GPS- T 12/1/17

Lupe: meeting objectives: Updates and our problem/opportunity statement
Kris: webinar reminder; data queries are being submitted and having discussion with Marilyn.
Updates

Communication Design Team

Laurie shared that the team has been challenged to figure out role. We need a concise plan to make it move with key elements. The team recommends that a structure for moving forward be considered. It is recommended that we confirm that our vision aligns with the EMP vision and goals and then structure our engagement so that all Design teams consider each of the stages (**Inquiry, Design, Implementation**) and elements identified by the Chancellor's office at the same time (those elements need to be prioritized. In this way, we will all be focused on the same topic from our different perspectives and will help us create an integrated approach.

The Communication team sees its role as a conduit between other teams so it needs to connect with each other Design team in some way to be aware of what to support communication to students and community.

Questions:

> We start with what is our vision? What do we expect our effort to look like when implemented?

> Do all of our design teams have clear understanding of the vision for student experience?

> How do we track all of the sub groups?

> **Inquiry** – What conditions do we need to change?

> **Design -** What are the strategies we use? Design is easier if we have a solid base of Inquiry

> **Implementation-** Inquiry – Connect, Entry, Through, Out in an integrated approach. We all collaborate on the same point from our different aspects.

Discussion: Newin shared that the Guided Pathways work plan template will be out within a couple of weeks. They are not expecting all 22 elements to be completed in 5 years, rather, that we be realistic on what we can leverage of the key components and concentrate our work plan on the first 18 months. Career Ladders has been IDd as primary PD providers. IEPI is aligning around self-assessments.

Academic Clusters Design Team

Beth McBrien: the team is looking to change the name of the design team to something that makes more sense to students. John offered that other colleges are using the term "Interest areas." Newin shared that Skyline is in the process of identifying names as well.

The team is still identifying/clarifying next steps. The team recognizes three student groups: those who know what they want, those who think they know what they want, those who do know what they want.

Priorities for next steps:

> Jan - finalize definition of Design Teams, select faculty leads, finalize the clusters…might need to revisit/finalize interest statement, possibly engage students because we might not see it the same way,

> Feb – create bare bones working cluster. What would it look like, a demo cluster. Also, faculty leads get together

> March – a roadshow for sharing models

Discussion: One community college (American River? Sierra? hired consultant on "how to talk to students" and had tremendous up tick in student engagement. We need to determine what students want and how to provide it. It was agreed that we need to get feedback from students as well as to look at how GP efforts intersect with different mandates. Yes, we are not always interested in the same things…students are thinking about temperature and comfy furniture and transportation, and admin is thinking about wildly different things. We agree that we need to get feedback from student. And also, we need to consider intersection of different mandates. Also solicit high school counselors in Feb during conference.

Entry Design Team

Rosa Armendariz provided a handout that is a work in progress. It is a project crosswalk. Wondering and discussing the need to clearly identify the problem/opportunity statement. What research is needed? Also the team is still defining the role and function of the team. For membership, different phases might require we add different team members.

Questions raised by discussion:

> How do we build on what we already do well? What are those good practices?

> What is the best way to encourage students to do what we think is beneficial for them?

> How do we consider all students: continuing, incoming, lifelong learner, part-time, adult ed, traditional, non-traditional…?

> What is keeping students from getting into their classes? Schedule? Space? Impacted courses? Where is that discussion for this challenge in the GP Inquiry?

> How do we make a pathway more accessible and successful – for continuing as well as incoming freshman that can't get that first class that is required for major and the pathway is no longer accessible?

How can we show newly enrolled students that there is a potential benefit so we can lose less students before the next wave takes them out. How do we identify this student?

What problems are we trying to solve, we still haven't figured out that part.

Potential next steps:

Do site visits with colleges that are already doing pathways work? Go in with specific questions. Work is already being done. Research what is already done, tweak it, reapply it for DVC.

