

# Guided Pathways Steering Committee Minutes

## March 12, 2021

**Attendance:** Lydia Gonzalez, Alyson Cartagena, Elizabeth Ramirez, Alice Mecom, Angelica Martinez, Albert Bretado, Brian Young, Dana Arazi, Dana Vazquez, Eric Olson, Grant Linsell, Jennifer Tanaka, Katie O'Brien, Mike Garabedian, Miyo Stevens-Gandara, Sally Willsey, Vann Priest, Juana Mora, Marissa Young, Viviana Villanueva, Kaitlyn Ibarra

**Call to Order** – The meeting was called to order at 10:03 a.m.

**Approval of Minutes** – Alyson Cartagena and Viviana Villanueva were missing from the attendees list and there was a correction to the spelling of Alyson's name in the "Outcomes Committee Report" section. With these corrections, Vann Priest motioned for approval of the February 5, 2021 minutes and the motion was seconded by Dana Vazquez. There were 18 affirmative responses to approve the minutes.

A brief update was provided regarding fillable forms on the A&R website – no JotForms per Leigh Ann.

Lydia welcomed Marissa Young, new faculty in Business division.

**Outcomes Committee Report** – Alyson reported that this is the first time we're looking at data for ILOs. There are 17 ILOs that have been mapped to courses. Closing the Loop (CTL) – Based on what was submitted this past program planning cycle, we are doing much better than last year. The quality of CTL is much improved and also the timeliness of what's being turned in is better.

Program Review – This is the first time we have had a rubric. Reflection – we need to have process start in spring to prepare faculty for program reviews happening in fall.

We will continue to add more videos in the Faculty Resource Center (FRC) including support docs, how-tos, etc.

We are continuing to work on making outcomes statements public. Workshops have not been well-attended. Alyson said solicited recommendations on how to improve attendance at workshops and also how do we excite faculty? Alice said there is a culture shift with outcomes, to see that there are equity implications. Juana suggested captive audiences at division meetings.

**Student Equity Committee Report** – Juana Mora shared the RHC Student Equity Statement:

*Rio Hondo College is committed to advancing educational justice, equity and opportunity. We are committed to confronting and eradicating racist and discriminatory policies and practices that perpetuate institutional barriers. We pledge to eliminate gaps in academic outcomes which hinder our disproportionately impacted students from realizing their full potential. We recognize our responsibility to engage in equity-minded practices to support individual students, faculty, and staff and hold ourselves and the College accountable for the academic success of disproportionately impacted populations.*

The new PD calendar has been helpful, since it provides one-stop access for PD opportunities.

The committee will be working on the Equity Plan that needs to be submitted to the Chancellor's Office.

**GP Math/Quantitative Reasoning AOI Alignment** – On the GP Scale of Adoption, Pillar 1: Clarify the Path, 1e. it states “Required math courses are appropriately aligned with the student’s field of study.” Lydia shared a draft of GP AOI Math Alignment Draft.

The idea Lydia would like to propose is to recommend 2 or 3 classes where if they take that preferred math course, it keeps their options open within that area of interest.

However, in February 2019, there was a discussion in Senate regarding GE mapping recommendations. They felt that “in order to preserve the intent of General Education that values providing a broad base of knowledge, inquiry, exploration and choice outside of one’s major focus while still incorporating G.E. as a part of the mapping process” that specific General Education courses only be included in mapping for G.E. areas and programs that require them as part of licensing or other external requirement.

Grant Linsell suggested this needs to go back to Senate to receive their blessing.

Jenni Tanaka-Hoshijo is concerned athletes may become ineligible if we put them in college-level math and they fail. Vann Priest said MATH 70 is one of the hardest courses we offer on this campus. If you’re not math minded, intermediate algebra is a tough course. Students would be much better served if they go into Survey of Mathematics if they have no intention of going into a STEM field.

Katie is concerned with the rush to make sure that we’re adhering to what the Chancellor’s Office wants; are we unintentionally pushing some students out? She wondered if there could be more than 3 sections of MATH 62. It’s a nice stopgap for students who are unsure of their major or who need some basic skills. Katie agrees granting access to all students to take transfer-level is right and good. But what if there are students who need/want access for credit skill development who no longer have a place with us? She is not advocating for putting students in remedial courses, but granting students the ability to choose a lower level math who believe it’s in their best interest. And sometimes, students do know themselves best and keeping options open in an open access system seems important.

Per President Dreyfuss, a decision was made that the number of Basic Skills sections will remain constant.

Alice mentioned that the Chancellor's Office views putting just ONE student in pre-transfer level math who could have passed the transfer-level as inequitable. The Chancellor’s Office also looks at each college to specifically count how many sections we offer of pre-transfer vs. transfer and includes data on our student success. We submit two reports to them per year on Math and English. There is also the notion that students may make choices based on fear or apprehension; we need to keep trying to advance growth mindset.

