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Guided Pathways Steering Committee Minutes
2/5/2021

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Attendance: Lydia Gonzalez, Angelica Martinez, Albert Bretado, Brian Brutlag, Brian Young, Dana Arazi, Dana Vazquez, Eric Olson, Gisela-Spieler-Persad, Grant Linsell, Jennifer Tanaka, Katie O'Brien, Kevin Smith, Mike Garabedian, Miyo Stevens-Gandara, Sally Willsey, Troy Flores-Olson, Vann Priest, Alyson Cartagena, Viviana Villanueva

The meeting was called to order at 10:03 a.m.

Gisela Spieler-Persad motioned for approval of the November 20, 2020 minutes and the motion was seconded by Vann Priest. There were 18 affirmative responses to approve the minutes.

Lydia Gonzalez thanked Troy Flores-Olson for his contributions, as this is his last meeting. Troy was instrumental in the adoption of Career Coach. His position on the committee will be filled with a counselor that serves special populations.

Outcomes Report – Alyson Cartagena reported on the SLO Symposium that took place last week, which represented the whole state coming together. One of the most interesting things that was brought up was that the word "outcomes" wasn't used like we use it at Rio Hondo. We're talking more about assessment, course design and everything was under the umbrella of equity. When they're talking about equity, they're talking about it in three different areas: **personal equity** (personal, individuals practice self-awareness and equity-mindedness; making a commitment to equitable educational practices; learning to recognize and combat personal biases), **professional equity** (administrators, faculty, and staff utilize equity-based practices to effectively support and actualize success for disproportionately impacted and marginalized populations), and **institutional equity** (college policies, practices, processes, curricula, and structures actualize success for disproportionately impacted and marginalized populations). Equity happens in the classroom: ensuring learning is achieving equity.

The main idea they talked about was the idea of **backwards design**: look at your outcomes first and then building the course content, activities, assignments, quizzes, etc. into it. This shift is coming thanks in large part to technology, moving away from that "sage on the stage" that holds all the information. Instead, we are giving more power to students to drive their own educational experience, being in charge of what it is that they want to learn and master. We are seeing a shift from an information pedagogy to a mastery pedagogy. It is important to have not just one assignment that assesses whether a student has mastered something, but that the assignments are built in so there are multiple. An example would be first starting with a discussion board, which leads to a project, which then leads to a smaller quiz. This type of assessment of mastery would allow faculty to provide feedback to the students, feeding it forward and preparing students for the next course. If we think about course design as building from one course to the next, especially within programs, the idea that you're preparing students for the next course is a really important way to be thinking about course design and assessment.

It is important to ensure authentic assessment and performative evaluation – elevate assessment as a tool of learning, not simply a measure of it. Build from formative to summative assessments across a scaffolded learning journey. Utilize multi-faceted assessments of discipline content, applicable competencies, and 21st century skills.

The talked about the important of qualitative assessment, equitable assessment (how and what are we assessing?) and multiple means of engagement. Grades are a universal measurement that do not tell us how to improve our teaching or how to teach with equity. Grades are students' "pay" vs. SLOs that area measuring the effectiveness of instruction. There is the notion of **"ungrading"** or "for the first time, learning for myself, not the grade."

Brandon De La Torre (student representative) mentioned that sometimes SLOs are not compatible to the course and asked if there is a way we can model the course description to the SLOs? Lydia clarified that the departments are in charge of creating the student learning outcomes (exiting skills) that are tied to the curriculum. Alyson provided historical background that we had courses that were already established and then we were asked to come up with outcomes, so it was a bit backwards. This semester, faculty are charged with looking at their outcome statements and preparing them for public viewing (not just available on students' syllabi). This will be the time to make sure they are mapped, meaning the course objectives lead to the outcomes and these outcomes are supported in the programs and the certificates. In other words, they're building from course-level outcomes to program-level outcomes.

Student Equity Committee Report – Juana Mora not in attendance; no report.

GP Scale of Adoption – After this meeting, Lydia wants to finalize and send out the Scale of Adoption to all committees for review. It needs to go through review across campus. She transferred the version that we had into new template. Underneath each item, it asks if there is any support needed. For the most part, Lydia did not indicate support needed, especially if we are "scaling in progress" or "at scale". She wants support in targeted areas. One area that we marked as "support needed" was "Required math courses are appropriately aligned with the student's field of study." One challenge we're having in the Math department is that we have created a quantitative reasoning course (MATH 150), designed for non-math majors that don't need a STEM course or statistics and they're simply not filling. We want to see what other colleges are doing to promote similar types of courses, so we may connect with other Guided Pathways teams. MATH 150 is a very real-world course, that involves personal finance, etc.

