

PORTERVILLE COLLEGE GUIDED PATHWAYS COMMITTEE

Committee Handbook

v. 1.0 Summer 2022

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Introduction: Guided Pathways

Porterville College’s Guided Pathways Committee (GPC) is, in a sense, the 2.0 version of the Pathways to Success and Equity Committee (PSEC – originally just called ‘Success and Equity Committee’) that emerged from work between Porterville College and Achieving the Dream (ATD) and was formed from a proposal adopted by the college in 2014. After the recommendations from researchers at the Community College Research Center (CCRC) at Columbia University for community colleges nationwide to implement a series of paradigm-changing reforms under the label of ‘Guided Pathways’, popularized in the 2015 book *Re-Designing America’s Community Colleges*, the California Community College Chancellor’s Office formally adopted the recommendations as a model for the California Community College system in 2017, associated with the ‘Vision for Success’, and branding the CCRC’s ‘four practice areas’ as the ‘Four Pillars’: 1) Clarify the Path; 2) Enter the Path; 3) Stay on the Path; 4) Ensuring Learning. A precursor to this initiative, the five ‘Keys to Success’, overlapped in part with the goals of ATD and the CCRC Guided Pathways recommendations, but a critical component missing in this early work was the clear integration of the role of instructional faculty. As a result, implementation at Porterville College was constrained by a perspective that Guided Pathways was primarily an initiative overseen by Student Services. The intent of the CCRC recommendations, however, was for a whole-college transformation in mindset, work, and relationships – and with a critical and central role for instructional faculty both in the classroom and in their work collaboratively with other areas of the college. Early adopters of Guided Pathways reported that making these personal and structural changes was challenging, but once achieved produced results in key metrics of student success such as reducing equity gaps, improving graduation and transfer rates, and reducing units at graduation.

Work at PC with ATD, CCRC, Dr. Al Solano, and discussion among some of our own faculty, staff, and administrators in 2021 led to the proposal to re-structure PSEC adopted in Spring 2022 so that the committee goals, organization, and meeting structure more accurately reflected the framework, objectives, and philosophy of Guided Pathways. This involved not just revising the charge of the committee, but also its membership and work structure. In addition, the committee absorbed two other campus groups – the Outreach Committee and Data Team – to reduce overlap and ensure the integration of the work of those areas into the larger Guided Pathways perspective.

This handbook describes how this new structure will work in practice, the key concepts that will be part of it, the committee’s new focus, the logic behind its meeting structure, and the roles and expectations for each member of the committee. All members of the Guided Pathways committee should review this handbook, and refer to it if there are any questions about their own roles, or their relationship to other committee members and other campus stakeholders. For the goals of the committee to succeed, everyone should have a common understanding of what the committee is trying to achieve, and how it will achieve it. As this initiative is only in its first year, we expect that as we do the work, we will uncover changes that will be required, and to make those changes as we discuss them. Anything not addressed here will be incorporated into future versions of this document. The most important thing for the committee is that all members are engaged in the common goals of improving the success of our students with equity in the time they are with us at Porterville College, and ensuring that when they depart that we have created the pathways on their journey that lead them to improvements in their quality of life through education.

Committee Guidelines

- Keep the scope of our committee goals manageable
- Don’t try to tackle too many objectives at the same time
- Define what completing a goal looks like
- Make sure everyone knows their role
- Help each other so that the group succeeds
- Always remember why we are doing this

Why We Are Doing This

Tulare County in general and Porterville College’s service area is in one of the least-educated and highest poverty-level areas in the country. Porterville College’s challenge in providing an education to our population and increasing the chances of ending the cycle of poverty for its families is increased by the large number of first-generation college students and the absence of family knowledge of higher education options and services. As a result, to ensure we reach the students and potential students whose lives will most benefit from a college education, we need to place extra effort on outreach and pre-college contacts, as well as greater support during all stages of the Student Journey while at Porterville College. Guided Pathways helps by providing a designed framework to address the obstacles to achieving student success with equity, and increasing the number of students who successfully complete their educational goals and are able to obtain careers with greater earning potential earlier in their lives, improving the quality of life for their families. The better-designed our processes are, the better they are communicated to the community, the better the support we provide for our students, the greater the chances that students will persist in their education, complete their programs, successfully transfer to four-year colleges or universities, or enter the workforce competitive for jobs with greater earning potential to escape that cycle of poverty. Although we can show our success through metrics, we must always remember the people behind those numbers and ensure we see the faces of student success in the work we do every day.

Academic and Career Pathways at Porterville College

In 2021, PC adopted the term ‘Academic and Career Pathways’ to describe what the CCRC has also called metamajors, and that are known by a variety of labels at colleges across the country. The creation of metamajors as a way to group together academic programs that share common courses or subject matter, addresses two areas that the CCRC identified as obstacles to student success:

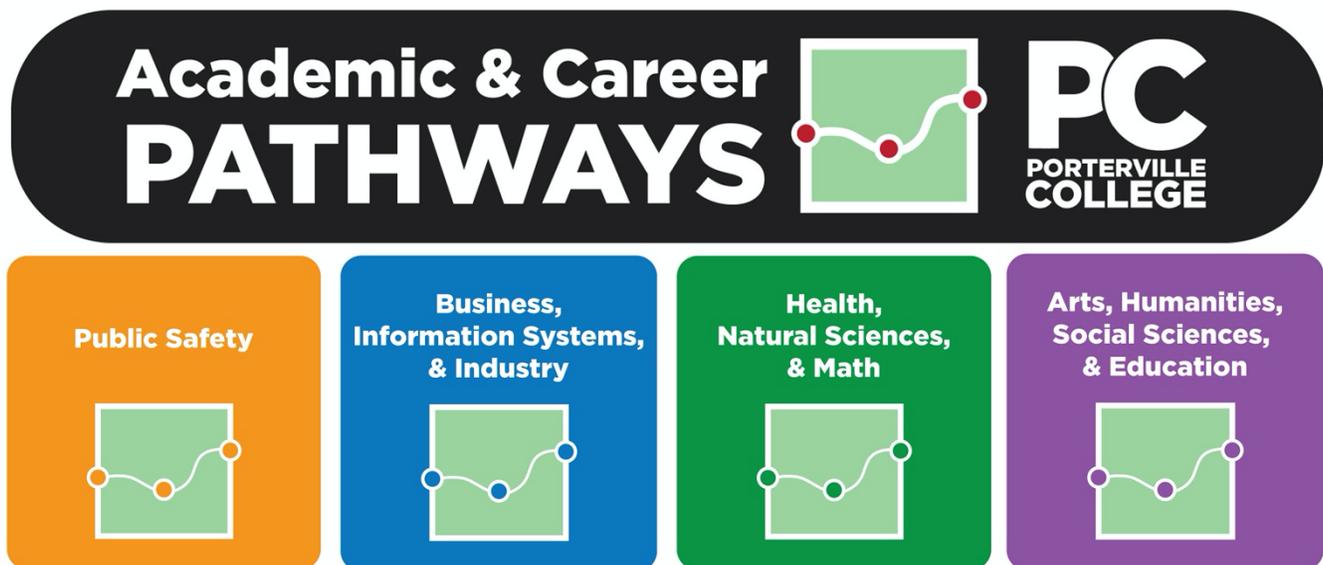
1. For students who are unsure of their specific major or career path, grouping related programs together helps initially direct them to a general area of interest, following early contact between the student and college faculty

and staff, such as a meeting with a counselor, attending an outreach or orientation event, etc. A general area of interest can then be honed into a specific program and transfer or career path after early coursework, meetings with students and faculty in their area of interest, etc. Through the orientation process and a designed first-term experience, the use of these communities within the college also helps introduce students to others with shared interests, improving their motivation and persistence.

