



Guided Pathways Committee Meeting Minutes

Facilitator: Citlali Gonzales, Cesar Jimenez, and Elizabeth Martinez

Recorder: Brittney Starling

Date of Meeting Recorded: January 8, 2020

Time of Meeting Recorded: 12:00 p.m.

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"/> N. Alvarado
<input type="checkbox"/> T. Barragan-Echeverria
<input checked="" type="checkbox"/> G. Bejar
<input type="checkbox"/> R. Bell
<input type="checkbox"/> E. Blake
<input type="checkbox"/> R. Blonshine
<input type="checkbox"/> S. Brown
<input type="checkbox"/> K. Cobb
<input type="checkbox"/> P. Flor
<input type="checkbox"/> L. Fonseca
<input checked="" type="checkbox"/> M. Garcia | <input type="checkbox"/> A. Gillis
<input checked="" type="checkbox"/> C. Gonzales
<input type="checkbox"/> M. Gundogdu
<input type="checkbox"/> L. Huerta
<input checked="" type="checkbox"/> C. Jimenez
<input type="checkbox"/> J. Lewis
<input type="checkbox"/> K. Johnson
<input type="checkbox"/> L. Johnson
<input type="checkbox"/> K. Marsh
<input checked="" type="checkbox"/> E. Martinez
<input type="checkbox"/> M. Medina
<input checked="" type="checkbox"/> R. Michel-Jackson | <input type="checkbox"/> M. Moldoveanu
<input checked="" type="checkbox"/> N. Monterroso
<input type="checkbox"/> A. Osanyinpeju
<input type="checkbox"/> B. Perez
<input type="checkbox"/> S. Purdom
<input type="checkbox"/> K. Radcliffe
<input type="checkbox"/> D. Ramirez
<input type="checkbox"/> B. Sapiens
<input checked="" type="checkbox"/> D. Seay
<input checked="" type="checkbox"/> S. Schlatter
<input checked="" type="checkbox"/> B. Smith
<input checked="" type="checkbox"/> L. Sosenko | <input type="checkbox"/> S. Thomas
<input checked="" type="checkbox"/> C. Thompson
<input checked="" type="checkbox"/> D. Turcotte
<input type="checkbox"/> A. Valdry
<input type="checkbox"/> P. West
<input checked="" type="checkbox"/> L. Wiggins
<input type="checkbox"/> S. Williams
<input checked="" type="checkbox"/> S. Whaley
<input type="checkbox"/> L. Wright
<input type="checkbox"/> V. Woodward
<input type="checkbox"/> R. Yahye |
|---|---|---|--|

1) TST Proposals Due Today – Elizabeth Martinez

- a) Updates to proposals are due today. Please make sure your proposal updates are turned in today.

2) Institute 2.0 Liaisons

- a) Please select one person from each Tartar Success team to be a liaison for the Institute 2.0.
- b) The Liaisons are as follows:
- i) BIS – David Turcotte
 - ii) STEM – Gilberto Bejar
 - iii) HPS – Chabree Thompson
 - iv) SS – Dr. Michel Jackson
 - v) FACH – Noemi Monterroso

3) Spring Meeting Dates

- a) March 4, 2020
- b) March 18, 2020 – Working Meeting
- c) April 1, 2020
- d) April 10, 2020 – Tentative Institute 2.0
- e) April 29, 2020
- f) May 1, 2020 – Guided Pathways Professional Development Day
 - i) This is a day for us to provide updates and training to the rest of the staff on campus.
- g) May 13, 2020 – Working Meeting
- h) May 27, 2020
- i) June 10, 2020 – Academic Program Maps
 - i) This meeting will focus on finalizing Academic Program Maps.

