

**Guide Pathways Steering (GPS) Team**

**Meeting Minutes DRAFT**

**2/26/2021, 10:00 to 11:30 am**

**ConferZOOM: <https://cccconfer.zoom.us/j/95467619919>**

**Committee Members**

Constituency	Representative	Constituency	Representative	Constituency	Representative	Constituency	Representative
ASVC President	Carlo Plascencia	Administration	Lynn Wright	Classified	Sebastian Szczebiot	Faculty	Dan Clark
Student	<del>Venisa Rodriguez</del> Vacant	Administration	Lisa Putnam	Classified	Krishna Juarez	Faculty	Corey Wendt
Student	Colin Braza	Administration	Debbie Newcomb	Classified	Alma Rodriguez	Faculty	Gigi Fiumerodo
Student	Angela Duran	Administration	Jennifer Kalfsbeek-Goetz	Classified	Sarah Mossembekker	Faculty	Erin Brocker
Student	Humberto Jimenez	Administration	Damien Peña	Classified	Tatiana Lawler	Faculty	Peter Sezzi
Student	Miguel Ku			Classified	Nan Duangpun	Faculty	Rachel Johnson
Student	Elizabeth Aguilar De Quintero			Classified	Libby Fatta	Faculty	Cynthia Wetzel
Student	Jessica Flores Esquibel			Classified	Sharon Oxford	Faculty	Jimmy Walker
Student	Alondra Cano			Classified	Raquel De Los Santos	Faculty	VACANT
Student	Andrea Lopez						

(CCCCO Regional Coordinators: [Boglarka Kiss](#) and [Bernard Gibson](#) )

## Attendance

Carmen R. Cuevas  
 Corey Wendt  
 Marnie Melendez  
 Carlos Rodriguez  
 Adelaido Navarro  
 Erin Brocker  
 Rachel Johnson  
 James Walker  
 Ariana Kaitlyn Cheng  
 Tatiana Lawler

Felicia Duenas  
 Nan Duangpun  
 Jessica Esquibel  
 Sarah Mossembekker  
 Lynn Wright  
 Libby Fatta  
 Damien Peña  
 Jenna Garcia  
 Lisa Putnam

Colin Braza  
 Peter Sezzi  
 Maria Teresa (Gigi) Fiumerodo  
 Eric Martinsen  
 Danielle Carrington

Bernard Gibson  
 Boglarka Kiss  
 Phillip Briggs  
 Marnie Melendez  
 Alma Rodriguez  
 Krishna Juarez  
 Carlos Martinez

Meeting started with introductions at 10:06am

Meeting Adjourned at 11:50am

Agenda Item	Discussion Notes	Action
<b>1. Resources &amp; Development Opportunities</b>	a. <a href="#">Guided Pathway Electronic Toolkit</a> b. Academic Senate for California Community College (ASCCC) i. <a href="#">ASCCC Guided Pathway Resources</a> c. <a href="#">Guided Pathways VC Web page</a> d. SCC GP Youtube: <a href="https://www.youtube.com/channel/UCJytqjelaiqFfTwSqKox0eA">https://www.youtube.com/channel/UCJytqjelaiqFfTwSqKox0eA</a> e. Career Ladders Guided Pathways page: <a href="https://www.careerladdersproject.org/guidedpathways/">https://www.careerladdersproject.org/guidedpathways/</a> f. Upcoming Events: <a href="http://bit.ly/gpcentralcoastevents">http://bit.ly/gpcentralcoastevents</a>  Comments on upcoming events: <ul style="list-style-type: none"> <li>• SOAA event coming up in March - Vision For Success Summit – will happen this Spring 2021 (virtual)</li> <li>• Boglarka added to calendar the twice A Month on Wednesdays – Chancellor Office Webinars</li> </ul>	
<b>2. Public Comments – 3 mins</b>	a. Open  No Public Comments	
<b>3. Student Voices – 10 mins</b>	a. Students’ thoughts arising from GP workgroup meetings	Corey will look into a checklist of