- Faculty from specific programs, and in PC's case, academic divisions, can become siloed from each other, reducing communication and potentially leading to redundancy and inefficiency, the formation of different campus identities, competition, and even a lack of trust, and making it more difficult to foster collaboration, sharing of knowledge and resources, and improving mutual respect and understanding, improvements to which may help students navigate the confusing process of attending college.

In 2021, PC finalized its metamajors, or Academic and Career Pathways, along with a color-coding system to help visually differentiate them:

- Public Service (Orange Path)
- Business, Information Systems, and Industry (Blue Path)
- Health, Natural Sciences, and Math (Green Path)
- Art, Humanities, Social Sciences, and Education (Purple Path)



These Academic and Career Pathways form the centerpiece of the Guided Pathways Committee's structure. As PC's use of such groups is new, changes in habits will not occur quickly - but the intent relative to the two points described above is still true. Part of the work of the GPC is intended to facilitate developing a sense of community and shared identity of the programs within each Academic and Career Pathway, and encourage communication across programs within the pathways, for the mutual benefit of students and faculty.

Below is the current list of Academic and Career Pathways at Porterville College, which will be updated annually with changes to programs and pathway placement:

Academic and Career Pathways at Porterville College

Public Safety Pathway (Orange)

Subject Area	Degrees & Certificates	Division
Administration of Justice	Administration of Justice CA, AS-T	CTE
Emergency Medical Technician (EMT)	EMT-Basic JSC	CTE
Fire Technology	Fire Technology Structural Fire Fighter CA Wildland Firefighter JSC	CTE
Public Safety	Public Safety AS	CTE

Business, Information Systems, & Industry Pathway (Blue)

Subject Area	Degrees & Certificates	Division
Accounting	Accounting CA, JSC	CTE
Agriculture	Agribusiness AS-T Agriculture Production AA	CTE
Business	Business Administration AS-T Business Information Systems AS Business Management with an emphasis in Accounting AS Business Management with an emphasis in Entrepreneurship AS	CTE
Computing & Information Systems	Advanced Computing JSC Advanced Information Systems AA, AS Basic Computing JSC Computer Information Systems AS	CTE
Entrepreneurship	Entrepreneurship CA, JSC	CTE
Human Resources	Human Resource Management CA Human Resources JSC	CTE
Industrial Maintenance & Technology	Industrial Maintenance CA Industrial Technology JSC	CTE
Leadership	Leadership JSC	CTE
Welding	Welding JSC	CTE

Health, Natural Sciences, & Math Pathway (Green)

Subject Area	Degrees & Certificates	Division
Biological & Physical Science	Biological & Physical Science AA, AS Biology AS-T	Natural Science
Engineering	Engineering AS	Mathematics
Environmental Science	Environmental Science AS-T	Natural Science
Kinesiology	Kinesiology AA-T	Kinesiology
Mathematics	Mathematics AS-T	Mathematics
Nursing	LVN to Associate Degree Nursing AS LVN to RN 30-unit Option CA Nursing AS Psychiatric Technology CA	Health Careers

Arts, Humanities, Social Sciences, & Education Pathway (Purple)

Subject Area	Degrees & Certificates	Division
Anthropology	Anthropology AA-T	Social Science
Art	Commercial Art AA Studio Art AA-T	Fine and Applied Arts
Child Development	Child Development AA Child Development Associate Teacher Certification CA Child Development Teacher Permit CA Early Child Care Administration Specialization CA Early Childhood Education AS-T Early Intervention Assistance CA	CTE
Communication Studies	Communication Studies CA, AA-T	Fine and Applied Arts
Education	Elementary Teacher Education AA-T	Social Science
English	English AA-T	Language Arts
English as a Second Language (ESL)	Advanced ESL CC High Beginning ESL CC High Intermediate ESL CC	Language Arts
History	History AA-T	Social Science
Liberal Arts	Liberal Arts: Arts & Humanities AA	Language Arts
Music	Music CA, AA-T	Fine and Applied Arts
Philosophy	Philosophy AA-T	Social Science
Political Science	Political Science AA-T	Social Science
Social Science	Social Science AA	Social Science
Sociology	Sociology AA-T	Social Science
Spanish	Spanish AA-T	Language Arts

Degree & Certificate Codes

AA Associate in Arts
AA-T Associate in Arts for Transfer
AS Associate in Science
AS-T Associate in Science for Transfer
CA Certificate of Achievement
CC Certificate of Competency
JSC Job Skills Certificate

The Student Journey at Porterville College

The structure of the work of the Guided Pathways Committee follows that of the Student Journey. As defined at Porterville College, this journey contains the following key components: Guided Entry, Following the Path, and Guided Exit. The key language for these and related concepts is explained below:

Student Journey

The Student Journey refers to the experience all students will have at PC, starting from their initial contact with the college prior to registering for the first semester of classes, all the way to graduation and their successful exit from their PC program(s) to their career or transfer goals.

Guided Entry

Students begin their student journey at PC by meeting with counselors, instructional faculty, and other staff who can answer their questions and help direct them to the path best suited to their career and educational goals. Through campus events and orientation, students will start their first semester of classes already having learned about the college and its services, and having received guidance in selecting their first semester of courses that may include a combination of general education courses and courses in their area of interest.

Academic and Career Pathways

Academic and Career Pathways are general areas of interest and study at PC. Each individual pathway contains a group of related programs. Students who have not decided on a specific major when they begin their student journey at PC might start by choosing a pathway, and then exploring the academic and career options within it with the help of their Pathway Teams until they choose a path.

Pathway Teams

Pathway Teams are teams composed of instructional faculty, counselor faculty, educational advisors, student peer mentors, and administrators who all specialize in a particular Academic and Career Pathway and guide students through the pathway while on their journey by advising students, connecting students with others in their areas of interest, representing their pathway in campus and community events, and teaching pathway-based student success courses. With four Academic and Career Pathways at PC, there are also four Pathway Teams – look for them at campus events, and on campus during scheduled office hours, when they are available to meet with students to address any concerns students may have, and help direct them to the appropriate campus staff or resources.

