



**Guided Pathways Committee Meeting  
Minutes**

**Facilitator:** Citlali Gonzales, Sheri Berger, and Elizabeth Martinez

**Recorder:** Brittney Starling

**Date of Meeting Recorded:** March 31, 2021

**Time of Meeting Recorded:** 3:00 pm

**Vision:**

Compton College will be the leading institution of student learning and success in higher education.

**Mission Statement:**

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

**PRESENT:**

- |  |  |   |  |
|--|--|---|--|
| <input checked="" type="checkbox"/> C. Aldrich             | <input checked="" type="checkbox"/> L. Fonseca   | <input checked="" type="checkbox"/> L. Martinez       | <input checked="" type="checkbox"/> D. Seay            |
| <input checked="" type="checkbox"/> N. Alvarado            | <input checked="" type="checkbox"/> G. Gamino    | <input type="checkbox"/> M. Medina                    | <input type="checkbox"/> N. Sevilla                    |
| <input checked="" type="checkbox"/> M. Anderson            | <input checked="" type="checkbox"/> M. Garcia    | <input checked="" type="checkbox"/> R. Michel-Jackson | <input checked="" type="checkbox"/> S. Schlatter       |
| <input checked="" type="checkbox"/> X. Arauz               | <input type="checkbox"/> A. Gillis               | <input type="checkbox"/> M. Moldoveanu                | <input checked="" type="checkbox"/> L. Sosenko         |
| <input checked="" type="checkbox"/> S. Barakat             | <input checked="" type="checkbox"/> C. Gonzales  | <input checked="" type="checkbox"/> N. Monterroso     | <input checked="" type="checkbox"/> S. Thomas          |
| <input checked="" type="checkbox"/> T. Barragan-Echeverria | <input type="checkbox"/> M. Gundogdu             | <input checked="" type="checkbox"/> A. Osanyinpeju    | <input checked="" type="checkbox"/> C. Thompson        |
| <input checked="" type="checkbox"/> G. Bejar               | <input checked="" type="checkbox"/> C. Hill      | <input type="checkbox"/> A. Orozoco                   | <input checked="" type="checkbox"/> D. Turcotte        |
| <input checked="" type="checkbox"/> R. Bell                | <input checked="" type="checkbox"/> M. Hernandez | <input checked="" type="checkbox"/> A. Pacheco        | <input checked="" type="checkbox"/> M. Valdez          |
| <input checked="" type="checkbox"/> S. Berger              | <input type="checkbox"/> L. Huerta               | <input checked="" type="checkbox"/> H. Parnock        | <input checked="" type="checkbox"/> A. Valdry          |
| <input type="checkbox"/> E. Blake                          | <input checked="" type="checkbox"/> P. Huffman   | <input checked="" type="checkbox"/> R. Portillo       | <input type="checkbox"/> C. Washington                 |
| <input checked="" type="checkbox"/> R. Blonshine           | <input checked="" type="checkbox"/> C. Jimenez   | <input checked="" type="checkbox"/> C. Perez          | <input type="checkbox"/> P. West                       |
| <input checked="" type="checkbox"/> L. Bonds               | <input checked="" type="checkbox"/> J. Lewis     | <input type="checkbox"/> S. Purdom                    | <input checked="" type="checkbox"/> L. Wiggins         |
| <input checked="" type="checkbox"/> S. Brown               | <input type="checkbox"/> L. Johnson              | <input checked="" type="checkbox"/> K. Radcliffe      | <input type="checkbox"/> O. Williams                   |
| <input checked="" type="checkbox"/> K. Cobb                | <input checked="" type="checkbox"/> S. Johnson   | <input type="checkbox"/> D. Ramirez                   | <input checked="" type="checkbox"/> S. Williams        |
| <input checked="" type="checkbox"/> K. Curry               | <input checked="" type="checkbox"/> A. Lopez     | <input checked="" type="checkbox"/> D. Roach          | <input checked="" type="checkbox"/> S. Whaley          |
| <input checked="" type="checkbox"/> C. Diaz                | <input checked="" type="checkbox"/> K. Lopez     | <input checked="" type="checkbox"/> B. Sapiens        | <input type="checkbox"/> L. Wright                     |
| <input checked="" type="checkbox"/> D. Lilly               | <input type="checkbox"/> K. Marsh                |   | <input checked="" type="checkbox"/> V. Woodward        |
| <input type="checkbox"/> R. Ekimyan                        | <input checked="" type="checkbox"/> E. Martinez  |   | <input checked="" type="checkbox"/> R. Yahye           |
| <input checked="" type="checkbox"/> P. Flor                |  |   | <input type="checkbox"/> A. Zambrano                   |
|  |  |   | <input checked="" type="checkbox"/> J. Loveless-Morris |