Katie O'Brien noted that it is hard to gauge our enrollment because of COVID and the interruption of in-person instruction. Are these classes not filling because students don't want to take math online? Troy reminded the group that MATH 150 is now part of IGETC, which may help in filling the course. Vann said that one of the silver linings of the pandemic is that it has given his division the opportunity to form a committee to analyze what the MSC's mission really is. Are there different things we can do besides just one-on-one tutoring? They offer specialized topic workshops, but Vann is encouraging faculty to be creative to figure out ways we can better support our students in math and science.

Lydia mentioned that she has a Gateway Tutor in her statistics courses. The tutor can move around breakout rooms with her and gets to know students. Having that relationship with the tutor makes a big difference. If we can have more of that, it makes a big difference if the student forms a relationship with the student who is tutoring them.

Brandon said that some students get intimidated by going to a tutor or teacher for fear of sounding dumb; they don't want to ask for help. A compassionate classroom setting would be very beneficial to students who need extra help. Lydia agreed, saying it's important to address this issue head on. Particularly in her discipline, it's imperative to address math anxiety, emphasize the importance of asking questions, and that it's okay to ask questions.

Troy has received positive feedback from students regarding having access to recorded lectures.

Regarding proactive interventions to reach out to and assist students who are falling behind or becoming disengaged, there are technology needs in terms of tracking students. A lot of the work (interventions, reaching out to students) would take far less manpower if we had better technology. Dana Arazi proposed that we may be able to have a SARS button in Canvas. One push sends a help request and schedules a meeting for the student. This functionality is being piloted right now. Angelica Martinez reiterated that this button would link directly to

SARS. Students typically make appointments via AccessRIO, but want it accessible on Canvas shells to make it as easy as possible for students to make appointments with counselors.

Katie O'Brien reported that there was good participation in the Engaging Learners Through Zoom workshop on Jan 19. One idea is to have a community of practice group once a month to gather and discuss how the implementation of strategies has gone. A good number of people said they would be interested in leading discipline-based sessions on engaging students online.

Course Alignment is required – how is the college exploring alignment of course offerings with student education plans? Grant Linsell added that since we are in the middle of a global pandemic and decreased enrollments, there are two competing and parallel conversations happening. One of the urgent conversations is what happens with enrollment right now? What happens in the middle of a term, enrollment-wise and schedule-wise? We are starting to have these conversations. What happens if we add more late-start classes based on student needs, second half of the semester courses? We want to make sure, at a bare minimum, we have our general education courses covered. The deans have been talking about the master schedule of the College. Currently, we don't have any rules about conforming classes to specific times, but we need to make sure classes fit into time slots that allow students to ensure we are not limiting options for students. Deans are dedicated to scheduling classes to maximize options for students especially with high unit classes that overlap multiple course offerings/time periods. There's a general acknowledgement that this has to happen.

Sally Willsey mentioned that Student Success Teams (SSTs) are advising students to start with classes with large time blocks and schedule around that. One of the things she brings up to students when helping design course schedules is that if you have classes with a lab, you want to build your schedule around that class.

Dana said it might be helpful if we more aggressively market the Pathways website with the program plans to those in charge of scheduling (deans, chairs, and faculty). He was asked last week to develop a 2-year plan for his programs. It was helpful to be able to point to the new site where the plan already lives. This plan helped to save 23 students from having capstone classes cancelled.

Jennifer Tanaka mentioned that one of the things the pandemic has taught us is that the DE piece is important because it offers flexibility for students that cannot get to campus. When looking at the master plan scheduling, perhaps consider late start classes, cohort type course offerings (maybe 5 week courses would allow 3 courses to be offered in a semester) and the online component are important.

The **Success Story** piece of the Scale of Adoption is option, but Lydia would like to put the word out for this. They're soliciting success stories with respect to Guided Pathways for collaborative purposes and to help establish best practices. Lydia will connect with the SSTs. The Success Story should connect back to the Vision for Success Goals.

Website Group – Lydia shared the new onboarding pages and proposed homepage navigation related to the gradual improvement plan for the Rio Hondo website. Lydia worked very closely with Melba Castro to revamp the onboarding/application pages. She thanked Albert Bretado for the brand-new look. On this page, there are different categories of students. Once a student clicks, it takes them to the steps. They tried to make each step as simple as possible with an accompanying video explanation. Navigation is with regard to 4 tabs at top: "Future Students, Current Students, Business & Community, Faculty & Staff". On our current website, there is a long laundry list of resources. The most common feedback from students is that they simply use the search bar when they're trying to locate something. This is our first year of completely online onboarding, so we want to do what we can within our template to change these 4 tabs to be more user-friendly and intuitive. Lydia showed the PCC website as example. The proposed tabs are Admissions & Aid, Academics & Support, Campus & Community, and About RHC. We plan to bring this proposal to SSSP to get feedback before implementing this Spring.

