

Announcements:

- The Governing Board approved the Self-Assessment on 12/14—It has submitted to the State
- CA released the “work plan” template. It is the exact same as the Self-Assessment. It is due the end of March.
- Co-chairs – please confirm your members and your meeting dates with Becky before you leave for break.
- Report-out on the Student Services GP Dec 5 Event –(Table until Later)

Item 1. Determining the Problem Statement

We should not reinvent the wheel so Kris re-appropriated Sierra College’s Problem Statement to start from:

“A low percentage of students reach their stated educational goals in a timely manner, or at all.”

Discussion:

- Add some kind of equity lens.
- Are students lost?
- Add “Informed” goals?
- It’s not the student’s fault, it’s the college’s problem. But we don’t need to point fingers in our problem statement. Student outcomes haven’t changed in 30 years. We are having difficulty even understanding the problem.
- Where is the gap, what do we need to do better? Do we need to better address equity? There is an equity gap in student success.

Possible: All of our attempts to close achievement gaps have not made a change in our outcomes.

Solutions we have taken have not solved the problems. Students at developmental level do not do well.

Possible: We have a persistent equity gaps in student success and our fragmented college actions to date have not solved them.

- Keep the word “fragmented?” Yes, keep it.

- Many things have been tried over the years but a unified approach has not been utilized.
- We need a holistic integrated approach to solving the equity gaps.

Possible: The college does not have a holistic integrated approach to solving the persistent gaps in equitable student success.

Why are we doing a problem statement?

- It keeps a sense of urgency as we do this work each week and each meeting.
- We need to be inspired and make sure that this problem is not acceptable and needs to motivate us.
- It gives critics or uninformed a way to understand why we are doing all this work.

Possible: Too few students are accomplishing their goals in a timely manner – paraphrased from Sierra.

- This still feels like it is the student’s problem, and we need to keep it focused on what the college can do.
- Joe: Add that there are roadblocks along the way, so as not to put it all on the students.

Possible: An inequitable number of students reach their goals in a timely manner due to systemic roadblocks.

Possible: The persistent equity gaps in student success results in too few students reaching their educational goals in a timely.

- Visual metaphor: we want to be a rising tide for all boats who are riding different waves.
- Rachel: We need to keep developing our focus on equity gaps. We will continue to identify how inequity happens.
- “Establish and reach goals”... these words need to be included.

Possible: The persistent equity gaps in student success result in too few students developing and reaching their educational goals in a timely manner and fragmented college actions to date have not solved them.

How are we contributing to the equity gaps? Where are we falling being? How are we failing students by providing opportunities to some groups but not for all? These are important questions to keep asking.

Action: Kris will draft several options for Problem Statement for next meeting.

Item 2. Goals and Needs Timeline Spreadsheet

We will be able to do focus groups in the spring to collect more data but we need to know from DTs what info you want to collect. **Help to finish the spreadsheet.** What do you want to investigate?

Action: Please fill it in on the One Drive excel sheet.

Item 3. Design Team Updates

Academic Clusters

Kris: Had a few meetings, invited guests who we thought would have opinions on clusters issues. How do we move forward but also don't want to implement something college wide and then have to backtrack. So decided to create a pilot cluster and recommend a Business Cluster.

Claudia: Includes the Business Dept but also some other areas; and a variety of students; and both PH and SR campuses. What is this cluster doing well, what needs to change for more of a Guided Pathways approach? Focusing on one area allows us to stay in discovery but also mocking up some possible implementation for all others later.

Proposed Cluster Implementation Timeline:

AY 18-19 Business 1.0

AY 19-20 Business 2.0 + STEM 1.0 + Other clusters volunteers

AY 20-21 Business 3.0 + STEM 2.0 + Others 2.0 + All remaining Clusters 1.0

What is a cluster?

Possible elements: program sequencing and alignment with all of the disciplines in the cluster; scheduling issues identified:

- Counseling relationships and mentorships/faculty advising models.
- Student support models and services:
 - Tutoring
 - Other models: supplemental instruction, bootcamps, co-req courses, contextualization, COUNS-100...
- Career and Transfer support
- Internships, student clubs, career exploration, co-curricular activities
- Student-facing communication design

Discussion: Entry classes can include stats, Calculus for social science, regular Calc, It's a microcosm of the complexities of transfer details, and some students will be at developmental levels, student support will be key in all of this. All DTs can help to focus on this Cluster as it gets developed.