#### **Feedback plan in March-April 2021**

Math department senators

Math department faculty

Student Success Team Counselor Leads

GP Steering Committee

Area of Interest Faculty

Academic Senate for approval to amend Addendum B on page 7 of Senate Minutes

The wording is very important; *this is not intended to map elective courses in GE*. This recommendation is specific to math as per GP scale of adoption and AB705. Next month in April after all the feedback, we will carefully craft the wording.

## Website Updates

### *Pillars 1-2: Clarify and Enter the Path –*

- New AOI in the works – “Building Bridges” Area of Interest for Continuing Education – Where does continuing education fit in with Guided Pathways? Lydia is meeting with Francisco Suarez and Libby Curiel. This will include all the Continuing Education certificates. Where do lifelong learners fit in terms of AOIs and onboarding? Katie brought up people who just want to take ceramics, etc.
- Ongoing updates to Apply Now – Get Started! Pages – Feedback from last meeting has not been implemented yet. Lydia is working with Melba.
- May 31, 2021 – Hopefully roll out new homepage tabs navigation after graduation; doesn’t make sense to do it during the middle of a term.
- Summer 2021 – curriculum updates for sample ed plans, add UC and CSU pull down menus for local degrees – Curriculum changes, new programs, adding to pathways site

### **Pillar 3: Stay on the Path! Student Success Teams**

- Angelica provided an update. SSTs are still reaching out to students identified. Each team has its own unique subset. Each team is working differently. We’re onboarding coaches and getting them all trained with SARs, Canvas shell training, etc.
- Milestones – Kevin will bring milestones piece to Senate in April. The calls we’re making now are for students who are not taking Math or English. There will be milestones along their journey by AOI or per program where students could potentially receive a call or some type of outreach.
- Proposed faculty role – Hasn’t changed but we’re making a case to get institutionalized funding for our counseling leads. We want to ensure they continue with their release time even though GP funding ends this year (Dec 2021). We are currently in discussions with President Dreyfuss. We presented to the Board a few weeks ago and they had a lot of questions about the faculty role and were very supportive of that being a key component. Overall, the Board was very supportive of our efforts.

Eric Olson asked if there are established roles for faculty as of now? Lydia said no; at this point we are just brainstorming what the proposed role would be:

*SST Lead Faculty Compensation brainstorm (5 hrs per week, consistency across AOIs) –*

- *% overload*
- *Release time 10%*
- *5 hrs per week approx. 11.4%*

#### **SST Faculty Student Advisor**

*The primary role of the SST Lead Faculty is to share their discipline and pathway expertise with students. SST Lead Faculty:*

- *Attend bi-monthly Student Success Team meetings and communicate regularly with the Team*
- *Facilitate student participation/involvement on Success Teams and Guided Pathways efforts*
- *Act as a liaison for students by becoming experts in the coursework and broader pathway requirements for certificates, degrees, and employment in their pathway*

- *Network with other faculty members in different departments within their respective Area of Interest to answer questions outside of their discipline or expertise*
- *Explore and stay current on student transfer and career options and collaborate with high school outreach efforts (e.g. Freshman Welcome Days)*
- *Develop and conduct co-curricular activities such as workshops and forums in collaboration with counseling faculty, Career and Re-entry Center, Transfer Center, etc.*
- *Refer students to relevant support services with a warm hand off (e-mail on behalf of the student with student CC'd, or guide them via Zoom to online services)*
- *Review and promote thoughtful scheduling of courses in the class schedule based on student progression and student scheduling needs*
- *Identify areas for improvement that directly impact instruction and student learning and facilitate discipline specific professional development as a liaison with Staff Development*

### **Other Faculty Roles**

- *AOI Points of Contact – Identify a point of contact for each discipline that SST members can go to, send students for advice, career knowledge, etc.*
- *Widespread use of the new SARS Early Alert (coming soon) to communicate with SST members for needed interventions for students.*

We need to examine the way that reassigned time works on campus. Another committee was looking at this before COVID (PFC taskforce) and should be reconvened.

We hope to have PD over the summer and faculty leads in place by Fall 2021.

**CAGP 2.0 Consultancy with Compton College** – We're part of CAGP 2.0. As you may remember, 1.0 was one of the 10 original colleges who started with GP. Today RHC is paired with Compton College. We present a challenge "How can the lead instructional faculty member on our SSTs best communicate feedback about student learning experience to their colleagues for the purpose of improved instruction?" Tri-chairs, Alice Mecom, Adam Wetsman Team of 5 will present.

**Adjournment** – The meeting was adjourned at 11:21am.