	<p>Two student stewards commented on their experience choosing their career path. They both suggested for the college to implement some kind of guide or trianing when starting college.</p> <p>Suggested: A checklist or an email to review so students can get an idea of what to expect when meeting with a counselor for the first time.</p>	<p>things to think about and questions to ask and websites to review before visiting counselors.</p> <p>“How do you prepare for your counselor appt” with a checklist.</p>
<p><b>4. Guided Pathways Updates – 5 - 10 mins</b></p>	<p>a. CCCCO GPAC meeting updates (Lynn)</p> <p>The chancellor’s office has committed to continue with GP. June 30, 2022 is the deadline to spend the funds. We will be requested to write our final report on what we have spent it on.</p> <p>b. GP work at district level – any updates?</p> <p>Program Mapper will map out our programs and will be consistent across the district A lot of the colleges across the state have started to adopt program mapper or will be adopting. Official kickoff district wide meeting: March 5</p> <p>c. SOAA approval (shared gov, CPC, president, BOT) &amp; submission via NOVA</p> <p>The SOAA (the gp plan) was approved and submitted to the state.</p>	<p>Corey to report out on March 12 GP meeting on the Official Kickoff District Wide Meeting that will be held March 5.</p>
<p><b>5. GP Retreat Planning Updates – 10 mins</b></p>	<p>a. FLEX day, Tuesday, April 27 (likely 1-2:30 pm)</p> <p>b. Updates (Gigi &amp; Rachel) [Engage campus in GP Theme Work Group findings, progress, next steps &amp; possibly showcase Program Mapper, etc.]</p>	<p>Add the scavenger game to</p>

	<p>c. GP Retreat Planning team: Rachel, Gigi, Peter, Seb, Tatiana, Nan, Lynn + anyone who wants to come</p> <p>Rachel Johnson presented Game Group 1 (shared screen).</p> <p>What is the goal and objective of Scavenger Hunt? To learn to navigate our website. Idea to sort of “clean house” before we have company over.</p> <p>Suggestion: to play the scavenger game before the retreat? To have some idea of what works and what we might need to tweak. Add to future agenda- We should try it out and get more ideas.</p> <p>GP retreat prizes = Seb. GP Retreat meeting at 11am on Monday 3/1/21. All are welcome. Carmen will send zoom link to those interested in attending.</p>	<p>agenda for next meeting.</p> <p>Carmen will send zoom link to those interested in attending retreat meeting on 3/1.</p>
<p><b>6. Budget – 5 mins</b></p>	<p>a. Budget request (proposal form) for identified work groups (see 7b, below)</p>	
<p><b>7. GP Work Groups (tied to SOAA themes/next steps) – Action 45+ mins</b></p>	<p>a. Focus for Workgroup Report-outs/Tasks (Boglarka &amp; Bernard) b. Student reps for all groups &amp; lead for PT/Evening/Online workgroup c. Workgroup report-outs (~5 min. per group ~30 min.) d. Work Group Break-outs (address task list)</p> <p><b>REPORT-OUTS:</b> There are 6 current work groups.</p> <p><b>AB705 (Eric)</b></p> <ul style="list-style-type: none"> <li>• AB705 refers to completion of English and Math in the first year for students.</li> <li>• Started looking at a placement. Often not clear to students what their placement is - What class, they should take and English and math?</li> <li>• IT district, it has been working to code it all into banner.</li> <li>• Working on creating a student-facing page somewhere.</li> <li>• ESL revamp underway. Probably building “ESL pathways” that feeds straight into various CMCs.</li> </ul>	<p>Bernard will send a doodle and looking at doing something within the next two weeks.</p>

- English is working to develop themed ENGLISH 1A transfer courses. Themed to various career and major communities.
- Funding came through to provide free of cost textbooks for ENGL 1A students. Goal is to pick 5 different textbooks to go with the five major communities.

