Guided Pathways Taskforce Meeting
SUMMARY NOTES
October 9, 2018 | 1:00 p.m. – 3:00 p.m. | T-1046

Members Present: Kenna Hillman, Sundee Dominguez, Jorge Ochoa, Shauna Hagemann, Mark Marki, Chelsea Venedicto, Jan Paulo Canteras, Michelle Grimes-Hillman, Lisa Orr, Emily Yasutomi, Ann Marie Nunag, Elijah Sims, Sonia de la Torre, Heather Kane (note taker), Susan Bricker, Chelsea, Nohel Corral, Jennifer Holmgren, Corey Rodgers, Heather Van Volkinburg, Kathy Scott, Sara Blasetti, Joshua Castellanos, Heidi Alsangak

Members Absent: Phillip Huerta, Mike Muñoz, Juan Flores Zamora

1. **Welcome**
   Introductions for new members.
   We now have two student members on our taskforce.

2. **Viking SOS Guided Pathways**
   Brought the Guided Pathways definition to the coordinating team to discuss. Received inspiration from Bakersfield Community College as Guided Pathways being the institution from the students' point of view. A few members were brainstorming about the student experience at LBCC. Instead of the four pillars, they had reimagined it as a "sea" of requirements that students are trying to "navigate." Guided Pathways would be like providing them with a "map" to help them navigate. That will only help for some student but others will need an SOS (Support Our Success)! For some we will have to send out the GP Coast Guard (counselors). SEA – student experience and acclimation.
   A concern arose over portraying the students as needing "saving."
   Members will think about this theme and how the four pillars concept could be incorporated into a Viking ship design.

3. **Guiding Principles of GP (aka "Definition")**
   Members read through the definitions that the Taskforce came up with in the last meeting. The Coordinating Team would like to title this "Guiding Principles" instead of a single definition.
   - Clear and informed options for students to actively pursue educational goals
   - Upward social and economic mobility
   - Ensure access to affordable education and timely completion of degrees and certificates
   - "Active" participant or actively pursuing
   - Increased job/career opportunities
   - Student is in control of their choices

GP provides informed options for students to actively pursue educational goals.
- Ensuring access to affordable education and timely completion of degrees and certificates
- Increased job opportunities
- Upward social and economic mobility

The GP Coordinating Team will wordsmith the statement and bring it back for review at the next meeting.

4. **Establishing Workgroups**
Workgroups will allow the Taskforce to focus in on more specific topics, identify specific actions, and make recommendations to the larger Taskforce.

Website
Jorge is meeting with Marlene to clean up the general website issues.
- *Tasks* – Research other school sites, identify what items should be on the website for each audience, draft content for those sections, organize the content/pages/structure, provide Mo with list of things that need to be done
(look at Cabrillo, Portland, City Colleges of Chicago, Bakersfield, Skyline) (also resources on the Chancellor's GP site)
- *Actions* – Bring suggestions back to GPT, provide updates at each meeting, and determine timeline.
- *Timeline* – end of Fall semester

Engagement/Communication Plan
Make GP a standing agenda item on Academic Senate Committee meetings, invite a member to present at ASB meetings, could present at a Club Senate meeting, town hall meeting for students, office hours for ASB members to talk to students, use social media to talk about GP with students, Classified webinar on 10/10, video, see what other colleges have already done, also how to communicate with new students coming in.
How to get more students to participate in a video? Offer COMM extra credit, hand-select students, "person on the street" interviews
- *Tasks* – Develop social media ideas to engage students, develop video/script for SOS, and/or develop Student Voices video, develop a plan/calendar for communication projects, determine places to disseminate information to all audiences, determine how to collect feedback, develop a "brand" for GP, and develop marketing materials
- *Actions* – Draft strategic engagement/communication plan with timelines and projects needed, plan for info dissemination, develop brand and ideas for materials, determine how to incorporate GP into existing programs (Starfish, etc.), and provide updates every two weeks.
- *Timeline* – end of Fall semester

Technology
What programs are going to be used to support GP, training staff/faculty?
Table this until the next meeting so that Sylvia can be involved.

Constituent Group Evaluation/Feedback

How to evaluate how people are experiencing GP, surveys, etc.

- *Tasks* – Work with student leaders, determine best practices to obtain student feedback, work with Heather V. to create surveys, determine what needs to be evaluated, determine what deliverables can be tracked, determine how to gather feedback from each constituent group, determine how to measure efficacy of communicating GP and when/how does each group want to learn about things.

- *Actions* – Drafting exploratory questions for each constituent group on GP, work with IE to determine data collection, provide updates every two weeks.

- *Timeline* – end of Fall semester, do collection in Spring

*Check Evaluation Plan to make sure GP is being tracked for indicators

5. **Review Summary Notes**

   Correct meeting end time to 3:00 in the header. No other changes.

6. **Creating a Caring Campus Event**

   There is a webinar on Wednesday, October 10th for classified staff that educates how to encourage student success. Anne Engel sent an email from the Classified Senate today. If it is recorded, this could be disseminated later for those who are unable to see it today.

Adjournment: The meeting concluded at 2:54 p.m.