

**Guide Pathways Steering (GPS) Team**

**Meeting Agenda**

**9/10/2021, 10:00 to 12:00 am**

**ZOOM:** <https://vcccd-edu.zoom.us/j/95708866991?pwd=TktOeEpWS2pBRUJ2ajlkZTVWU3hPdZ09>

**Committee Members**

Constituency	Representative		Constituency	Representative		Constituency	Representative		Constituency	Representative	
ASVC President	Tony Magana	x	Administration	Bernard Gibson	x	Classified	Sebastian Szczebiot		Faculty	Dan Clark	
Student		x	Administration	Boglarka Kiss	x	Classified	Krishna Juarez	x	Faculty	Corey Wendt	x
Student		x	Administration	Debbie Newcomb	x	Classified	Alma Rodriguez		Faculty	Gigi Fiumerodo	x
Student		x	Administration	Leticia Canales		Classified	A&R Rep VACANT		Faculty	Erin Brocker	x
Student		x	Administration	Jesus Vega		Classified	Tatiana Lawler	x	Faculty	Peter Sezzi	x
Student		x				Classified	Nan Duangpun	x	Faculty	Rachel Johnson	x
Student		x				Classified	Libby Fatta	x	Faculty	VACANT	
Student		x				Classified	Sharon Oxford	x	Faculty	Jimmy Walker	x
Student						Classified	Raquel De Los Santos	x	Faculty	VACANT	
Student											

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

Agenda Item	Discussion Notes	Action
<b>1. Resources &amp; Development Opportunities</b>	<ul style="list-style-type: none"> <li>a. <a href="#">Guided Pathway Electronic Toolkit</a></li> <li>b. Academic Senate for California Community College (ASCCC) <ul style="list-style-type: none"> <li>i. <a href="#">ASCCC Guided Pathway Resources</a></li> </ul> </li> <li>c. <a href="#">Guided Pathways VC Web page</a></li> <li>d. SCC GP Youtube: <a href="https://www.youtube.com/channel/UCJytqjelaiqFfTwSqKox0eA">https://www.youtube.com/channel/UCJytqjelaiqFfTwSqKox0eA</a></li> <li>e. Career Ladders Guided Pathways page: <a href="https://www.careerladdersproject.org/guidedpathways/">https://www.careerladdersproject.org/guidedpathways/</a></li> <li>f. Upcoming Events: <a href="http://bit.ly/gpcentralcoastevents">http://bit.ly/gpcentralcoastevents</a></li> </ul>	
<b>2. Public Comments – 3 mins</b>	<ul style="list-style-type: none"> <li>a. Open</li> </ul>	None
<b>3. Committee Goals 2021-2022</b>	<ul style="list-style-type: none"> <li>a. 2020-2021 : <ul style="list-style-type: none"> <li>o Review and update SOAA</li> <li>o Determine how Program Maps will be used by prospective students</li> <li>o Identify and Recommend Career Exploration Software</li> <li>o Craft and submit proposal actualizing and maximizing DegreeWorks and Starfish</li> <li>o Develop plan for assisting Career Center and Services at VC</li> </ul> </li> <li>b. 2021-22: <ul style="list-style-type: none"> <li>o Review and update SOAA</li> <li>o Identify ways to support Onboarding efforts at VC</li> <li>o Strategic plan for how to most effectively integrate program mapper into website 2.0</li> <li>o</li> </ul> </li> </ul>	2021-2022 proposed goals reviewed with committee. Committee was asked to consider any additional goals and submit to chairs and/or bring to September 24 <sup>th</sup> meeting. 2021-2022 goals will be affirmed at September 24 <sup>th</sup> meeting.