**Next Steps For Group:**

- Working with IT to get the placement website up for students
- Rebuilding the ESL curriculum
- Getting the free (hard copy) texts up and running so that starting fall 21 students could pick up flavor of 1A that fits their career trajectory. Also in the process of forming teams and securing funding for it.

Lisa on Chat: I love the idea of CMC focused ENGL courses. We need to find the best way to inform students which CRNs associate with each CMC. Communicating this information will be key.

**Part-time/evening/online group (Felicia and Marnie)**

- Talked about recognizing that the part time/evening vs. online students are probably different populations of students. Will probably have to develop different work plans for each group.
- Talked about developing three year and four year maps for part time students or students who can only come in the evenings.
- Talked about continuing having a certain percentage of fully online classes after COVID for online only students so they can complete majors.
- Extending student services hours in the evenings to make sure that these students have access to key services as daytime students have.
- Working with academic senate and student services departments to package a syllabus agenda that lists all the various student services that faculty can attach to their syllabus- So students and faculty are aware of all resources available to our part time and online students. Or plug in apps in the canvas shell for faculty.

Comment: This group needs student representation.

**Next Steps For Group:**

- To look into how group can help to create the 3-4 year maps.
- Putting into place the student services syllabus. – within the semester.
- Looking into the opportunities and options to adjust schedules for people wanting to be available at those odd times for students

### **Student Success (Gigi Fiumerodo)**

- Still in the midst of organizing. Collaborating with Jenna and Ericc will be helpful to find our way.
- Talked about topics related to the idea of the websites - how to communicate to students virtually. How to guide students with resources and information.
- Organization of information- how it can be accessible for students. Having key ideas that all the programs could provide (some depts.. have had intro videos) – using some of this technology to reach out to students in the way that students are used to consuming media/information on their devices.
- Establishing regular updates for programs so that there is a cycle. (Every three or four semesters go in, modify, and see what new classes need to be implemented in their information. Establishing the rotation of courses (courses that are on a rotation).
- Looking at gateway courses presenting information to department chairs and committee meetings.
- Looked at identifying roles (note taker, facilitator, reporter, time keeper). Two folks on each role.
- Working on the flex activity.

### **Next Steps for Group:**

- Next steps would be to identify the key things we want all of the departments to include, (not specify how to do it – freedom and liberty to look how they want).
- Working with getting key courses that students need to take and having information in all areas available for students.
- Flex Activity – having some type of training for webpage updating and having a checklist to fit programs.

### **Career Center Group (Carlos Martinez)**

- Came up with came up with a list of all the tasks they would like to accomplish this semester related to the career center and guided pathways.
- Discussed if there is any career exploration assessment software that adds or compliments the software we already have (career coach). See if we can test it to see if it is working properly. Post to website aside from the career center website.
- Developing a plan for expanding internship opportunities and developing a plan for expanding career center services and broaden outreach to the campus.
- Finding a software that helps building resumes.
- Find additional reps for workgroup - counselor or CTE (career technical ed). Felicia Duenas has joined work group. Would like to add one counselor to move forward. Corey can refer counselors that could possibly be available.

- Progress: Added 1 more career center employee (total of 2 – Debbie and Raquel). Looking for a counselor to move forward with objectives.

#### **K-12 Partnership Group – Tatiana and Adelaido**

- **Had a general discussion on what is it that they can start doing immediately.**
- Looked at what kind of materials are being provided? Language, English/Spanish?
- What kind of outreach are we doing? Churches? Community events?
- How are we getting parents involved? Talked about having parent/student orientations. Having an overview for parents of what college is, what it is, what to expect, the ease of getting students enrolled. What the benefits are – having an education.
- The free college message: Let's be conscious of who our audience is and who we're talking to. Maybe not lead with the free college message all the time, depending on the group and who we are speaking with. What group are we reaching out to?
- Normalize college
- Focusing on why VC is a great option, and not the backup option. Focus on why VC is great.

