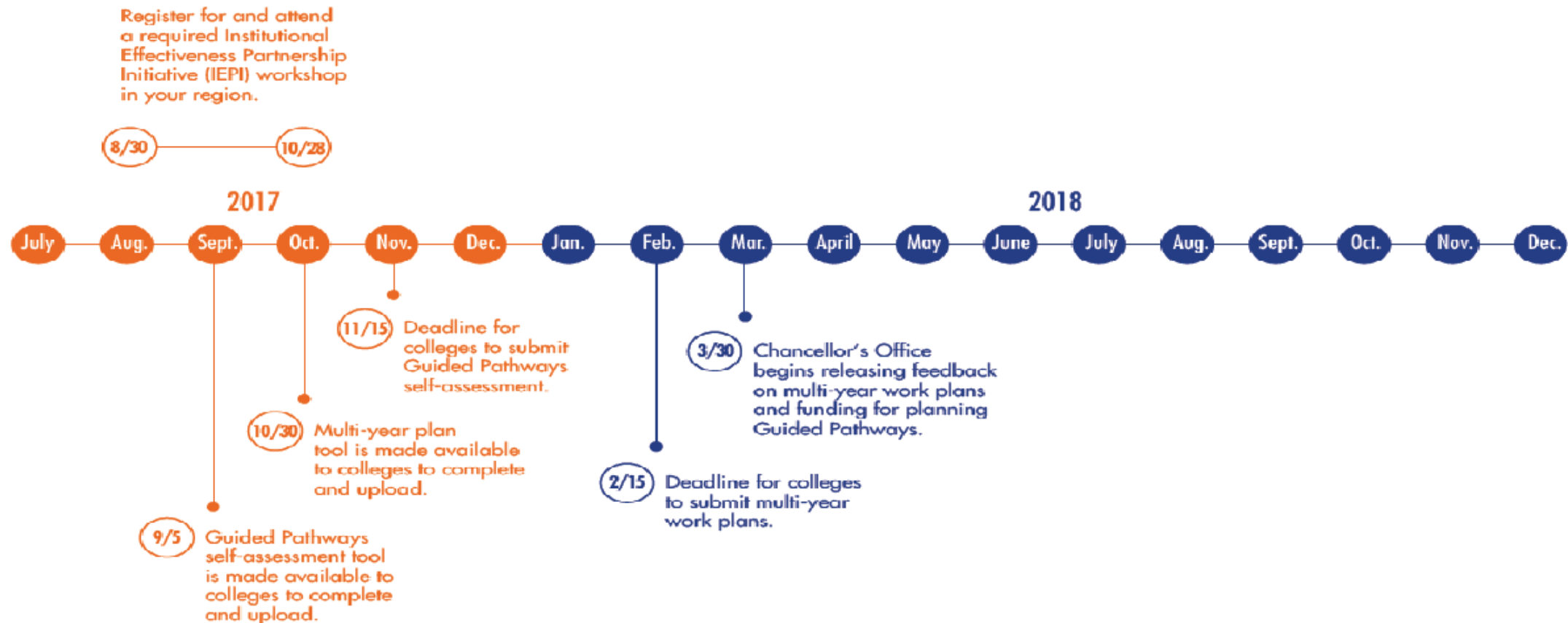
Academic Senate agendas: 10/17 and 10/24

Classified Senate agenda: 11/1

College Council Agenda: 11/1

# CALIFORNIA COMMUNITY COLLEGES GUIDED PATHWAYS

## Timeline for Awards



09.05.17

# Working on the assessment now - Lupe

## ▶ Purpose -

- ▶ First step in receiving allocation
- ▶ Establish a baseline for our work
- ▶ Help shape our own unique GP framework

## ▶ Process

- ▶ Select a recorder to input information on the laptop
- ▶ Compare our distance to FULL SCALE implementation (read right to left)
- ▶ Identify what the college has achieved in key elements.
- ▶ Identify anticipated challenges/barriers that might hinder our progress
- ▶ Any additional comments.

# Working on the assessment now - Lupe

- ▶ Questions 1, 2 Marilyn S, Chris L, Claudia H, Rachel W
- ▶ Questions 3, 4 Laurie L, Rosa A, Mark A, John F
- ▶ Questions 5, 7, 9 Mike H/Kenyetta, Emily S, René S, Breanna C, Tina W, Kyle R
- ▶ Questions 6, 8 Kim S, Catherine F, Rosemary D, Maria D, additional student if attending
- ▶ Question 10, 11 Rick R, Kris K, Satish W, Percy R, Chrisanne K
- ▶ Question 12, 13, 14 Beth M, Mike C, Jim B, Maria D, additional student if attending

# Google doc - link sent yesterday

Which of the 4 ratings did you pick?

► Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
2. Describe one or two accomplishments the college has achieved to date on this key element.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?



# Plan:

Approximately 30 minutes to work with your small group

Return and talk through all of the questions with the larger group (approximately 30 minutes)

# Workgroup report out and membership drive (agenda items 6 -7) Kris

- a. Email to Leadership Summit participants
- b. Email to all employees (probably comes from Ted)
- c. Targeted requests based on expertise, directed by co-chairs and those of you in the groups
- d. Solicitation at the end of the 10/3 and 10/25 forums
- e. Specific requests to the Classified and Academic Senates

# Next Steps

Please come to our next meeting with a list of expertise you want to see on your workgroup.

Co-chairs, consider when you want your group to have its first meeting.

Feel free to start asking folks to join you!

# Future GPS-T Fall Meetings:

10/13 1:00-3:00 Library 151

10/27 1:00-3:00 BFL CCR

11/17 2:00-4:00 BFL CCR

12/1 1:00-3:00 Diablo Room

12/15 2:00-4:00 BFL CCR

## College Council Forums on Guided Pathways

Tuesday, October 3, 3:30-5:30 Diablo Room

Wednesday, October 25, 2:00-4:00 Diablo Room

## Other upcoming GP events

GE-Speed Dating Friday, October 20 9:00-11:30 Diablo Room

Drop-in help on curriculum mapping October 20 12:00-3:00 Diablo Room

SLOAC help on updating PLO's, Friday, November 3, 9:00am place TBA