



Guided Pathways Taskforce Meeting

SUMMARY NOTES

October 23, 2018 | 1:00 p.m. – 3:00 p.m. | T-1046

Members Present: Sara Blasetti, Nohel Corral, Sonia de la Torre, Sundee Dominguez, Heather Dy, Michelle Grimes-Hillman, Shauna Hagemann, Kenna Hillman, Jennifer Holmgren, Heather Kane (note taker), Sylvia Lynch, Mary Marki, Mike Muñoz, Ann Marie Nunag, Lisa Orr, Corey Rodgers, CC Sadler, Kathy Scott, Elijah Sims, Heather Van Volkinburg, Colin Williams, Emily Yasutomi

Members Absent: Heidi Alsangak, Maria Andrade-Hernandez, Susan Bricker, Jan Paolo Canteras, Joshua Castellanos, Phillip Huerta, Jorge Ochoa, Chelsea Venedicto, Juan Flores Zamora

1. 12:30 – 1:30 Webinar – Pathways 101

Some members met early and attended a Guided Pathways Webinar before the official meeting. Below are some quick bullet notes about what was discussed in the webinar:

- **Program Mapping** – across GE faculty, will require collaboration and conversation. Clean up – asking questions, may need to discontinue certain awards or create new ones, need to start with the end goal and work backwards.
- **Curriculum Clean-up** – are there courses that are never offered? Are there programs in your catalog that have never existed or no longer exist? Are there certs/degrees that have never been awarded? Who is responsible for the “clean-up” decisions?
- **Mapping and Metamajors** – which comes first? Up to your school what order to do them in because the development of one informs the other. A college could map first and build metamajors around shared coursework or create metamajors first and that makes it easier to identify a first-year experience for each metamajor. Emphasize revision, data collecting, map and metamajor validation. How do faculty feel? What are they ready for? Establish a timeline for revision of both.
- **Setting the Stage** – set goals for mapping, establish mapping priorities, consider incentives for faculty, clarify the Admin role, approach as professional development. Are you going to map certs?
- **GE Questions to Ask** – include recommendations for GE courses? Often faculty disagree on the importance of GE requirements – should there be a GP GE committee? Begin thinking about how to present the maps – technology limits? Emphasize student need and faculty purview to make GE recommendations.
- **GE Patterns** – where are students going? Focus on CSU, IGETC? Take the time to educate faculty on GE patterns. Make the process generic enough that a map can be created for any pattern. Want to make sure students do not skip steps and have to go back. How closely are the three GE patterns align in their shared areas?
- **Focusing on Jobs** – mapping always begins with the end in mind, include employability or crucial achievement milestones in a map. Many CTE programs include licensure milestones.

- **Part Time Students** – maps should be based on a standard student profile – beginning at transfer level Math/English, full-time attendance, and declared transfer institution. Determine who will see/use these maps. Maps are tools, not replacements for counselors. Variety of maps can be developed down the road.
 - **Example Website** – Bakersfield CC metamajors, career info auto downloaded from ONet, option to pick program map based on transfer option and FT/PT student.
2. **Welcome Newest Member**

Heather Dy is our newest Guided Pathways faculty coordinator. The others are Sara Blassetti, Mary Marki, and Ann Marie Nunag.
 3. **Webinar Debrief/Discussion**

Email any questions about the webinar to Kenna; she will send out a link to the webinar.
 4. **Review Equity Questions in the CAGP Scale of Adoption Assessment**

LBCC is part of the California Guided Pathways Project – this involves attending 6 institutes that require pre- and post-work. The next step is a self-assessment for essential practices that also includes questions on equity-minded efforts. Self-assessment questions included website information, costs for students, partnering with feeder high schools, innovations in counseling, and special support for under prepared students. Other questions included providing information about progress in mapping, career information for students, how LBCC is motivating high school students, training advisors, keeping students on-track, scheduling classed, and providing professional development.

Kenna will be collecting additional information and will send to Dr. Muñoz and Dr. Scott on Friday, Oct 26th for their review prior to submission.
 5. **Workgroup Sign-up**

After reviewing each workgroup's goals, sign-up sheets were created with fall and spring deliverables. Members were asked to sign up for one of the workgroups. Members can also invite non-GP members to be in the workgroups where needed. It was reiterated that members are not expected to do all the work. A GP Coordinating Team member will be the initial workgroup chairs. There will be additional workgroups starting in spring.
 6. **Review Summary Notes from 10/9/18**

Fix Mary's name, alphabetize names, Sylvia was not present, Chelsea is mentioned twice
 7. **Other**

Need to identify how LBCC initiatives are intersecting. Are operational decisions being made in different areas without thinking about the affects on Equity and/or GP? Maybe specific topics can be unpacked during the Guided Pathways meetings so that there is a procedure/ communication between the different groups.

Meeting adjournment at 2:25 pm