Checkpoints

Checkpoints are points in time on the student journey where a student should complete a task, attend an event, or check-in with a Pathway Team, counselor, or other support staff. Examples of checkpoints might include completing a Student Education Plan (SEP), or filing a petition for graduation. Some checkpoints apply to all students, and some are unique to the requirements of a specific program. So while not every student needs to stop at every checkpoint, it is important to know which checkpoints apply to you, and to ensure those checkpoints are not overlooked on your journey. Completing them at the right time and in the right order will help ensure the success of your journey.

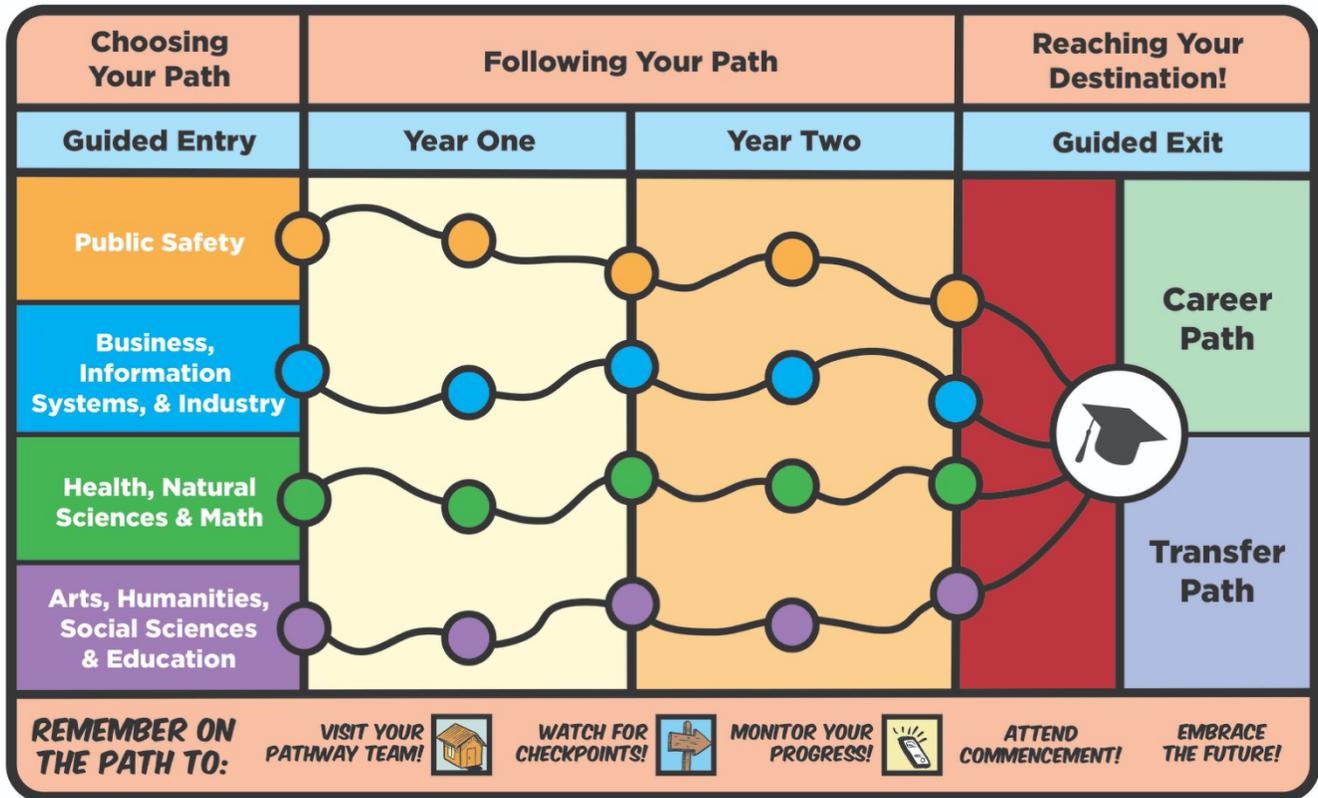
Following the Path

A student's time at PC involves following the path they have chosen in cooperation with their Pathway Team, and their individualized education plan created with a counselor or education advisor. Following the Path means completing the courses required for a degree program at the planned pace necessary to reach their anticipated graduation target date, as well as reaching the key checkpoints along the path, and planning ahead after completing their chosen program(s) and preparation for graduation and their career and/or transfer goals.

Guided Exit

In addition to the successful completion of all course requirements for their chosen program(s), a successful student Guided Exit will include (as appropriate) a visit to the college Transfer Center and/or the Jobs Center, as well as graduation and ideally participation in the college Commencement Ceremony, followed by entry to a transfer institution to continue their education or enter the workforce in a career aligned to their goals. When a student has completed their journey at PC, we want to celebrate them!

The Student Journey at Porterville College



Much of the emphasis of the recommendations of the CCRC has been on the initial elements of the student journey, in part in keeping with the evidence that the biggest gaps in colleges’ efforts are in the early contact with students and their first-year experience. CCRC’s ‘ACIP’ model (Ask-Connect-Inspire-Plan) builds on this by doing all of the following before they first register for classes, or early in their first term: asking students about their interests; connecting students to faculty and other experts in their areas of interest; inspiring students through classes in their areas of interest, which leads to the motivation to persist and succeed; working with students to develop a comprehensive and individualized education plan. Developing a process to improve PC’s work in all of these areas is part of the work of the GPC.

But even beyond these first-term efforts, however, colleges need to go further to ensure that those students who persist and graduate also do so with the knowledge and understanding of the subject matter and learning outcomes expected of them, and that when they graduate, we will have assisted them in identifying the places to which they will go next – such as 4-year transfer institutions, new careers, returning to previous careers with new training, or other life goals for which their education will benefit them. In these areas too, the GPC will be able to review existing processes, identify gaps that do not sufficiently address student needs, and make recommendations for improvements to these areas to the relevant faculty and staff at our college. In the sections of the handbook that follow, the work of the GPC will be explained in more detail.

Committee Purpose

Using the framework of Guided Pathways and pursuing goals outlined in the CCC Chancellor’s Vision for Success, the Guided Pathways Committee (a Sub-Committee of College Council) will use a monthly review-plan-and-action cycle to develop and implement strategies that promote student success and equity in all phases of the student journey at Porterville College. Under an Administration-and-Faculty Co-Chair structure, representatives from key areas across the college will support teams that represent each of our Academic and Career Pathways as they promote opportunities for learning through the college and within our community and service area, identify and remove barriers to student success and equity, promote effective teaching-and-learning strategies, and help ensure successful graduation, transfer, and workforce entry goals. The Guided Pathways Committee (GPC) will serve as a hub in these matters for the college, for

which communication from its representatives back to their respective areas of the college will be a necessary prerequisite for successful implementation of its recommendations.

