

Minutes: Guided Pathways Implementation Team

January 29, 2019

1pm-3pm L215

Present: Lesley Bonds, Jessica Wojtysiak, Jennifer Johnson, Nick Strobel, Aricia Leighton, Dan Hall, Leo Ocampo, Amber Hroch, Grace Commiso

Guests: Kimberly Bligh, Anna Laven, Kylie Swanson

Not Present: Corny Rodriguez, Steven Holmes, Craig Hayward, Brynn Schock

Time	Item	Lead
1-1:05	Review of Minutes Minutes from November unanimously approved	Bonds, Rodriguez, Wojtysiak
1:05-1:15	Spring, 2019 Priorities <ul style="list-style-type: none">• Early College – from strengthening intersegmental relationship• Education Pathway – moving and shaking, heard from them on opening day• Transfer-lvl math – Imelda was not able to get data for her report, tabled until next meeting. Are we being smart about getting students into transfer level math? Some piloting with EOPS students. Institutional Projects document from AIQ shared to illustrate projects planned to move through governance committees.	Bonds, Rodriguez, Wojtysiak
1:15-1:45	Education Pathway Presentation Bligh: We are officially an education department. We need to update all of the websites to show education instead of academic development. The education department is housed within the education pathway. Billie Jo is the dean of the pathway, and the pathway also includes child development. We sent out a newsletter yesterday and found out that most students enrolled in EDUC B24 are not being contacted by pathway communication. We need to work to improve our tracking and knowledge of students seeking careers in education, such as those who are interested in secondary education. We are a CTE program, and so we have an advisory. We have 1 education course, and we have 1 degree. For the past year, faculty in the education department have been meeting with individuals. Our first official advisory meeting is Friday, February 1 st . They offer input into our curriculum as the future employers of our students. We are working on new curriculum.	Bligh, Rice

We need MOU's for our students to take courses and engage in observation. Working with KCSOS entire consortium to organize MOU's for their schools so our students have ample opportunity to make their required observation hours. We have a team of really hard-working faculty and strong backing from community partners who want our involvement in addressing the local teacher shortage. We are investigating online course and dual enrollment options to get involved in early college.

First phase of a stackable certificate by fall. We are working closely with curriculum to make deadlines.

Rice: MOU's are a big deal. Students need field observation, and we need MOU's in place to offer these sections across our service areas. We are hoping to turn around much larger numbers for Elementary Teacher ADT.

Bligh: As an early data coach for the education pathway, we can see now through guided pathways that there are many obstacles to the completion of the ADT. Many curriculum obstacles with few options for students, making completion very different. We met with the math chair and math faculty teaching Math B4A. Education is an inherently interdisciplinary field in the real world. We need to make sure students get that sort of support and experience within the courses reflective of the real world. We are modeling the education departments in other community colleges. We are trying to get people to understand the interdisciplinary nature of education.

Education continues to house ACDV courses, including tutoring, Success Lab, and Summer Bridge, where students are twice as likely to persist, to succeed, to pass transfer level math and English!!! This is an institutional decision to make this the best professional development and student entry option. The advising is critical! The rigor of the program has grown. It is much more than just a tour around campus. Technical math is also housed within Education, and we're working collaboratively with child development.

Bonds: Asked about SB 577

Rice: Erica and Billie Jo attended statewide meeting in November. It was intersegmental and primarily north state. It is an unfunded mandate. They will plan another meeting.

Bligh: The packet to become a credentialing institution is like a dissertation. The work on SB 577 compliments the work that the education department would have needed to pursue anyway.

Johnson: On legislative committee to find things that could be authored and then lobby legislators to focus upon funding.

Bonds: submitted application to focus upon policy on intersegmental alignment, education may be captured for that in August. The team could develop an action plan around this, if we are accepted.

	<p>Bligh We are developing a great relationship with CSU-B. Bonds: We need to talk about and clarify names of classes to make options more clear and accessible for students. Leighton: Going to E-Catalog. Trying to embed the mapper. Might help students in addition to the naming conventions.</p>	
<p>1:45-2:15</p>	<p>Early College and Dual Enrollment Presentation</p> <p>Our dual enrollment program is the largest in the state. Last year, over 7,000 enrollment. Projecting 8,500-9,000 this year. A culture shift concerning the role of dual enrollment: more dual enrollment sections offered than any other department. Part of the culture shift comes from recognizing that they are not just those high school students over there - They are our students and our courses, our program and our pipeline.</p> <p>Questions to ponder: Where are the opportunities for growth? When new curriculum is being developed, is dual enrollment being considered?</p> <p>Student Development B3: Get focused, stay focused curriculum. Offered at some high schools universally for all students. This is an opportunity to get students directly into the pathway and produce a 10-year plan. Beyond that course, if we are offering courses pulled from every pathway, we should be thinking about how that can function for career exploration for students.</p> <p>Level 1: Exploration of dual/concurrent options Level 2: Arvin, Wasco, Wonderful – have a cohort of students on completion track Aim with Level 3: Everyone high school student on track to earn 9-60 units by the time they graduate HS</p> <p>There are a lot of opportunities for growth. Kylie has been having conversations with deans and chairs to discuss what courses might fit within the early college model.</p> <p>State scorecards will be impacted by their students taking 2 college courses. Curriculum: working on discussion of how courses can be offered: ITV, online, etc.</p> <p>Laven: Stewardship – all work is manual – enrollment, scheduling, HR, etc. Need to think about stewardship of the students and hope to filter it down to where chairs are connecting with instructors.</p> <p>Strobel: how do we ensure the quality of the courses, that they are really college-level work? Evaluation of the instructors. Duties of chairs.</p> <p>Laven: Dualenroll.com – something being explored over the last year, information system, 3rd party, it is at the district office for prioritization for IT queue.</p>	<p>Swanson, Laven</p>

2:15-2:40	<p>Transfer-Level Math Presentation</p> <p>Tabled until next meeting.</p>	Simos-Valdez
2:40-3pm	<p>Introductory Courses and Curriculum Discussion</p> <p>Topics being drafted: talking about healthcare services, career ed planning, different careers (nursing, dieticians, does not include PA or physician or other careers we do not offer at BC). Resume, cover letter writing, take with them through their entire college career. How do you tie it to Summer Bridge?</p> <p>Commiso: did B2, only a 2 unit course</p> <p>Discussion of whether the introductory courses should be credit or non-credit, mirrored NC option. Discussion of minimum qualifications. Jennifer Johnson asked to keep this issue on the radar and recruit a group to continue work on the group.</p> <p>AB 705 II Taskforce, will run for 18 months, placement criteria, communication plan, evaluate implementation. Billie Jo Rice is the admin co-chair, and Victor Diaz is the administrative co-chair.</p>	Johnson