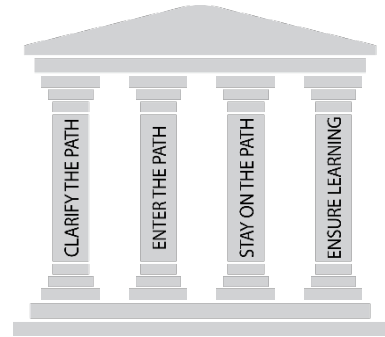


## Guided Pathways Implementation Team

November 27, 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

*Present: Lesley Bonds, Jessica Wojtysiak, Jennifer Johnson, Nick Strobel, Brynn Schock, Aricia Leighton, Grace Commiso, Leo Ocampo, Dan Hall*

*Guests: Jennifer Jett, Bill Moseley, Victor Diaz, Andrea Thorson*

*Not Present: Corny Rodriguez, Steve Holmes, Craig Hayward*

### Draft Agenda

Time	Item	Lead
1-1:10	<b>Review of Minutes</b> <ul style="list-style-type: none"> <li>• Commiso confirmed that the CSUs will accept courses with the embedded co-requisite as transferable and will separate the co-req unit on their end</li> </ul>	<b>Bonds, Wojtysiak</b>
	<b>Strategic Directions Report</b>	
	<b>Introductory Course</b> <ul style="list-style-type: none"> <li>• Reintroduced exploratory Pathways 101 course discussion</li> <li>• Health Sciences meta-major Pathway as an example to see which programs of study within the Learning &amp; Career Pathway might be the right fit</li> <li>• Recommendation for the course in the first term</li> <li>• Potential alignment with Student Development</li> <li>• Connect with administration regarding courses that are non-transferable</li> </ul>	<b>Johnson</b>

<p><b>1:10-1:35</b></p>	<p><b>AB 705 – English Update</b></p> <ul style="list-style-type: none"> <li>• Spring English placement document</li> <li>• Corequisite course with standalone lab called LRNC B512 is a temporary structure for spring 2019 before fall 2019</li> <li>• LRNC B512 is English 1a with 1.5 lab course attached to it <ul style="list-style-type: none"> <li>○ Had to be listed as 2 courses in spring for articulation so the course will transfer but will be a single, blended course in fall 2019</li> <li>○ Jett shared that the department developed a lab manual for the 1.5 hour course has been developed and disseminated to all instructors teaching LRNC B512</li> <li>○ Lab units cost students less (0.5 unit of lab compared to 2 hours of lecture)</li> <li>○ Lab course will have support from peer experts (Thorson described as a bridge between an SI leader and a tutor)</li> </ul> </li> <li>• If a student fail one component, he/she fails both courses. The student cannot drop the lab or not show to the lab without then being dropped from the lecture</li> <li>• In fall 2019, the course will be called English B1AL</li> <li>• Summer 2019 will be either LRNC or ENGLB1AL but the board of trustees must approve; update forthcoming.</li> <li>• Wojtysiak asked about English 50 considering throughput rates do not meet the chancellor’s office guidelines; Jett and Thorson confirmed they are still finalizing fall 2019 discussions regarding one level below. English 50 will be offered in spring but fall 2019 information is forthcoming</li> <li>• Johnson shared curriculum can provide a “fact sheet’ to counseling in time for February advising for April registration which will include these updates, among others</li> </ul>	<p><b>Jett, Thorson</b></p>
<p><b>1:35-2:00</b></p>	<p><b>AB 705 – Guided Self-Placement</b></p> <ul style="list-style-type: none"> <li>• Commsio shared an update regarding Guided Self-Placement: pulling from best practices at other colleges such as Sierra, Mira Costa, etc. to develop the tool.</li> <li>• Guided self-placement is not intended for high school students – intended only for students who do not have access to their high school transcripts/performance data</li> <li>• Commiso and Moseley working together to create an online tool</li> <li>• Decision-trees are based on current placement criteria for counselors when working with students; intended to be a tool for counselors/advisors</li> <li>• Will be adding a question regarding preferred language for EMLS up front to determine the appropriate branch in the decision tree</li> <li>• Recommendation to add a “Don’t Know” or “Unsure” option with an auto-response suggesting the student contact counseling</li> <li>• Suggestion to move from a word-limit (1000 word essay) to a page number (4-5 pages, double-spaced)</li> </ul>	<p><b>Commiso, Moseley</b></p>

	<ul style="list-style-type: none"> <li>• Will be working with the departments to determine appropriate questions to ask the student: 1) research paper, 2) citing sources, etc.</li> <li>• Wojtysiak recommended the first question be: “Do you intend to transfer?” to allow the decision tree to branch off toward either Tech math or a non-transferable math</li> <li>• Tool at this time cannot connect to banner or automate the placement; still very much requires a manual counseling touch and manual placement</li> </ul>	
2:00-2:25	<p><b>AB 705 – Communication Updates</b></p> <ul style="list-style-type: none"> <li>• Thorson described that team pulled data from 3 years back for students with a high school GPA between a 1.9 and 2.6 GPA; used that list as the contact list for a round of emails and letters describing placement update. In addition, some phone calls</li> <li>• When LRNC wasn’t enrolling at the level to be expected at this point, Dean Thorson pulled together a task force to develop and distribute letters to students in their courses <ul style="list-style-type: none"> <li>a. Thorson led effort to create a letter which was packaged and hand delivered to students’ current courses</li> <li>b. Appx 2,500 letters went to 280 professors to distribute</li> <li>c. Letter was confidential, sealed in an envelope. Participating professors volunteered to distribute</li> </ul> </li> <li>• Counseling student employees also phoned students with a script and sent text messages + robo calls</li> <li>• Enrollment in LRNC increased approximately 11% following distribution of the letters, yet courses are not full</li> <li>• Diaz reported that the counseling department is feeling up-to-date on the information and hearing students ask questions about their placement related to 705</li> <li>• Wojtysiak questioned the decision-making process: in what ways were faculty engaged and at which points in time? <ul style="list-style-type: none"> <li>a. Thorson pointed to FCDC, College Council, task force meetings, Senate presentations, etc. at points in time faculty received communication and had opportunity for input, to ask questions, etc.</li> <li>b. Members agreed communication regarding the decision-making could have been more clear and Bonds acknowledged chairs should have invited 705 information earlier in fall semester. Committed to frequent spring semester updates at GPIT</li> </ul> </li> </ul>	<p><b>Commiso, Hroch, Diaz, Thorson</b></p>
2:25-2:30	<p><b>Closing Comments/Questions and Adjourn</b></p>	