The Guided Pathways committee is dedicated to the promotion and support of our college's academic programs, and strategies that will promote the completion of the student journey with equity and success.

Committee Focus

The Guided Pathways Committee's focus includes the following areas:

- Oversee the creation, implementation, and maintenance of college activity under the Guided Pathways framework
- Organize or participate in college outreach events and communications and promote academic programs to the college service area
- Develop integrated marketing, communication, and public relations strategies and messaging within the college and service area
- Initiate or cultivate strategic partnerships between the college and the community to promote college programs
- Work with area high schools to create awareness of the college's Academic and Career Pathways, degrees, and certificates
- Develop and implement strategies to improve the onboarding and registration process for new students
- Develop and implement strategies to reduce student course repetition and drop rates and promote student persistence
- Create opportunities for students to interact with faculty and community experts in their areas of interest
- Establish clear local definitions and measures of student success
- Analyze college-, pathway-, program-, and course-level data for student success and equity to identify trends and areas requiring further strategic focus
- Identify obstacles to student success and develop and implement actions to address and remove obstacles
- Develop long term action plans and interventions for improving student success with equity
- Initiate or participate in campus-wide discussions or evaluations of data in relation to assessments of institutional effectiveness and college strategic initiatives
- Propose, develop, or support initiatives that improve instructional effectiveness and high-impact teaching-and-learning strategies
- Propose, develop, or support initiatives that improve student awareness of student support services
- Propose, develop, or support initiatives that improve faculty awareness of faculty support services
- Organize or support events that promote transfer institutions and an understanding of the transfer process
- Organize or support events that promote workforce opportunities and an understanding of workforce needs and preparation to enter the workforce

Committee Outcomes

The Guided Pathways committee anticipates that the outcome of its work will include the following:

- Improved cross-program, cross-division, and cross-college communication
- Improved strategic utilization of data for program evaluation
- Increased community presence and community awareness of college programs and student opportunities
- Increased high school awareness of college's programs and student opportunities
- Increased early use of student educational plans
- Improved course completion rates
- Improved first-year student retention/persistence
- Reduced time to graduation
- Reduced units at graduation
- Improved graduation rates
- Improved transfer rates
- Increased workforce partnerships
- Increased college enrollments

Committee Membership

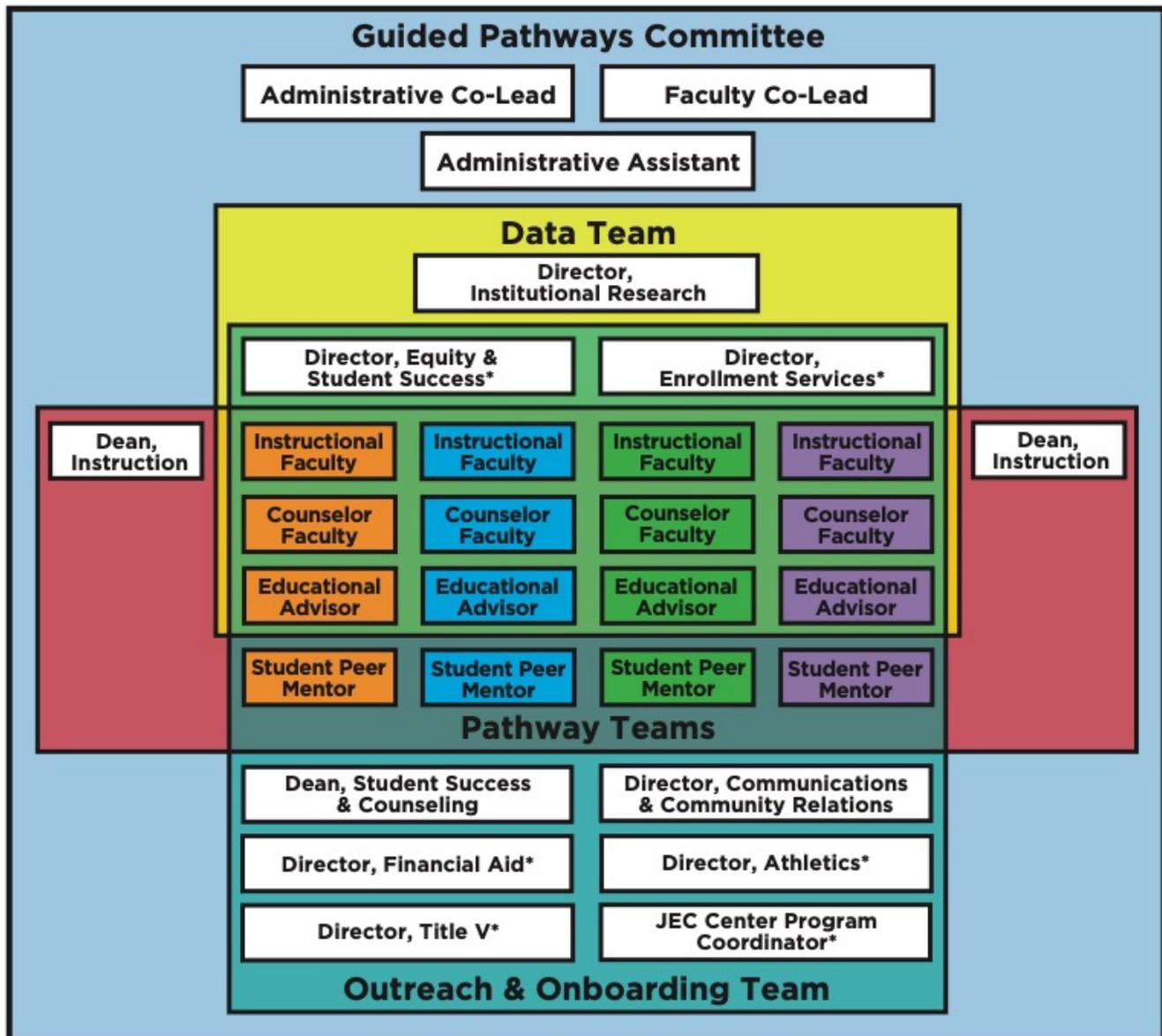
The Guided Pathways Committee members are in a sense a microcosm of the college's areas of expertise and objectives in relation to the Guided Pathways framework. Each member as a representative of their college area thus has a role both in terms of providing their area expertise to the work of the committee and to serve as the area's point of contact for the committee. To ensure that their area is well-represented in the committee's work, communication about the committee's work with the other members of their area at the college is essential. For example, the committee members who are counselors would share about the committee's work at their Student Services meeting; an instructional faculty member representing an Academic and Career Pathway would share in the division meetings for all academic divisions within their pathway, etc. In our current committee charge, the membership is as follows:

MEMBERSHIP COMPOSITION: FULL COMMITTEE – (voting members)	
Administrative Co-Chair (appointed by the College President)	1
Faculty Co-Chair (appointed by the Academic Senate President)	1
Administrative Assistant/Classified Staff (appointed by CSEA)	1
Faculty Pathway Leads (appointed by the Academic Senate President)	4
Counselor Pathway Leads (appointed by the Academic Senate President)	4
Educational Advisors (appointed by CSEA)	4
Student Peer Mentors	4
Deans, Instruction	2
Dean, Student Success and Counseling	1
Director, Institutional Research	1
Director, Communications and Community Relations	1
Director, Enrollment Services*	1
Director, Equity & Student Success*	1
Director, Financial Aid*	1
Director, Title V*	1
Director, Athletics*	1
JEC Center Program Coordinator (or related position)*	1
(And additional members as determined by the teams in coordination with the GP Committee Co-Chairs)	
Total Membership	30
*or designee	

Committee Structure

The roles and relationships of the committee members to the overall committee can be understood as a group, members of which break out into teams to perform specific activities related to their areas of expertise. Some individuals are part of multiple teams within the committee because their work touches on multiple areas, and some are only part of the larger group that meet to listen to and advise the individual teams. The diagram below provides a visual image of how each committee member is a part of the overall committee, and the individual teams with it.

GUIDED PATHWAYS COMMITTEE STRUCTURE



*May designate another individual from within their area to serve

Committee Meeting Schedule

The meeting structure of the Guided Pathways Committee is based on a monthly review-plan-and-action cycle that starts with the full Guided Pathways Committee, in which in the first week of the month the prior work of the full committee and individual teams is reviewed, followed by new or ongoing monthly goals or objectives that will be introduced and discussed, and a plan for implementation of new goals is prepared.

Monthly Meeting Sequence:

- 1st Week: Guided Pathways Full Committee
- 2nd Week: Outreach & Onboarding Team
- 3rd Week: Data Team
- 4th Week: Pathway Teams

At the start of the next monthly cycle, the prior month's work will be reviewed, and goals or objectives revised as needed.

Individual committee members may be part of one or more of these meetings, depending on their role. Their schedule is illustrated in the spreadsheet below:

Guided Pathways Committee (GPC) Structure & Schedule	Monthly Schedule				Hours/ Month
	Wk 1	Wk 2	Wk 3	Wk 4	
Who	GP Committee	Outreach & Onboarding	Data Team	Pathway Teams	
Pathway Leadership Team					
Co-Chair, Administrative	1				1
Co-Chair, Faculty	1				1
Administrative Assistant/Classified Staff	1				1
Pathway Teams					0
Public Safety (Orange) Pathway, Instructional Faculty Lead	1	1	1	1	4
Public Safety (Orange) Pathway, Counselor Faculty Lead	1	1	1	1	4
Public Safety (Orange) Pathway, Educational Advisor	1	1	1	1	4
Public Safety (Orange) Pathway, Student Peer Mentor	1	1		1	3
Business, Information Systems, and Industry (Blue) Pathway, Instructional Faculty Lead	1	1	1	1	4
Business, Information Systems, and Industry (Blue) Pathway, Counselor Faculty Lead	1	1	1	1	4
Business, Information Systems, and Industry (Blue) Pathway, Educational Advisor	1	1	1	1	4
Business, Information Systems, and Industry (Blue) Pathway, Student Peer Mentor	1	1		1	3
Health, Natural Science, and Math (Green) Pathway, Instructional Faculty Lead	1	1	1	1	4
Health, Natural Science, and Math (Green) Pathway, Counselor Faculty Lead	1	1	1	1	4
Health, Natural Science, and Math (Green) Pathway, Educational Advisor	1	1	1	1	4
Health, Natural Science, and Math (Green) Pathway, Student Peer Mentor	1	1		1	3
Arts, Humanities, Social Sciences & Education (Purple) Pathway, Instructional Faculty Lead	1	1	1	1	4
Arts, Humanities, Social Sciences & Education (Purple) Pathway, Counselor Faculty Lead	1	1	1	1	4
Arts, Humanities, Social Sciences & Education (Purple) Pathway, Educational Advisor	1	1	1	1	4
Arts, Humanities, Social Sciences & Education (Purple) Pathway, Student Peer Mentor	1	1		1	3
Dean, Instruction (Orange/Blue/Green)	1			1	2
Dean, Instruction (Purple)	1			1	2
Pathway Support Members					0
Dean, Student Success & Counseling	1	1			2
Director, Communications and Community Relations	1	1			2
Director, Institutional Research	1		1		2
Director, Enrollment Services (or Designee)	1	1	1		3
Director, Equity & Student Success (or Designee)	1	1	1		3
Director, Financial Aid (or Designee)	1	1			2
Director, Title V (or Designee)	1	1			2
Director, Athletics (or Designee)	1	1			2
JEC Center Program Coordinator (or Designee)	1	1			2

Monthly Meetings Summary

In this new model, the 'core' of the new Guided Pathways Committee are the 'Pathway Teams' that will be responsible for representing the programs and disciplines within each of the current four Academic and Career Pathways to our students and community in outreach, support, and advising, and to review and advise the college faculty, staff, and administrators associated with the programs within each pathway using a student-centered perspective in areas such as onboarding, scheduling, equity gaps, retention, teaching-and-learning strategies, and career and transfer goals, etc.

Guided Pathways Full Committee Meeting (Week 1)

In the first week of each month, the full Guided Pathways committee will meet. This meeting will be led by the committee's Administrative and Faculty Co-Chairs. The Co-Chairs will set the agenda for the initial meeting of the month, lead discussion of the plan for the monthly meeting cycle goals and, and provide guidance and feedback to the committee based on the teams monthly reports and discussions during the full committee meeting. The Co-Chairs do not lead the meetings of the teams in the subsequent weeks of the month, and will only attend meetings when the team leads request their presence. The Co-Chairs will be available to answer questions or provide feedback to the teams and other committee members as needed.

Outreach and Onboarding Team (Week 2)

The Outreach and Onboarding Team is led by the Dean of Student Success and Counseling and the Director of Communications and Community Relations. In collaboration with the GP committee co-chairs, they will set the agenda and lead their team meetings, and provide a report of their team meeting to the full committee at the next full committee meeting. The Outreach and Onboarding Team will meet as a group in the second week of each month to research, develop, and implement ideas for campus activities relating to community outreach and onboarding, including dual and concurrent enrollment, as discussed in the Guided Pathways full committee meetings.