4) Review SOAA

- a) **2.a Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.**
- i) There is data surrounding English and Math regarding basic skills and transfer-level English and Math. – Lauren Sosenko
 - ii) Almost all English is transfer level. – Dr. Rebekah Blonshine
 - iii) English scaling in progress.
 - iv) Math planning to scale.
 - v) In the New Student Orientation, we discuss the five guided pathway divisions. The students meet with a counselor and an advisor. We will implement career exploration in new student orientation. We encourage students to take a Human Development course to assist with career exploration. The Career & Transfer Center hosts workshops to help students make informed major decisions.
 - vi) Teaching is planning to scale in both subjects.
 - vii) Professional development will focus on how faculty are teaching. – Lauren Sosenko
- b) **2.b Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.**
- i) Course Offerings are being updated and reviewed to include the required gateway courses.
 - ii) Do we have a working definition of gateway courses? Citlali Gonzales
 - iii) We have data created around English and Math, related to basic skills and transfer-level English and math. RP Group is collecting data. For example, in Fall 2019, offered 6 pre-transfer level English courses to 3, in Spring 2020. Academic program maps, language on course reflections.
 - iv) We will implement CRM Advise and we will intentionally target all students in gateway courses, utilizing analytics and intentional, proactive in-reach. Investing in professional development for teaching and learning. (Connect w/ Lauren and Dr. B) TSTs explore gateway courses and develop special supports (connect w/ Citlali)
 - v) Planning to Scale.
- c) **2.c Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019)**
- i) Starting Spring 2020 we will have an instructional specialist to serve as liaisons to help faculty use the Student Success Center more.
 - ii) The curriculum will approve co-requisite courses to support transfer-level math courses.
 - iii) The math department utilizes in-class (embedded) tutoring, just in time workshops, directed learning activities, and 24/7 math videos-for example ALEKS, Math TV, Net Tutor, EdReady Math, Khan Academy. Starting Spring 2020, we have an Instructional Specialist, that will serve as a liaison between students, faculty and the Student Success Center. This will involve communication with English and Math faculty. Summer Bridge, an English and Math Preparation academy helps facilitate a seamless transition from high school to Compton College.
 - iv) We will implement CRM Advise and we will intentionally target all students in math courses for analytics and intentional, proactive in-reach. We have to review and revisit the need to reopen our math lab in the math department. Curriculum approves co-requisite courses to support transfer-level math courses.
 - v) Scaling in progress.
- d) **2.d Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019)**
- i) English 101 and 101s for Spring.
 - ii) There are resources to assist underprepared students to succeed in their first year.
 - iii) Continued assessment of access and success of first-year gateway English Completion.
 - iv) Summer Bridge, an English and Math Preparation academy helps facilitate a seamless transition from high school to Compton College. SLA’s provide support within the classroom for students taking ENGL RWA courses, English 101, and English 101 S (spring 2020). Support programs for students in basic skills, read/write software (connect with Devora Seay).

- v) We will implement CRM Advise and we will intentionally target all students in English courses for analytics and intentional, proactive in-reach. Continued assessment of access and success of first-year gateway English completion.
- vi) Scaling in Progress.
- e) **2.e Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.**
 - i) Educational development courses assist students in English and Math.
 - ii) The college has eliminated the lowest levels of math and English basic skills courses and implemented a co-requisite course in English. The Library – Student Success Center currently offers tutoring and supplemental instruction in some courses/sections. The math department utilizes in-class (embedded) tutoring, just in time workshops, directed learning activities, and 24/7 math videos—for example ALEKS, Math TV, Net Tutor, EdReady Math, Khan Academy. Instructional Specialists. Educational development courses assist/support students in English and math, include instructional assistants and EdReady. Piloted CRM Advise, faculty interventions, early alert.
 - iii) Not Systematic.
- f) **4.a Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.**
 - i) College Futures Foundation to provide an ADT path to three CSUs.
 - ii) Strengthen percentages of assessment and create a schedule review process.
 - iii) Utilize student learning outcomes.
 - iv) The college received funding from the College Futures Foundation to provide an ADT path to three CSUs. About 90% of programs have PLOs, grounded with graduation and employment. Courses are reviewed regularly. SLOs were revised, input from the Business Advisory Committee. Resubmitting cooperative work experience, implement JobSpeaker, connect SLOs/PLOs, track student completion.
 - v) Scaling in Progress.
- g) **4.c Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.**
 - i) Are these things intentionally embedded into our coursework? – Citlali Gonzales
 - ii) Submitted cooperative work experience by the college. Offer research-based opportunities, specifically with Biology. The Job placement specialist will help secure internships. Implement JobSpeaker...connect extra-curricular opportunities to the classroom.
 - iii) Create independent study courses.
 - iv) Not Systematic.
- h) **4.e Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.**
 - i) Hired a Professional Development Manager, who is conducting a needs assessment around Professional Development.
 - ii) Not Systematic.
- i) **4.f The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.**
 - i) The College is including an institutional researcher and a professional development faculty member to each Tartar Success Team to be able to discuss disproportionately impacted student groups that have been identified by the Student Equity Plan. The goal is to develop a targeted professional development plan for each Success Team in each Guided Pathway Division. The college hired two Institutional Effectiveness Research Analysts and a Professional Development Manager. A Professional Development timeline for 2019 – 2020 has been established. The college has purchased Tableau, a database that simplifies data creates dashboards and worksheets that are easily understandable. The college has also purchased Argos Reporting Software, a solution that runs ad-hoc queries with real-time analytics. This platform delivers insights associated with making data-driven decisions.
 - ii) Planning to scale.

5) GSU Trip Update

- a) 16 people will be going to Georgia State University (GSU).
- b) The purpose of this trip is to ask questions and learn from GSU as they have utilized Guided Pathways to close their equity gaps.
- c) A tentative agenda was sent out.

6) TST Updates

- a) No Updates.

7) Announcements

- a) The deadline for students to complete their Intent to Graduate is February 28, 2020. – Richette Bell