Guided Pathways
Planning & Debrief Meeting
Tuesday, September 3, 2019
Meeting Notes

Debrief

- **Flex – Priority Area Leads Report Out (5 minutes each)**
- **Faculty – One on One Overview**

Themes

- Folks are still confused about what CRM really is about?
- How do we add students sooner? (see notes on group 2)
- Students are connecting career exploration to interest areas.
- How does interest areas?

Group 1

- Confusion about the data coach and CRM (Salesforce?)
- How do we get involved at this point?
- Lorraine/Nick interested in getting involved in CRM

Group 2

- Great to have students!
- Piece that is not so clear is the connection between pathways and career
- Need to clear up the intention of Pathways; how to WELL-DEFINE the story and keep folks on track
- How to bring in students earlier to develop support teams (peer support)
- How do we link transferable skills to each pathway
- How can students in the same interest area chat with one another (possible BPA process?)

Group 3

- Embedded tutoring with students taking the same classes
- How can we get them into peer academic support by interest area sooner?
- Terms don't always make sense (embedded tutoring, supplemental instruction, etc.)
- Consistent institutionalized support for academic support and alignment with tutoring/class schedule

Group 4

- How do we leverage those individuals who were already on campus when FYE was first integrated into Cañada College
- How do we align timing of sorting students into interest areas at the right time for the best support for the students
- Need to integrate, collaborate, consolidate
- How do we engage and support students in their first year

Group 5

- Confusion around dual/concurrent enrollment and middle college
- How can we clarify definitions for faculty in order to enhance support for students
- Enhance marketing about early college experiences
- How are we communicating with and between high schools around needs and goals
- What is our goal w/expanding services to dual/concurrent and middle college students?

Group 6

- Really taking a decided look at what online education can look like for both the instructor and the student
- Elevating faculty experience with online so that we can improve the experience for students
- Where can students learn if they are prepared "enough" for online experiences

Group 7/8

- Career exploration clarity can support persistence
- Faculty would like to support workplace learning and yet do not know how to connect to these opportunities

Notes for next time:

- Guided Pathways glossary (BLP, BPA, CORs – course outline of records, PDQ)
- What is the role of design principles as a framework or guideline for the work of the project groups and steering committee?

Steering Committee Structure

- Frequency of meetings: once per week (1.5 – 2 hours)
- Preferred meeting date: Tuesdays from 2pm – 4pm
- Each steering committee meeting will focus on providing progress updates; we are in year 3 of the 5 year GP timeline
- Discussed Steering Committee structure as a report to Student Services Planning Council (SSPC) which has representation from Instructional Planning Council (IPC) and Administrative Planning Council (APC). The VPSS will then take updates from SSPC regarding Guided Pathways (GP) to the Planning & Budget Council (PBC) for review and approval in connection to the College's Annual Plan.

Guided Pathways Workshops 2019 – 2020

- **Friday, September 27, 2019 – Fresno, CA; Reimagining Counseling and Student Services: A Guided Pathways Workshop**
  - o Funded Attendees: Manuel A. Pérez, Max Hartman, Karen Engel, Maureen Wiley, Chris Rico
- **Tuesday, February 18, 2020 – Sacramento, CA**
- **Friday, April 3, 2020 – Irvine, CA**