MEMBERSHIP COMPOSITION: OUTREACH & ONBOARDING TEAM

Dean, Student Success and Counseling	1
Director, Communications and Community Relations	1
Instructional Faculty Pathway Leads (appointed by the Academic Senate President)	4
Counselor Faculty Pathway Leads (appointed by the Academic Senate President)	4
Educational Advisors (appointed by CSEA)	4
Student Peer Mentor Pathway Leads	4
Director, Enrollment Services*	1
Director, Equity & Student Success*	1
Director, Financial Aid*	1
Director, Title V*	1
Director, Athletics*	1
JEC Center Program Coordinator (or related position)*	1
Total Membership	24

*Or designee

Data Team Meeting (Week 3)

The Data Team is led by the Director of Institutional Research. In collaboration with the GP committee co-chairs, he/she will set the agenda and lead his/her team meetings, and provide a report of the team meeting to the full committee at the next full committee meeting. The Data Team meet as a group in third week of each month to further research, develop, advise, and share thoughts derived from the examination of college, Academic and Career Pathway, program, and course-level data, particularly as they relate to outcomes, student success and equity goals, college and district strategic goals and objectives, and institutional effectiveness, to be shared in the Guided Pathways full committee meetings.

MEMBERSHIP COMPOSITION: DATA TEAM

Director, Institutional Research	1
Director, Enrollment Services*	1
Director, Equity & Student Success*	1
Instructional Faculty Pathway Leads (appointed by the Academic Senate President)	4
Counselor Faculty Pathway Leads (appointed by the Academic Senate President)	4
Educational Advisors (appointed by CSEA)	4
Total Membership	15

*Or designee

Pathway Team Meetings (Week 4)

The Pathway Team meetings are meetings of the team members for each Academic and Career Pathway, and are led by their respective assigned Dean, or other administrator, as determined by the Office of Instruction. In collaboration with the GP Committee Co-Chairs, they will set the agenda and lead their Pathway team meetings, and provide a report of the team meetings to the full committee at the next full committee meeting. Each Pathway team should have a separate meeting, but when collaboration across Pathways Teams is required, they may also meet collectively by mutual consent.

The Pathway Teams consist of: 1) an instructional faculty member from a program within the pathway, 2) a counselor faculty member knowledgeable about the programs within the pathway, 3) an educational advisor knowledgeable about the programs within the pathway and 4) a student peer mentor experienced in one of the programs within the pathway. All Pathway Team members are expected to participate in all campus student onboarding meetings, events, and activities, on- and off-campus outreach, student advising for the pathway (particularly for new and prospective students), as liaisons for students to faculty and programs within the pathway, and in general serve as the 'face' of the pathway for the college to the student population and the community. They will also be primarily responsible for the proposed new pathway-based Student Success courses offered in the first few weeks of the semester (once developed) to help new students with their transition to college and preparation for their academic areas of interest and career and/or transfer goals. Should individual Pathways Teams determine that their workload requires support from additional team members, any of the team positions may potentially be supplemented with additional members in the same category, as needed, in consultation with the committee co-chairs and other relevant campus leadership.

MEMBERSHIP COMPOSITION: PATHWAY TEAMS

Deans, Instruction	2
Instructional Faculty Pathway Leads (appointed by the Academic Senate President)	4
Counselor Faculty Pathway Leads (appointed by the Academic Senate President)	4
Educational Advisors (appointed by CSEA)	4
Student Peer Mentors	4
Total Membership	18

Exceptions and Special Circumstances to the Monthly Meeting Cycle

The Academic Calendar of course does not conform to this meeting cycle structure, given that terms may start and end in the middle of a month (i.e. August, December, January, and May). In these cases, the GPC Co-Chairs and Team Leads will determine if there is a value to holding a meeting without the possibility of a full cycle and inform the impacted committee members accordingly. Because of the preference for the committee's work to be structured by a full meeting cycle, most work of the GPC will occur in the other months of the academic year (September, October, November, February, March, April).

In addition, campus closures and holidays may impact one or more of the meetings in a given month. As these are known in advance, semester planning by the Co-Chairs and Team Leads should include a determination of whether a team meeting should be held at an alternate date and/or time in order to maintain the meeting cycle.

Cancellation of full GPC meetings should be avoided whenever possible. If both the Administrative and the Faculty Co-Chairs are not available to lead a meeting of the full GPC, they may assign the role to one of the Team Leads with notification and consent.

Team Leads may cancel their team meeting in a given month if they determine that there is no relevant business for their team to conduct based on that month's GPC goals, but only after consultation with and agreement by the GPC Co-Chairs. If Team Leads are not available for their team meeting that month, they should appoint a proxy to lead the meeting, after consultation with and agreement by the GPC Co-Chairs.

If absences of key team members at any of the meetings prevent the work of the team for that month from being completed, the Team Leads should report back to the GPC at the next meeting and with the schedule for the completion of that work to be moved to the next meeting cycle.

If the work on a topic within a Team Meeting cannot be completed in that meeting, the Team Leads may decide to schedule an additional meeting within the monthly meeting cycle to complete the work, or propose an extension of the work to the next monthly meeting, in consultation with the GPC Co-Chairs. In such a case, the completion of the topic for

the GPC as a whole would also be extended to the end of the next meeting cycle. The GPC Co-Chairs may then determine if a new topic should be added to the next month's agenda, or to focus on completion of the current topic.

Individual Committee Member Roles (or, “What do I do?”)

Administrative Co-Chair (appointed by the College President)

The Administrative Co-Chair, along with the Faculty Co-Chair, facilitates the first-week meetings of the Guided Pathways Committee, helps to prepare the meeting agenda, review meeting minutes, and provides support to the committee's Teams as needed in between meetings of the full committee. The Administrative Co-Chair position is an annual and renewable appointment, subject to approval by the College President.

Faculty Co-Chair (appointed by the Academic Senate President)

The Faculty Co-Chair, along with the Administrative Co-Chair, facilitates the first-week meetings of the Guided Pathways Committee, helps to prepare the meeting agenda, review meeting minutes, and provides support to the committee's Teams as needed in between meetings of the full committee. The Faculty Co-Chair position is an annual and renewable appointment, subject to approval by the Academic Senate President.

Administrative Assistant/Classified Staff (appointed by CSEA President)

The Administrative Assistant/Classified Staff member attends the first-week Guided Pathways Committee meeting, and is responsible for keeping a record of attendance and meeting minutes. Meeting minutes from this meeting will be circulated in the week prior to the next meeting of the Guided Pathways Committee to the committee via email and posted to the committee webpage. The Administrative Assistant/Classified Staff member will also prepare the agenda of the Guided Pathways Committee in consultation with the Co-Chairs, which will also be circulated in the week prior to the next meeting of the Guided Pathways Committee, along with any other documents to be reviewed by the committee, via email, and posted on the committee webpage. The Administrative Assistant/Classified Staff member position is by appointment of the CSEA President.