Let's try submitting an application to Mt. Sac and see what the experience is. What are they doing differently? Each team can do an action research project – Entry can do the app at another college and keep track of the experience and report back. Other teams can find similar action research opps.

Advising Design Team

Catherine offered that the steering committee met yesterday and today. Unsure about objectives. The team is still in discovery stage/brainstorm stage. It is felt that we need to be exposed to other colleges over this giant initiative; we need to see what works elsewhere.

Discussion: Counselors play detective work and help to fit the puzzle pieces. Students may see a road map, and may self-sabotage their progress…Departments need to better organize when classes are offered so that students can fit their class requirements. A better approach may be to create career communities…breaking down the silos, essential if we want this to succeed, we've talked about this for a long time but never achieved it. Community, industry, service learning, scaling UMOJA, PUENTE, but is it possible to scale that level of support? Career communities can be a way to provide that support.

Possible next steps:

Pilot- Faculty shadow counseling. There is so much consider and faculty might not appreciate.

Create a common vocab…we all have a different vision of what pathways mean.

Pilot: use Communication/cluster as an experiment to hold a single event, industry is there, faculty is there, students are there to connect.   Bring alumni, bring industry back to campus

Utilize counseling 95 to organize career areas of interest.

CTE advisory community

Faculty advisors. Counseling is open to this idea.

Questions:

How can we braid student groups together? Reentry and skill base can share with undecided students. That population is already here and can we connect them.

Mentoring is very successful. Alums want to pay it forward and come back and support, and speak and mentor. How can we support this?

How do we design for Millennials? They operate at 2am when we are not here. Go to a workshop, go to a meeting, those are the ways we connect know. EduNav goes to career and 4 years.

How can technology play in Connection?

Student Support Design Team

Rick Robinson reported that they had their first meeting and are at a very introductory stage of development. They plan to revise opportunity statement. They are also looking to pull resources from website in order to address a different EOPS project and consider how to scale up EOPS – Lindsay is taking the lead on this.

Questions:

Should a Dropbox be set up to share information?

How can we collaborate with other groups?

General Discussion following updates

Kris feels pressure that the process is useful and shiny and fabulous, but it's messy. Everything touches everything and coordination is hard. If you have ideas to better use of our precious time and make each meeting more productive, please provide that input. Lupe added that It's hard to know what I'm really supposed to read of the material being shared. Should we meet to read, so that we all can digest together and discuss? Someone questions if there is a summary statement of the original GP documents shared. How do we prevent people who are going to say 'oh no not another one'? GP does focus on the student process, meet them from where they're coming… we can't do everything at once, we can't plan this huge thing with even just this steering team.

There was a feeling expressed that we are spinning our wheels a little, which is expected, and we are trying to say we are going to change curriculum, and new hires to coordinate, and new policies. We are hamsters spinning and we can't change everything at once. Need to get it all on the table, but we need to be more focused – on something – how do we get past the abstract and get it into pieces. We don't have much time in between each Steering Mtg even.

One suggestion was that we concentrate part of each meeting on one group per meeting? Or focus on one stage at a time? Will allow us to develop joint input.

The need for Site visits was again recommended. There is nothing that is going to inform us more than going to see what is working at other colleges. Don't put that off any longer. Perhaps take part of meeting and pull up models from other colleges and see what others are doing and crib what works for us. Get the site visits, combine with available models. It was recommended that we visit colleges that have similar size, demographic and a high transfer reputation. Even while that is our reputation now, it

was stated that we may not be that in ten years. Beyond transfer, we have many populations to consider. We have the obligation to work within state parameters. Can we use our next meeting to review state guidelines? So we can agree on our approach?

Recommended next steps:

Next meeting objectives: review of state guidelines and development/confirmation of our approach in a coordinated way.

Should we schedule a GPST meeting during FLEX?

What practices do we have as a strong institution that we can apply to areas we need to improve?

Adjourned.