#### **Next Steps for Group:**

- Already contacted Jesus and created doodle poll. Getting together with outreach team and find out what's going on and what they are doing already. And what needs to happen. Trying to figure out a date to get together – to try to figure out what we can try to do that might work in the immediate future and not something that we can keep talking about to do later, but what's something practical that can happen now.
- We've also broken down that the target demographic is a broad range (age). Make it appealing for parents and kids as they are growing. Address students and address parents.
- Solidify plan further.
- To do: identify where information can be provided to potential students and parents. Where is a great place to promote.

## Technical Support- (Corey)

Summary of the most viable ideas that your team can accomplish by the end of this semester (we recognize that this may be ambitious but most of these are recommendations this point).

### 1. STARFISH-

- a. Recommend Instructor involvement with oversight of Early Alert process.
- b. Recommend inclusion of instructors serving on Academic Standing Task Force at VC if not already.
- c. Recommend information on Starfish use be communicated to instructors and classified professionals via departments/Dept. Chair/Coordinator Council and senates. There is a new District Website page for using Starfish developed:  
<https://www.vcccd.edu/departments/information-technology/starfish>
- d. Recommend college wide effort to provide KUDOS to students.
- e. Recommend consistency in leadership/oversight and regular meetings to investigate issues/concerns. Is the Academic Standing Task Force the appropriate venue for this?

T

Starfish is our early alert process.

Next Steps: To make sure we have instructors serving on academic standing task force at VC. This is the group that looks at GPA and academic standing issues such as not finishing all their classes.

### 2. DegreeWorks-

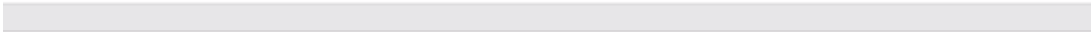
- a. DegreeWorks and Transfer Credit: putting transfer credit (both external and internal (MC/OC) courses) into Banner articulation tables and then mapped into DegreeWorks so the credit can be posted to the transcript, appear in DegreeWorks, and populate across What Ifs. Recommend to support prioritization of this request at ATAC/District.
- b. Ensure consistency/accuracy with worksheets-
  - i. Short term-recommend offer our Academic Data Specialists OverTime for reviewing accuracy in scribing.
  - ii. Long-term- Suggest hiring one person for district to do all DW and Program Mapper updates and provide oversight/updates from external transcript evaluations.
- c. Recommending prioritization of work needed to be done to initiate process of Auto-Awarding of degrees.

Next Step: to make a recommendation that we get support and prioritize this at the district level.



**3. Program Mapper-**

- a. Determine if it is tied to Banner as well as Courseleaf especially for course attributes?
- b. Recommend to not add Program Mapper responsibility to Academic Data Specialist.



- c. Long-term- Recommend hiring one person for district to do all DW and Program Mapper updates and provide oversight/updates updates from external transcript evaluations.
- d. (Program Mapper needs to be easy to navigate to for students)