Instructional Faculty Pathway Team Members (appointed by the Academic Senate President)

The Guided Pathways Committee should always have at least one Instructional Faculty Pathway Team Member for each Academic and Career Pathway. Currently, there are four Academic and Career Pathways. Each of these faculty will be responsible for representing the instructional perspective for all of the programs within their pathway, and should review each of them to be familiar with their program requirements and career paths and, if applicable, relevant transfer programs. Each of these faculty will be focusing on how the goals of the committee in general, and the monthly goals established in the meetings of the full committee, pertain to their pathway and the programs within it. The Instructional Faculty Pathway Team Member will focus on the programs in their pathway with respect to Outreach and Onboarding initiatives and Data Team analysis of course and program-level data. In the final week, meeting with the rest of their Pathway Team, they will discuss what was observed and learned, and share ideas for the programs within their pathways with respect to the goals of the Guided Pathways Committee to bring back to the full committee at the beginning of the next month, and to present as observations and recommendations to the programs within the pathways at the division meetings of the respective programs within each pathway. A critical part of this role is to act as a representative to the Guided Pathways Committee for all programs within their Academic and Career Pathway, and in sharing work from the committee to each Academic Division within the pathway, to present observations and recommendations for their consideration, while also considering their input to in turn bring back to the GP Committee for further discussion.

Counselor Faculty Pathway Team Members (appointed by the Academic Senate President)

The Guided Pathways Committee should always have at least one Counselor Faculty Pathway Team Member for each Academic and Career Pathway. Currently, there are four Academic and Career Pathways. Each of these faculty will be

responsible for representing the counseling and Student Services perspective for all of the programs within their pathway, and should review each of them to be familiar with their program requirements and career paths and if applicable, relevant transfer programs. Each of these faculty will be focusing on how the goals of the committee in general, and the monthly goals established in the meetings of the full committee, pertain to their pathway and the programs within it. The Counselor Faculty Pathway Team Member will focus on the programs in their pathway with respect to Outreach and Onboarding initiatives and Data Team analysis of course- and program-level data. In the final week, meeting with the rest of their Pathway Team, they will discuss what was observed and learned, and share ideas for the programs within their pathways with respect to the goals of the Guided Pathways Committee to bring back to the full committee at the beginning of the next month, and to present as observations and recommendations to the programs within the pathways at the division meetings of the respective programs within each pathway. A critical part of this role is to act as a representative to the Guided Pathways Committee for all programs with their Academic and Career Pathway, and in sharing work from the committee to each Academic Division within the pathway, to present observations and recommendations for their consideration, while also considering their input to in turn bring back to the GP Committee for further discussion.

Educational Advisor Pathway Team Members (appointed by CSEA President)

The Guided Pathways Committee should always have at least one Educational Advisor Pathway Team Member for each Academic and Career Pathway. Currently, there are four Academic and Career Pathways. Each of these educational advisors will be responsible for representing the Classified Staff and Student Services perspective for all of the programs within their pathway, and should review each of them to be familiar with their program requirements and career paths and if applicable, relevant transfer programs. Each of these educational advisors will be focusing on how the goals of the committee in general, and the monthly goals established in the meetings of the full committee, pertain to their pathway and the programs within it. The Educational Advisor Pathway Team Member will focus on the programs in their pathway with respect to Outreach and Onboarding initiatives and Data Team analysis of course- and program-level data. In the final week, meeting with the rest of their Pathway Team, they will discuss what was observed and learned, and share ideas for the programs within their pathways with respect to the goals of the Guided Pathways Committee to bring back to the full committee at the beginning of the next month. A critical part of this role is to act as a representative to the Guided Pathways Committee for all programs with their Academic and Career Pathway, and in sharing work from the committee with others in their area, while also considering their input to in turn bring back to the GP committee for further discussion.

Student Peer Mentor Pathway Team Members

The Guided Pathways Committee should always have at least one Student Peer Mentor Pathway Team Member for each Academic and Career Pathway. Currently, there are four Academic and Career Pathways. Each of these student peer mentors will be responsible for representing the student perspective for all of the programs within their pathway, and should review each of them to be familiar with their program requirements and career paths and if applicable, relevant transfer programs. Each of these student peer mentors will be focusing on how the goals of the committee in general, and the monthly goals established in the meetings of the full committee, pertain to their pathway and the programs within it. The Student Peer Mentor Pathway Team Member will also focus on the programs in their pathway with respect to Outreach and Onboarding initiatives, and participate in the Week 2 meeting of the Outreach and Onboarding team. In Week 4, meeting with the rest of their Pathway Team, they will discuss what was observed and learned in the meetings that month, and share ideas for the programs within their pathways with respect to the goals of the Guided Pathways Committee to bring back to the full committee at the beginning of the next month. A critical part of this role is to act as a representative to the Guided Pathways Committee for all students within their Academic and Career Pathway, and in helping share work from the committee to the student population within the pathway, and to also solicit the input of students to in turn bring back to the committee for further discussion.

Deans, Instruction

The Deans of Instruction participate in the Week 1 and Week 4 meetings of the Guided Pathways Committee. They participate in Week 1 discussions about committee goals and review of the previous month's work, but their most important role is as the Pathways Team Leads in Week 4 in reviewing the academic programs under their supervision and learning from the Pathway Teams the outcome of work in Week 2 and Week 3, and discussing insights and recommendations for the programs. A critical part of this role is to act as a representative of the Office of Instruction to the Guided Pathways Committee for the programs within the Academic and Career Pathway(s) under their supervision, gain new insights about those programs through the Guided Pathways framework, and in help share work by the

committee with the faculty and division chairs within the pathway, as well as to also solicit the input of those faculty to in turn bring back to the committee for further discussion.

Dean, Student Success and Counseling

The Dean of Student Success and Counseling participates in Week 1 and Week 2 meetings of the Guided Pathways Committee, and co-leads the Week 2 meeting of the Outreach and Onboarding Team. As a member of the full committee, the Dean of Student Success and Counseling provides a Student Services perspective on the monthly agenda, and as the co-lead of the Outreach and Onboarding Team, oversees the implementation of college initiatives for community outreach and the onboarding process for new students, working with the other team members to ensure successful implementation of those initiatives, review past initiatives, and discuss potential new initiatives or programs, or potential changes to existing ones.

Director, Institutional Research

The Director of Institutional Research participates in Week 1 and Week 3 meetings of the Guided Pathways Committee, and leads the Week 3 meeting of the Data Team. The Director of Institutional Research is responsible for providing the perspective of the Office of Institutional Research in committee work and ensuring that the work of the Guided Pathways Committee remains data-driven, and provides guidance on the sources of relevant data and how to access and interpret it. The Director of Institutional Research will also provide support to the work of the Pathway Teams as needed outside of the Week 1 and Week 3 meetings.

Director, Communications and Community Relations

The Director of Communications and Community Relations participates in Week 1 and Week 2 meetings of the Guided Pathways Committee, and co-leads the Week 2 meeting of the Outreach and Onboarding Team. As a member of the full committee, the Director of Communications and Community Relations provides a marketing and communications perspective on the monthly agenda, and as the co-lead of the Outreach and Onboarding Team, oversees the implementation of college initiatives for community outreach and the onboarding process for new students, working with the other team members to ensure successful implementation of those initiatives, review past initiatives, and discuss potential new initiatives or programs, or potential changes to existing ones.