<p><b>4. GP Work Groups Updates and Summer Funding Requests</b></p>	<p>a. Focus for Workgroup Report-outs/Tasks (Boglarka &amp; Bernard)</p> <ol style="list-style-type: none"> <li>1. Technical Support</li> <li>2. Part-time, Evening, Online Students</li> <li>3. K-12 Partnerships</li> <li>4. Engl/ESL &amp; Math (AB705)</li> <li>5. CMC Success Teams</li> <li>6. Career Center</li> </ol> <p>b. Summer Proposal Results/Total Spend -</p>	<p>See reporting documents from MATH department and counseling department following these notes.</p> <p>Rachel Johnson reported that she can provide a report on CCAR project at 9/24/21 meeting.</p> <p>Further reports will be provided on completed projects at future meetings.</p>
<p><b>5. Welcome Center</b></p>	<p>a. Rebranding</p>	<p>Tatiana Lawler provided a comprehensive report as it relates to recommendations provided by a work group focused on transforming the</p>

		<p>current Connect Center into a robust Welcome Center.</p> <p>Powerpoint can be shared by Tatiana.</p> <p>GP Committee was asked to provide their “stamp of approval” via vote to support the recommendations. Vote carried 20-3 in favor of sending the recommendations to CPC and Executive Team.</p>
<p><b>6. Guided Pathways Updates</b></p>	<p>a. Retreat/Equity Summit Update (Gigi)</p>	<p>Report provided regarding hiring Guest Speaker for event by Maria “Gigi” Fiumerodo. GP Committee is very supportive.</p>

<b>7. Future Agenda Items &amp; Adjournment</b>	a. Next meeting: <b>Friday, Sept 24 at 10 am</b> b. Budget – Remaining Balance	Meeting adjourned at 11:59.
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**Guided Pathway Funded Projects Reports for September 10, 2021**

**CVC-OEI PROJECT**

Over the summer, three counselors in general counseling worked to review possible Associate Degree for Transfer (ADT) that could be completed fully online by students and could be promoted through the CVC website to assist in our enrollment. Working closely with staff from CVC, counselors submitted 18 programs to be promoted by CVC and included information on how to connect with a counselor, transfer information, career information (when applicable) and degree works.

All degrees sent for promotion have courses that have been approved for permanent DE status and that are offered at least once a year. According to CVC, this was a critical part when determining which degrees to submit as CVC does not want to promote programs in which courses are not consistently taught or were only offered online due to COVID. Due to time limitations, counselors were only able to do degrees but we look forward to working on advertising other certificate programs like the social media marketing that students can complete fully online for future projects.

<https://cvc.edu/>

**3-YEAR PROGRAM MAP DEVELOPMENT**

Over the course of the summer, 3-year maps were developed for 60+ degrees to provide part-time students an opportunity to become informed regarding recommended course maps. These have been added to Program Mapper and will be available for public review within the next month.

## **Noncredit Course for Math Skills**

The math department has created a course outline (currently moving through the curriculum process) which will offer students a noncredit option of a review in basic skills algebra. Since we are no longer requiring (and shortly not offering) basic skills classes, we realize there is still a need for some basic skills math review. As a noncredit course, there will be no cost to the student, and we also wanted to create a course that required no cost to the college for materials/texts.

To accomplish this at no cost, Mike McCain secured a deal with Pearson Publishing to use their online platform, My Math Test. Mike organized the online course assignments and embedded them into a canvas course shell. Though Pearson had available videos for many topics, we wanted to have better and more personal coverage of the topics by our own faculty. Karen Wilde, Ryan Petitfils, Jack Bennett, and Michelle Beard each created their own set of approximately 15 videos on different algebra topics. The videos range in length from 12-30 minutes each. After creation of these videos, we collected them in Canvas Studio and reviewed each others for accuracy and sound quality. Ryan Petitfils did some editing in videos that required minor fixes. The videos are now incorporated into the Canvas shell that has been created for the noncredit course. Along with the My Math Test assignments, these videos will effectively lead students through an individualized course for needed algebra review. The course will be available for students to take, starting Fall 2022.

## **Analysis of Low Cost Math Platforms**

Chris Frederick continued to learn more about the online homework platform called Deltamath. This platform is free to students with a cost of \$95 per year for the school (or teacher). The teacher's cost is per academic year for all of his/her classes. Chris created homework assignments that can be copied by all math faculty for all of our basic skills and one level algebra classes. This includes Math V01, MathV03, and MathV04 and the support portion of MathV44. This is a great way to give students online homework that is zero cost to the student. Any teachers wishing to use Deltamath as a zero cost option for their students have been invited to contact Chris, and he can copy all appropriate assignments for them. Several faculty have expressed interest in using this platform, as we transition back to the classroom; they want to continue to use online homework, but at no cost to the students.

