

Guided Pathways Implementation Team  
October 23, 2018 | 1pm-3pm | L215

**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

**Draft Meeting Minutes**

*Members Present: Amber Hroch, Corny Rodriguez, Brynn Schock, Jennifer Johnson, Aricia Leighton, Jessica Wojtysiak.*

*Guests: Pam Gomez, Becky Weaver, Steven Waller, Janet Fulks*

*Not present: Lesley Bonds, Grace Commiso, Dan Hall, Craig Hayward, Steven Holmes, Luz Mendoza, Leo Ocampo, Billie Jo Rice, Nick Strobel*

Time	Item	Minutes
<b>1-1:10pm</b> Rodriguez, Wojtysiak	Review of Minutes Updates: Santa Ana Visit: 11/14 Citrus College: Planning 11/15	<ul style="list-style-type: none"> <li>• Review of minutes tabled.</li> <li>• Many colleges are requesting to meet with BC GPIT. Santa Ana will come to BC on 11/14. Lunch will be provided. Planning call with Citrus College scheduled for 11/15</li> </ul>
<b>1:10-1:30pm</b> Rodriguez	Learning & Career Pathway Update: Agriculture , Nutrition & Culinary Arts	<p>Handout provided.</p> <ul style="list-style-type: none"> <li>• Total headcount=1612 but target cohort is 336 (1<sup>st</sup> time students in pathway)</li> <li>• Significant upward trend for the momentum points of 1<sup>st</sup> time students taking 15 units in 1<sup>st</sup> term and 30 unit in first year.</li> <li>• Next steps: recruiting for TECM for spring semester, ensuring the golden 4 are in the ed plans, observe completion rates</li> </ul>
<b>1:30-2:00pm</b> Thorson (not present), Waller	AB 705 Update	Waller mentioned a new grant that will facilitate faculty collaboration between BC and North and South High. The goal is to develop curriculum to address critical thinking math skills at the high school level leading to improved math preparation.

		<p>AB 705 update: handouts provided</p> <ul style="list-style-type: none"> <li>• National data specifically from West Va. and TN. demonstrates significant success rates with direct placement into transfer level math. Time to success is one semester versus 2 years when placed in remedial sequencing.</li> <li>• Waller discussed the math concepts needed for PSYC B5; the focus of the course is quantitative reasoning. BC data shows there is a 75% pass rate in Psych B5 on the first attempt. Psych B5 faculty do not plan to make any changes at this time. They will observe their success rates.</li> <li>• Math has developed blended courses for both STEM and non-STEM math sequences. These consist of 3 units of transfer level content with ½ unit non-transfer support lab. Math faculty are working on a one level below course to possibly replace MathB65 and MathB70.</li> <li>• Jennifer mentioned that English has also developed a blended course along with a stand-alone ½ unit co-requisite.</li> <li>• Course naming is similar for both English and math: with L= lab, C = co-requisite</li> <li>• No changes to the current transfer level math and English courses.</li> </ul>
<p><b>2:00-2:30</b> <b>Fulks</b></p>	<p>Statewide GP Update</p>	<p>Handouts provided Comments from ASCCC:</p> <ul style="list-style-type: none"> <li>• AB 705 doesn't require a college to cancel offerings of basic skills courses. It is a local decision.</li> <li>• Consider the GP impact if the number of basic skills offerings are decreased. How will students (both FT and PT) get through their path?</li> <li>• Consider the courses in the category of quantitative reasoning. A college may need to increase the options beyond math in order for students to meet the quantitative reasoning requirement.</li> <li>• ASCCC has developed a tool for guided self-placement: it lists 7 steps. The tool is intended to be used in early interactions/counseling with students. Amber noted that guided self-placement applies when there is no high school GPA.</li> <li>• To help ASCCC in their continued work, Janet is asking for sample math and English assignments from the first 2 weeks of a course. These will be used to develop a process (possibly a decision tree) to assist students by asking if they are able to complete the</li> </ul>

		<p>assignment. If unable to complete, students can be provided information on support or other course options. (tutoring, SI course, math/writing centers, labs, co-req, etc.)</p> <p>Discussion ensued around the role of GPIT and AB 705 (see committee goal 4). GPIT could consider making a recommendation to the appropriate groups to assess and evaluate the changes to placement. In addition, we should consider/identify/share the support systems we have in place that could serve as a safety net for students who are not successful. More discussion is needed at the next meeting.</p>
<p><b>2:30-2:45 pm</b> Commisso, Dadabhoy</p>	<p>Pathways/Ed Advisor Redesign Update</p>	<p>Item tabled until next meeting</p>
<p><b>2:45-3:00pm</b> Hroch</p>	<p>Tableau Update</p>	<p>Item tabled until next meeting</p>