Jim would like a structure to allow the student to fill the wind for their own sails, rather than a chute which might lead to unknown place.

Rene: Student, starting math 75. Math can be scaffolded, to allow students to have incremental success. The path is there, but what do we need to do to help inform the student. We should be able to plan the path so that there is some way to get off the path and still have a benefit to the work they have done.

The conversations never revolve around "what do you want to do" "what do you like" "what do you dislike", but they need to.

Despina: "Intrusive advising" is a big shift from what we do here.

John: I only read half of the document that Becky sent out. But it is a **MUST READ**, since the other colleges have already made progress with GP, and many of the answers we are looking for are already in that document.

By doing a Cluster pilot: Try some things out, scale it to other areas.

Catherine: Career – Major – College These are the things each student needs to focus from the beginning. We don't assess on major or career. We are not working together and we go to basic English classes and but we don't have enough student intersection. There are 2 people and can only get to some classes and speak to some students. We need more intersections, from early on.

Toni: Should we wrap all of our work around the same Business Cluster? To give us all some direction.

Communication DT: DT took the template and we saw our work around focus groups and what people want to hear. But we still need to sit back and see what is needed to develop a clear, actionable goal. So we can support the work of the Business Cluster pilot. Let's us test the water with one model.

John: This feels more tangible, to focus on one cluster.

Student Support Team: we need to get global student support definition, what is available. We can see what we have that will work to wrap around the Cluster.

Advising Team: can help wrap around with a Business Cluster, this will help them feel more focused in their work. We need a list-serv for all departments.

Laurie: she does not have strong preference, but does not want to miss the 4 stages of student connection. What is the message to outside community?

Kris: Connection comes at the end, right? You write an intro to a paper after you know what it's about. But it is also tied to creating the pathway, so we need to know what came before us.

Laurie: if we take one cluster at a time, do we really think we will design wrap around differently for other clusters?

Claudia: just need to focus once so we can figure out the questions to ask along the way. Do the pilot, then scale up for the remainder. Do one first, get the elements in place, then branch out. There will be other issues for other clusters which are more complex, but having the first experience will be very helpful. By learning about a CTE program, a transfer program, and skill builders all within this one cluster we can duplicate THAT type of structure on to other clusters.

Despina: Start the conversation everywhere, rather than just Business? Maybe the work will be shapeless for a time, but the different units need to discuss the data and share with all individuals in the depts and come to their own conclusions.

The research aspects have been reviewed in depth but we can provide tools that are not distinctive, can be used across all disciplines because there will be common questions. Common tools can be developed.

Laurie: Make sure we are not losing connection, HS to DVC, business connection, college connection.

Don't junk the work you've been doing, most of it will still be useful and can be developed in parallel with supporting the Cluster.

Question? Are we moving forward with wrapping around the Business Cluster?

If we use Business as model, we can all dive in to all of these elements. Each DT can keep its' focus and learn how to address their area.

A more measured approach seems to make sense.

Planned happenstance...can be a rich experience for a student, and a path is not always mandatory.

Despina: We are going to have be mindful that if we take a model and tell other departments to replicate it, they may resist if they did not develop it on their own. So if we wait a long time, some departments will lag and not want to adopt it right away. But offering tools, data can also help them along.

Chrisanne: We are learning about the work, and not necessarily creating an actual model.

We will focus on Business Cluster as a way we can focus on the 4 areas of student connection and wrap around each Design Team.

Item 4. Homework

Homework: As the steering team, we all need to read all of the report Becky shared.

- What interventions do you think were the most transformational?
- Does this impact your thinking on the timeline you just stated?
- What one question would your group ask the colleges?

We will assign each DT about 5 colleges to research their webpages – looking for answers to your questions.

Send what one question you would want to ask a college that is ahead of us to Becky by Tuesday, Dec 19. She will send out assignments and a compilation of the questions on Wednesday.

Spring Meetings: 1:00-3:00

All BFL CCC except two with * which are in Library 100

1/26, 2/9, 2/23, 3/9, 3/23, 4/6*, 4/20, 5/4*, 5/18