Director, Enrollment Services

The Director of Enrollment Services participates in the Week 1, Week 2 (Outreach and Onboarding), and Week 3 (Data Team) meetings of the Guided Pathways Committee, and is part of the advisory team, bringing the perspective of Admissions and Records to the discussion of the agenda items and review of the previous month's work of the committee. When unavailable, the Director of Enrollment Services may designate another staff member from their area to represent Admissions and Records at the meeting. The Director of Enrollment Services is also responsible for reporting on the committee's work and recommendations in their own area's meetings, and in bringing any input from their area to the committee's discussions for consideration.

Director, Equity & Student Success

The Director of Equity & Student Success participates in the Week 1, Week 2 (Outreach and Onboarding), and Week 3 (Data Team) meetings of the Guided Pathways Committee, and is part of the advisory team, bringing the perspective of Admissions and Records to the discussion of the agenda items and review of the previous month's work of the committee. When unavailable, the Director of Equity & Student Success may designate another staff member from their area to represent Admissions and Records at the meeting. The Director of Equity & Student Success is also responsible for reporting on the committee's work and recommendations in their own area's meetings, and in bringing any input from their area to the committee's discussions for consideration.

Director, Financial Aid

The Director of Financial Aid participates in the Week 1 and Week 2 (Outreach and Onboarding) meetings of the Guided Pathways Committee, and is part of the advisory team, bringing the perspective of Financial Aid to the discussion of the agenda items and review of the previous month's work of the committee. When unavailable, the Director of Financial Aid may designate another staff member from their area to represent Financial Aid at the meeting. The Director of Financial Aid is also responsible for reporting on the committee's work and recommendations in their own area's meetings, and in bringing any input from their area to the committee's discussions for consideration.

Director, Title V

The Title V Director participates in the Week 1 and Week 2 (Outreach and Onboarding) meetings of the Guided Pathways Committee, and is part of the advisory team, bringing the perspective of the areas under the Title V grant (or other grants under the director's purview) to the discussion of the agenda items and review of the previous month's work of the committee. The Title V Director is also responsible for reporting on the committee's work and recommendations in their own area's meetings, and in bringing any input from their area to the committee's discussions for consideration.

Director, Athletics

The Athletics Director participates in the Week 1 and Week 2 (Outreach and Onboarding) meetings of the Guided Pathways Committee, and is part of the advisory team, bringing the perspective of the Athletics program to the discussion of the agenda items and review of the previous month's work of the committee. When unavailable, the Athletics Director may designate another staff member from their area to represent the Athletics program at the meeting. The Athletics Director is also responsible for reporting on the committee's work and recommendations in their own area's meetings, and in bringing any input from their area to the committee's discussions for consideration.

JEC Center Program Coordinator (or related position)

The Jobs, Entrepreneurial, and Careers (JEC) Center Program Coordinator (or related position) participates in the Week 1 and Week 2 (Outreach and Onboarding) meetings of the Guided Pathways Committee, and is part of the advisory team, bringing the perspective of the JEC Center Program to the discussion of the agenda items and review of the previous month's work of the committee. When unavailable, the JEC Center Program Coordinator's supervisor may designate another staff member from their area to represent the JEC Center program at the meeting. The JEC Center Program Coordinator is also responsible for reporting on the committee's work and recommendations in their own area's meetings, and in bringing any input from their area to the committee's discussions for consideration.

Monthly Meeting Cycle: Sample Topics

The GPC's work will be most effective if it is focused, and does not attempt to tackle too many topics during each monthly meeting cycle. Although topics may come up that necessitate being added to a monthly agenda for discussion or as information items, topics that require in-depth examination should be broken up into separate monthly meeting cycles whenever possible, unless it would be advantageous to examine them in tandem during a single monthly meeting cycle. Examples of topics for the committee to examine might include:

- Community Outreach Plan
- High School Outreach Plan
- New Student Orientation
- First Year/Term Experience
- First-to-Second Year Persistence Strategies
- Identifying and Understanding Equity Gaps
- Ensuring Learning Strategies & Needs
- Improving Transfer Rates
- Integrating Career Information into Classrooms and Programs
- Adapting Guided Pathways to Specific Student Populations

Monthly Meeting Cycle Example

GPC Committee Agenda Item: Identifying and Understanding Equity Gaps

- 1st Week: General discussion & overview of equity gaps at PC
- 2nd Week: Outreach and Onboarding review of current processes, changes
- 3rd Week: Pathway-based examination of equity gap data with Data Team
- 4th Week: Pathway Teams review equity gap data to develop recommendations
- 1st Week: GPC Review of prior month's meetings, final recommendations

Conclusion

The Guided Pathways Committee is a fresh approach to not just implementing the structure of the Guided Pathways framework at Porterville College, but it also represents an opportunity to re-think how our college pursues its mission of achieving student success with equity, and how to work together and use our diverse areas of expertise collectively to achieve that goal. The committee Co-Chairs appreciate everyone on the committee's participation in this process, and look forward to experiencing the outcome of our efforts.

Guided Pathways Committee Members: Fall 2022

Guided Pathways Committee	
Administrative Co-Chair	Primavera Arvizu
Faculty Co-Chair	Robert Simpkins
Administrative Assistant/Classified Staff	Jodie Logan
Dean, Instruction	Michelle Miller-Galaz
Dean, Instruction	Osvaldo Del Valle
Dean, Student Success and Counseling	Erin Wingfield
Director, Institutional Research	Michael Carley
Director, Communications and Community Relations	Roger Perez
Director, Enrollment Services	Jonathan Miranda
Director, Equity & Student Success	Ricardo Marmolejo
Director, Financial Aid	Tiffany Haynes
Director, Title V	Reagen Dozier
Director, Athletics	Joe Cascio
JEC Center Program Coordinator (or related position)	TBD
Instructional Faculty Pathway Team Members	
Orange Pathway	Jeff Jacobs
Blue Pathway	Stephanie Cortez
Green Pathway	Denise Jackson
Purple Pathway	Ethan Hartsell
Counselor Faculty Pathway Team Members	
Orange Pathway	Leah Camarena
Blue Pathway	Christine Okialda
Green Pathway	Katherine Figueroa
Purple Pathway	Ana Ceballos
Educational Advisor Pathway Team Members	
Orange Pathway	Cody Ridenour
Blue Pathway	Rosaura Baca
Green Pathway	Antonio Salazar
Purple Pathway	Jacqueline Escareno
Student Peer Mentor Pathway Team Members	
Orange Pathway	TBD
Blue Pathway	TBD
Green Pathway	TBD
Purple Pathway	TBD