



# GPS-T

Friday, Feb 9<sup>th</sup>

1:00-3:00

BFL CCC



# 1. Announcements (BO)

A) Second round of state-wide workshop on GP  
Monday, Feb 26 Sacramento

Thursday-Friday, March 1 & 2 Oakland

Tickets have been purchased. Sign up if you want one.



# 1. Announcements

B) Our final problem statement – feel free to use widely!

Too few students develop and reach their educational goals in a timely manner, resulting in equity gaps in student success. Fragmented college initiatives to date have not solved this problem. We need to transform the college to increase timely success for ***all*** of our student populations.



## 2) What are DT's planning to do?

30 Minutes group time to:

- 1) Put your planned actions on to large post-it notes
- 2) As possible, note which of the 14 Self-Assessment items your actions are related to
- 3) Place them on the sticky wall timeline
- 4) If you have time: The Communication DT would like paragraph long updates that they can use for public communication.

Pink=clusters    Orange=entry    Yellow=student support

Green=advising    Orange lined=comm    Green lined=mapping

DISCUSSION AND REPORT-OUT BY GROUPS



## 3) Work plan plan

Due March 31 to state

District wants it on March 16

Academic Senate – March 6 and March 13

Classified Senate – March 7

We should get a good draft done on 2/23.

Becky, Kris, and Lupe will take the info from today and start to enter it in where appropriate. All DTs can add to this in between now and our next meeting.

College: *(dropdown menu with list of all colleges)*

Timeframe: *(dropdown menu with five? options: Spring 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, Fall 2021-Summer 2022; pre-selection Summer 2018-Summer 2019)*

Inquiry: Engaging campus stakeholders in actionable research and with local data; creating consensus about main issues and broad solutions					
Key Elements of Self-Assessment (1-3)	Current Scale of Adoption	Outline plan for <u>each</u> self-assessment element that will be addressed in this time period.	What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element? <b>If no, existing efforts will be leveraged, please select "Not applicable" from the dropdown menu.</b>	Outcomes: Indicate what success will look like as a result of these efforts.	Anticipated Change in Scale of Adoption During Timeframe
<p><b>1. Cross Functional Inquiry</b> - College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p><u>Autofill information</u> from submitted self-assessment <u>for each cell in this column in each table:</u></p> <ul style="list-style-type: none"> <li>No change</li> <li>Pre-adoption</li> <li>Early Adoption</li> <li>Scaling in Progress</li> <li>Full Scale</li> </ul>	<p><u>Dropdown menu option for each cell in this column in each table.</u></p> <ul style="list-style-type: none"> <li>Will not address during this time period</li> </ul> <p><b>Note, this selection should make the next three columns unfillable.</b></p>			<p><u>Dropdown menu for each cell in this column in each table:</u></p> <ul style="list-style-type: none"> <li>No change</li> <li>Pre-adoption</li> <li>Early Adoption</li> <li>Scaling in Progress</li> <li>Full Scale</li> </ul>

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p><b>1. CROSS-FUNCTIONAL INQUIRY</b></p> <p>College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.</p> <p>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.</p>	<p>○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.</p>	<p>○ Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.</p> <p>Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.</p>	<p><b>X Selected</b></p> <p>Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p><u>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).</u></p> <p>Guided pathways are consistently a topic of discussion.</p>	<p>○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators.</p> <p>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.</p> <p>Research on student success and equity are systematically included and focused on closing the equity gap(s).</p> <p>Guided Pathways are consistently a topic of discussion.</p>

All - need to consider