TABS

Admissions and Aid – Feedback was solicited from Leigh Ann. There is a column for Admissions, Financial Aid, Academics, Basic Needs, and Complete Your Path.

Academics & Support – Academic Pathways, Support Programs, Student Resources, Academics

Campus & Community – Get Involved, Community & School Partnerships, Arts & Cultural Events, and Campus Resources

About RHC – Rio Hondo College, Offices, Facilities & Safety, Marketing & Media, Faculty & Staff, RHC Foundation

Mike Garabedian suggested a number of grammatical and stylistic changes:

> • *The top description reads "Choose from below." Choose what from below? Should be changed: "Choose one of the boxes below …" Similarly, "and find" should be the infinitive "to find." Also, "next st—" … Actually, you know what? Just copy and paste: "Choose one of the categories below to find out how to apply and start taking classes."*

> • *First Time Student: There's no period at the end of the description.*

> • *Returning Student: There is no general agreement on whether or not the phrase "one or more" should be taken to be singular or plural, but there is general agreement that one word on one line (an orphan) is to be avoided. The whole thing would nudge down if in the description one added "College" after "Rio Hondo."*

> • *Dual Enrollment: The hyphen (-)between K and 8 should be an en-dash (–).*

> • *International Student: I wonder if we shouldn't include "visa" before "status."*

> • *Also, technically, instead of "First Time" there should be a hyphen: "First-Time"*

There was considerable discussion regarding the meaning of "Transfer Student" because this option may be confusing for students who are applying. Lydia will take this feedback back to Melba since onboarding is her area. The description of what a "transfer student" is may need to be changed.

Jennifer Tanaka requested that "Fitness Center" be changed to "Fitness and Wellness Center".

Student Success Teams – Angelica provided an update on the progress of Student Success Teams, which are in their second semester. Out of the 11 Success Teams, 9 have coaches now. KINA and ARTS are in progress. There has been considerable effort to onboard coaches, get them trained, etc. There is a 45-unit effort of no English and Math, but we've added another effort related to retention. The SSTs have been reaching out to students who were registered in Fall but not in Spring. The next step of that effort is identifying students who are not logging into Canvas. All teams will receive a breakout by AOI in order to reach out to students. The last phase is identifying students who are not engaged to see if they can get back on track and if not, remind them of the drop deadlines. Faculty will submit names to the deans to reach out to students.

The goal is to see discipline faculty leads added on as soon as possible so that they can start by fall and start participating in SST meetings to get them up to speed before fall. The question is: wow are we going to pay for it? This is our last year of GP money (through Fall 2021). We would ould like to propose a workgroup to address this issue and revisit looking at release/reassigned time across campus that may be repurposed for some of these roles. We need to think outside of box. Lydia would like to convene a workgroup to discuss the faculty

role(s) related to SSTs and how to institutionalize this effort given that GP money is ending. Kevin Smith, Rudy Rios, Gisela Spieler-Persad, and Lydia Gonzalez will work on this.

Pending Issues – We are paying a consultant using Guided Pathways funds that's working on Banner issues. There is a data dashboard for SSTs, but it has issues. The idea was that the dashboard would include special populations so we could understand if students are already receiving interventions (e.g. EOPS, student athletes, etc.) Alice Mecom has forwarded some of these issues to the consultant. A&R wants to hire a Student Services Systems Analyst to help with programming. This position was ranked #1 in Spring 2019 right before Dr. Reyes came in but he did not hire. We are currently advocating to have President Dreyfuss hire this position. It would help with so many things across campus. We are going through process again in Planning Process and the position will be ranked again. There is a ton of work related to automating forms in A&R, building them into AccessRIO, etc. This would help in so many areas, and there are a number of administrators advocating for this (Caroline, Gary, Leigh Ann, etc.) It would help take things off of I.T.S.' plate. Part of the issue is that IRP is understaffed, although they are in the process of hiring. Caroline wants to know who owns the dashboard and who is responsible for updating it? Ed Wu provides import or students, but no one has enough staff to commit. We want the option to include or exclude special populations.

Troy recommended that students should be able to change their major through the registration survey that pops up each term on AccessRIO.

There was discussion about updating student forms on the A&R website and turning them into JotForms to make it easier for students to fill out and submit. Gisela offered to help with this effort. Also, there should be a "Change of Major" section with a pulldown for major codes. Angelica would like to see one time priority registration on the website.

The meeting was adjourned at 11:55am.