

**Guided Pathways Leadership Taskforce**

Meeting Notes

June 4, 2018

2:00 – 3:30 p.m.

1. **Follow up on previous commitments**

Commitments were reviewed. Eboni announced that this would be Dawn’s last meeting for a while, as she’s going on sabbatical. Nora will be joining Eboni as co-chairs of the taskforce.

1. **Post-institute/Nan’s visit debrief**

Discussion included debriefing the Oregon Guided Pathways Institute, as well as Nan Poppe and Ann Buchele’s recent site visit.

David shared how important and impactful the discussion of equity regarding guided pathways is. That is something we will begin to connect with guided pathways, consistently remind people that guided pathways is a mechanism toward equity. We need to think about disaggregating the data that we’re collecting to make sure we’re addressing achievement gaps. Sue said she heard clearly from Ann that it’s okay if we make mistakes. We should reinforce that with workgroups – if we get the pathways wrong, we’ll fix them. Eboni said she heard how important it is to establish a guided pathways website for people to go to. It reinforces that this is a continuing process. Dustin shared how Linn-Benton changes the way they hired based on guided pathways. They now have certain criteria they look for when hiring for all positions. David discussed the complexity of advising for guided pathways – what are we expecting from faculty in terms of advising? What are we going to do in preparation for Early Alert? There will be a great deal of training, depending on what we define as triggering an early alert. David said a message that came across was to keep focusing on communication, keep saying the same thing, find new ways to engage the community, don’t stop. Eboni discussed multi-term, student-driven scheduling – students getting the classes they need when they need them.

Nora asked about how guided pathways will be included in inservice. David shared that building pathways is the interim title for inservice and that there will be a focus on pathways, mission fulfillment, and equity. Nora suggested some sort of handout that indicates what we’ve done. Eboni pointed out that the website would be a good common space for this. David said he was struck by the need for some sort of website – however, that is a barrier at Clackamas. The website doesn’t have to be beautiful, it just needs to be available. David asked project managers to think about what we have accomplished and what we are planning to do next year.

There was discussion around how we use the institutes going forward. Linn-Benton’s strategy is to have the people that attend each institute come to the core team meetings, so that after each institute, there is a larger pool of individuals in the core team. David suggested that when we start in the fall, we do that for at least some of the meetings. That way those people who attend the institute but aren’t members of the taskforce can still be connected. He’d also like to include members of the workgroups.

Max asked how the taskforce should best utilize this space, making this even more than a report out. He would like to see the taskforce sink their teeth into the theory and conversations that can help shape and drive the college – create a shared vision, tone, language. Nora suggested small group discussions – people from different workgroups sharing what they’re doing, creating an integrated framework. Sue agreed, said that would help the taskforce figure out we are intersecting on things, reducing siloing.

Tara shared the questions from the VP meeting, where participants were asked to share things they wanted to know about guided pathways from the people who attending the institute.



David shared that he has asked that someone from ISPD attend taskforce meetings.

**Commitments:**

* David committed to sending the Key Performance Indicators (KPIs) to taskforce

1. **Summer plans for continuing the guided pathways work**

Max and Carol are working together as co-project managers for the guided pathways work. They will be keeping track of the entire endeavor, making sure things aren’t siloed. They shared that, as they start working on project management piece, the roles will become clearer. Max and Carol are working on a comprehensive timeline, coming up with milestones. They will be working directly with the leads for each of the workgroups to be sure that they have all of the tools they need to ensure success.

Tara said they are going to try to get a group together this summer (project leads and project coordinators) to put together a comprehensive plan and then present to the taskforce in fall. Max said that by fall term, each of the workgroups will have a list of milestones.

Question: are we having taskforce meetings in the summer?

1. **Formalizing a communication group**

Tara proposed that the taskforce formalize a fifth workgroup – communications. She said that we are doing a good job with messaging, but we are still hearing pockets of questions. We need to get some more messaging front and center. Tara will ask Lori to be the project lead for the communications workgroup. Lori will be able to engage others from outside of the taskforce to be a part of the workgroup. Max suggested that at least one taskforce members should be on the workgroup – Tara agreed, and suggested that Carol and/or Max should participate. The taskforce agreed that this workgroup should be formalized.

**Commitments:**

* Tara committed to talking to Lori about forming a communications workgroup

1. **Pipeline recommendations**

Darlene shared that the Pre-college Pipeline workgroup is now the Pre-college Committee. She provided a handout, listing their recommendations:



The committee recommends the continued design of the on-ramps for pre-college populations, which include both high school and adult basic skills (ABS = ESL & GED) students as well as developmental ed – specifically the Irrigation Technician Career Pathways Certificate. The committee recommends the following components be developed:

* Professional development
* Communications and marketing
* Logistics
* Curriculum
* Wraparound team

1. **Example infographic**

Lisa Anh worked with creative services to create a flier, which highlights some key numbers that we have communicated out to the college in inservices and meetings. The audience is faculty and staff. Lisa shared the flier on the screen.



Feedback was provided. For the second 2010 bullet, it needs to be made clear that the students completed a certificate or degree at CCC and then transferred. David pointed out that the message is, after 6 years, we lost 47% of our students. Brittany suggested including the why – “it looks really bad, but there’s hope – vs. – it looks really bad”. The tense of “are still enrolled” could create some confusion, as it doesn’t necessarily mean that the students are still enrolled currently, but were enrolled at the time that the date was pulled. There was a suggestion of including fall-to-fall data, but that would need to be included in a separate handout.

Lisa Anh will bring the flier to the communications workgroup, once formed.

1. **Workgroup updates**

Brief workgroup updates were provided by each of the project leads.

Dustin reported that the Collaborative Advising workgroup created a document listing shared roles and responsibilities and specific roles and responsibilities for professional and faculty advisors.



He said that the roles and responsibilities will continue to evolve. If something is missing, let Dustin know.

The recent faculty survey received 80 responses, including 41 from FTF, 27 from PTF, and 2 identifying as other. He said that they still need to synthesize the data before it is shared out.

Sue reported that the Curriculum workgroup has been working through the mapping data collected. For EFAs, they received feedback, including from advising and FYE students. They had the words “science” and “technology” listed in too many places. So they have been working through the titles for each to see how to improve. For example, Health Sciences is being changes to Health Professions. They plan to add some text (short couple of sentences) underneath each and then send back to the students this summer for additional feedback. There may end up being 8 Educational Focus Areas, as education may be pulled out into its own EFA.

Tara reported that there has been a delay of launch for Navigate. They have a good plan in place so that students will be able to get to their Navigate accounts more quickly. They are going to start the process of putting concerted effort into Navigate Campus and begin conversations for Early Alert.

Tara shared that Audrey is coming to campus on June 20. They will be focusing on Early Alert at that time.