Ryan Petitfils created a Math V40 (Mathematics for Liberal Arts) and Math V40J (Support for Mathematics for Liberal Arts) Canvas Template course which includes modules, discussions, videos, assignments, and habits of mind for the support course. The course can be viewed and imported from the Canvas Commons with the title "Math V40 Template Course MyOpenMath." The template course also provides instructions to the instructor on how to import the free, online homework from MyOpenMath, from the OER textbook Math in Society.

Also, a Math V44 (Elementary Statistics) and Math V44J (Support for Elementary Statistics) Canvas Template course was created, which includes modules and assignments. The course can be viewed and imported from the Canvas Commons with the title "Math V44 Template Course

MyOpenMath.” The template course also provides instructions to the instructor on how to import the free, online homework from MyOpenMath, from the OER textbook Introductory Statistics.

Instructors will benefit by being able to customize the Template course to their liking and edit and adapt content for their students. Students will benefit by having a well-organized course with enhanced technology and zero cost. Both of these Template courses and online homework on MyOpenMath are available to the instructor and student at ZERO cost.

### **Culturally Relevant Stats Models**

This summer, Sasha Friedman and Jack Bennett worked on creating in-class activities, discussions, and projects centered around real world data and the use of technology, to share with instructors teaching statistics. This work follows the Guidelines for Assessment and Instruction in Statistics Education (GAISE).

Below is a description of the importance of the GAISE guidelines

In 2005 the American Statistical Association (ASA) endorsed the Guidelines for Assessment and Instruction in Statistics Education (GAISE) College Report. This report has had a profound impact on the teaching of introductory statistics in two- and four-year institutions, and the six recommendations put forward in the report have stood the test of time.

Here are the six GAISE Guidelines: Guidelines for Assessment and Instruction in Statistics Education (GAISE) in Statistics Education GAISE Guidelines

1. Teach statistical thinking.
  - a. Teach statistics as an investigative process of problem-solving and decision making.
  - b. Give students experience with multivariable thinking.
2. Focus on conceptual understanding.
3. Integrate real data with a context and purpose.
4. Foster active learning.
5. Use technology to explore concepts and analyze data.
6. Use assessments to improve and evaluate student learning.

They created an in-class discussion activity and an outside of class project. The discussion is on the 2016 Major League Baseball dataset. They analyzed the data and explored several concepts. They first ask students to come up with their own questions and then use the data to analyze those questions. This gives students practice in asking good statistical questions, which is very important. They then explored concepts related to descriptive statistics that will help students understand concepts to be introduced later in the semester, namely inferential statistics. They first do this by motivating the purpose of why we would want to know the mean of data values. Then exploring the idea of how far a data value needs to be from the mean for us to consider the difference as significant. They interpret z-score to deepen our understanding of this and then look at simple linear regression and slope interpretation to better understand how quantitative variables can relate to each other. The discussion is concept based, uses real data, analyzes the data using statistical software, and is in accordance with the GAISE guidelines.

The project centers around analyzing the 2016 Major League Baseball data set. In this project, students explore various quantitative variables using regression analysis to determine which quantitative variables have the largest impact on winning games in the 2016 season. This gives students solid, real world examples of positive linear correlation (as payroll increases, so does wins), negative linear correlation (as the teams average ERA goes up, wins decrease), and no correlation (there is no correlation between hits and wins). Finally, students are given the opportunity to manage their favorite baseball team. The project uses technology extensively to analyze the data set and focuses on conceptual understanding with questions such as “write a sentence interpreting the slope of the regression line,” or “looking at the scatter plot, guess the value of the linear correlation coefficient  $r$ .”

Jack and Sasha gave an hour long presentation during the Fall 2021 FLEX week on how to implement the discussion in the classroom. They shared the discussion, project, presentation, materials and solutions with statistics instructors on the department Canvas page.