**1) Check-In**

**2) ATD Discussion**

- a) Assess capacity as an institution to do a large-scale transformation.
- b) During the research, students stated they felt they didn't get timely responses or responses at all.
  - i) How to be mindful of your capacity and ability to address student needs.
- c) What are some ideas that are being discussed to follow up with students?
- d) Respect for students and quality of service reminder to empathize with students who need assistance with navigation. – Dr. Lewis
  - i) This can send a signal and message that the students don't belong there. – Judy Loveless Morris
  - ii) What are things that we can implement when there is no capacity to actually walk students to their destination on campus because we are busy? Maybe maps that point students in the right direction.
- e) Standardization of student experience across campus – clear code of communication. How to train student workers?
  - i) Professional Development around this.
- f) Is there a formal introduction that would point a student in the direction of a TST?

- (1) This is a place for opportunity. – Chris Hill
- ii) Be intentional to ensure those connections are made.
  - (1) Challenge this group to assess and address how to connect students to their respective TST.
    - (a) All students receive an email introducing them to their TST. – Gilberto Bejar
    - (b) Guided Pathways Divisions are also introduced in New Student Orientation. – VP Martinez
    - (c) TSTs are working on video introductions. – Gilberto Bejar
- iii) Decide how to do we create a formalized process that introduces people to their TST. Be intentional.

**3) TST Unit Plan**

- a) An email was sent regarding TST Unit Plan and this time is to clarify the information asked.
- b) The logic model is not being recreated we are just refreshing memories. If there items that you were going to use your existing \$10,000 then complete the proposal form. If the items on the spreadsheet were above the \$10,000 complete the proposal on how you will spend the \$10,000.
- c) What is the intent for the \$10,000 and what is above that?

**4) Case Management**

- a) Defining Case Management.
- b) Alignment with Momentum Timeline.
- c) Operationalizing Case Management.
  - i) FACH Financial In-reach Example.
- d) Next Steps
  - i) Share the definition of case management.
  - ii) Ensuring that we hit momentum points on the timeline. These are proven to help ensure student success.
  - iii) Operationalizing Case Management – VP Martinez
    - (1) Each momentum does not involve everyone a part of the TST.
    - (2) Three North Stars.
    - (3) What happens to students without a major?

**5) Case Management Breakout**

- a) What do we mean by Case Management?
- b) Case management historically at Compton College.
  - i) Things were done on a paper basis.
  - ii) Beginning with categorical programs.
    - (1) How do we expand the structure of categorical programs to the entire campus?
  - iii) Began integrating this model in different departments.
- c) Financial Aid – Keith Cobb & Noemi Monterroso
  - i) How are we reducing the students on SAP?
    - (1) Some students are on warning before SAP.
    - (2) Before students go on probation and are disqualified they go into a warning status and they reach out to them and communicate the risks to them. Instead of waiting for the student to get fully disqualified, they reach out to the student while they are on the warning status.
  - ii) Guided Pathways Summit
    - (1) By the end of this week, we will send the representatives from the TSTs, so we can include them.

**6) TST Consultancy Protocol**

- a) A process to hear everyone's concerns.

**7) Guided Pathways Summit - May 7, 2021**

- a) April 8, 2021 @ 2:00 p.m.
- b) April 15, 2021 @ 2:00 p.m.
- c) April 22, 2021 @ 2:00 p.m.
- d) April 29, 2021 @ 2:00 p.m.
- e) May 6, 2021 @ 2:00 p.m.

**8) Announcements**

**a) TST Videos**

- i) Dr. Jimenez emailed what the videos will potentially look like.
- ii) There will be three sets of videos.

**b) Books**

- i) Book read by managers/supervisors, Won't Lose This Dream by Andrew Gumbel.
- ii) This semester the book is part of the book club.
- iii) There are 45 copies and if you are interested email, Dr. Jimenez, with your address.

- c) Richette Bell and Dr. Jimenez will provide updates on the Change of Major Campaign at the next Guided Pathways Committee.

**9) Next Steps**

**a) Spring Meeting Dates:**

- i) April 21, 2021
- ii) May 5, 2021
- iii) May 19, 2021
- iv) June 2, 2021