	<p><b>4. WEBSITE:</b></p> <ul style="list-style-type: none"> <li>a. Recommend easy navigation to get to CMC info and Program Mapper</li> <li>b. 3 clicks are too many to find information</li> <li>c. Directory is difficult to use due to accuracy.</li> <li>d. SEARCH brings up old web page links</li> </ul> <p><b>5. Explore-Canvas-Student Services HUB vs Starfish capabilities</b></p> <p>These cross over to the Part-Time/Evening/Online Work Group</p> <p><b>6. CCC Tech Center-</b>Recommend review of options available not currently being utilized at VC.</p> <ul style="list-style-type: none"> <li>a. Was recommended to Add Career Coach feature. (Also crosses over to Career Center Group)</li> </ul> <p><b>7. MyPATH-</b>Recommend keeping <u>MyPATH</u> streamlined and simple for new students</p> <p><b>8. Recommend Promoting:</b> California Virtual Campus link: <a href="https://CVC.EDU/">https://CVC.EDU/</a> to search for online courses to help students reach their academic goals.</p> <p><b>9. Recommend Promoting Distance Education Course Expectations</b> to all VC students on website and within portal/Canvas.</p> <p><b>10. Develop 3-year maps</b> in Program Mapper for students unable to take 15 units per semester.</p> <p>How best to engage the Student Voice across the work Groups.</p>	
<p><b>8. Future Agenda Items &amp; Adjournment</b></p>	<ul style="list-style-type: none"> <li>a. Next meeting: <b>Friday, March 12th at 10 am</b></li> <li>b. GP Spring Retreat updates</li> <li>c. GP Workgroup Progress Reports</li> </ul>	

**[Committee Charge]**

**IDEA BANK**

- CMC Success Team could
  - Look at their program maps for completion (Simplify)
  - Determine what information needs to be on each program website (Simplify)
  - Identify Career and Major exploration opportunities for their CMC (Access the Path)
  - Identify key first semester courses that include career and major exploration within the course for each CMC or collaborate with ENGL V01A to develop CMC centric assignments (Access the Path)
  - Identify/Review strategies for supports for Math/English/ESL and students who may be at higher risk of not succeeding/ending up on academic probation (Access the Path (although this feels like something that goes into both Implement Support as well)
  - Identify strategies to collaborate with K-12 partners within each CMC (Access the Path)

- identify key services for their CMC (Implement support)
  - Leverage district wide support for enhancing DegreeWorks and Starfish to support students (Implement support)
  - Identify make up of personnel/staffing for each CMC including Faculty, Counselors, Classified Professionals, Administrative Leads, Student Peer Leaders etc (Implement Support)
  - Develop a 2-year course offering plan for each CMC working with Institutional research (Implement Support)
  - identify key co-curricular activities for their CMC including internships, placements, etc (Learning)
  - Consider development of e-portfolio or similar for students to display work for further education or job opportunities (Learning)
- Goals from SOAA
    - Determine final draft of meta majors/Career and Major Pathway composition and obtain approval from constituency groups.
      - Related to 1. Begin Marketing these names
    - Determine where Program Maps will “live”. We need to get some consensus as a college if we are going to use Bakersfield’s Program Mapper software model, develop our own, or use static PDFs to make available to students via the redesigned website.
    - Complete Program Maps for all programs with consistency and obtain approval from constituency groups.
    - Begin development of Co-curricular maps.
    - Make program maps widely available to students. (This is really the same as #2, but it’s important enough to state twice).
    - Increase the number of 2-year course cycles so that at least 50 percent of our programs have this available for review.
    - Examine the implication and impact of how VC has implemented changes to Math and English assessment per AB705 with appropriate data.
    - Inquire with departments the feasibility of developing gateway courses or enhancing Introductory courses for 1<sup>st</sup> semester students. (Great example is ENGR V01 that we can potentially showcase in Spring retreat).
    - Review the process for New Students from Application to Registration to First semester entry. Much of this is already happening, but not sure it’s being brought back to the GP group consistently. Is this where MYPATH fits in and what is going on with MYPATH from a district level?
    - Work with high schools that offer Career Exploration (Get Focused-Stay Focused) curriculum to ensure smooth transition for students who have completed the curriculum.
    - Market technology such as STARFISH, DegreeWorks to all students and staff.
    - Monitor Starfish Early Alert implementation and provide additional training/support as needed. This probably is occurring within the Academic Standing Task Force, but should be something we ask about regularly.
    - Increase awareness of services and activities via the Career Center.
    - Determine feasibility of forming a Task-Force to address part-time/evening students.
    - Increase campus in-reach for financial aid awareness.
    - Form a regularly district meeting with folks from OC and MC GP teams.