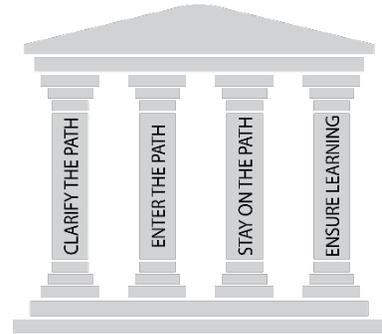


Guided Pathways Implementation Team

November 13, 2018 | 1pm-3pm | PAC 101 Conference Room



2018-19 Outcomes

Increase the number and percentage of students who:

- Attempt 15 units in the first term
- Attempt 30 units in the first year
- Complete transfer-level math and English in the first year
- Complete 9 core pathway units in the first year

2018-19 Draft Goals:

1. Institutionalize the Guided Pathways Implementation Team work and communication
2. Develop and publish maps for all programs of study in the Program Pathways Mapper
3. Improve systematic coordination with K-12 partners to improve alignment
4. Improve placement practices to become compliant with AB 705; establish a co-requisite support model for college-level English and math courses
5. Redesign the work of BC Educational Advisors to directly advance the momentum points

Meeting Minutes

Present: Lesley Bonds, Corny Rodriguez, Jessica Wojtysiak, Aricia Leighton, Leo Ocampo, Billie Jo Rice, Amber Hroch, Jennifer Johnson, Craig Hayward, Dan Hall, Nick Strobel

Guests: Santa Ana Guided Pathways Design Teams (14 members), Janet Fulks, Yvonne Armendariz, Vanessa Reyes

Not Present: Steven Holmes, Luz Mendoza

Time	Item	Lead
1-1:10pm	Review of Minutes Introduction of Santa Ana College GP Team	Bonds, Rodriguez, Wojtysiak
1:10-1:30pm	Learning & Career Pathway Update: Health Sciences <ul style="list-style-type: none"> • Presenter: Vanessa Reyes (Data coach and educational advisor for this pathway) • 8,000 students in this pathway/1953 first year students – • Upward trend over last 3 terms for 30+ unit attempts • Large # of students utilize Math 70 and Psych B5 for “points” in the application process as it is grade-based 	Gard, Reyes
1:30-1:45	LCP Portal Messaging <ul style="list-style-type: none"> • Leighton introduced group to the InsideBC portal from a student perspective. • Leighton showed rough mockup for the STEM pathway. Contacts, such as where to go for tutoring, MESA, the 	Leighton, Hall

	<p>planetarium, faculty and support pictures. Link to Starfish to show appointments and feedback. Would still keep the menu to keep their classes but will have the extra information readily available.</p> <ul style="list-style-type: none"> • The Personal & Career Exploration mockup included prompts to help student to move forward in selecting a pathway. • Needs to move forward: a champion, those in charge of pathway to provide updated content so students don't ignore static and old information, parameters for updates. District MYPATH option may be free and get it done. Will want to include financial aid, counseling, and other groups. Seeking clarity on how to balance and mirror this with Starfish. • Rodriguez agreed to connect with Dave Barnett at the district to discuss next steps 	
1:45-2:05	<p>Learning & Career Pathway Update: Social & Behavioral Science</p> <ul style="list-style-type: none"> • About 4,000 students total • There is an issue with some of the subject areas, like economics, being in more than 1 pathway. • English included in this data set, though incorrectly attributed to this pathway. Should only be in Arts, Humanities, and Communication • GPIT noted that funding formula metric is math/English combined; agreed to ask for future presentation to include the combination of English and math momentum points. 	Rodriguez, Armendariz
2:05-2:15	<p>Tableau Update</p> <ul style="list-style-type: none"> • First-time students by Learning and Career Pathway (LCP). Demonstration of momentum points by pathway, can focus upon smaller categories (programs, gender, ethnicity, etc.) 	Hroch
2:15-2:30	<p>Bahr Report</p> <ul style="list-style-type: none"> • Hayward: Emphasized there is not a developmental placement that results in better throughput than placing comparably prepared students directly into transfer-level coursework • Data based on a multivariate regression analysis – might be differences between students going into different pathways • Fulks provided additional slides and encouraged members of the room to carefully consider how we place students. <ul style="list-style-type: none"> ○ How those who are not seeking transfer-lvl math may be harmed if we place them into transfer level math. ○ Pointed to the differentiation between those in 25th and 75th percentiles (See handouts). Suggested we cannot treat them all as a homogenous group. 	Fulks, Hayward

<p>2:30-2:50</p>	<p>AB 705 – Math Update</p> <ul style="list-style-type: none"> • Adding embedded support to B1A (.5 of lab) to 5.5 hours per week • Standard class for 2.6 GPA and enrolled in HS calculus • Redesign of 60 and 70; 75 for STEM track (5 units = 9 hours) – 75 leads to B1AL • Non-BSTEM <ul style="list-style-type: none"> ○ Math B72 – for on STEM, 6 units (3 lec/3 lab), will contain intermediate algebra plus logic, finance, other topics, recommend they go to Math B22L ○ No changes to finite or Math B4A ○ Also created co-reqs if the embedded support courses do not articulate • Chose lab hours over lecture hours because it keeps the units down for students and allows them to do much of the work in the class/get more time with the instructor • Santa Ana guests raise the issue of non-college level co-requisite as noted on the transcript and for financial aid purposes. Bonds agreed to reach out to Jennifer Achan and Michelle Pena for clarity. 	<p>Rush</p>
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