

Santa Ana College Guided Pathways

Core Team Meeting

AGENDA

December 13, 2019

1:00 – 2:30pm

S-215

“Santa Ana College inspires, transforms, and empowers a diverse community of learners”

- I. Welcome and Introductions
- II. Student Success Team Rollout – Maria Dela Cruz
 - i. 12-15 success teams-need breakdown of student between the caps determines how many students
 - ii. Question: S. Clark concerned about entering students vs entire cap number. How will that number be managed once it is doubled in the following semester/year?: Feedback and training from teams once completed semester, what is the plan once the new group comes in. We will have to tackle the case loads as they come.
 - iii. Making sure all students have an Ed plan, get the most needed services, be mindful and establish goals based on your experience on the the first group and move the students to a different set of services needed
- B. Clarifying Roles
 - i. Have been working with the Advisory teams. The Design teams have come up with names and job descriptions of team members, why do we intentionally call a person a “success coach”, as we role out the teams we will clarify each individual title. Survey has gone out to faculty over intersession to those interested in faculty advisors. Before it is implemented , trainings and conversations are needed to fully understand the role and begin working together as a team. –Document created with roles has updated throughout the semester. Dr. Ortiz, has there been significant changes or has it stayed?. The document has stayed consistent; changes have been done to be more clear and accurate vs a confusing and vague description in responsibility.
 - ii. Suggested: a training with teams to give a descriptive role and goals.
 - iii. Comment: goals linked to momentum points, Tags tied to strategic vision and experiences. Identify student experiences through case management for the work to not feel overwhelming for year two and three
- C. Summit Update:
 - i. March 20th 2020. Work on barriers-convey the why on the barriers to discuss collectively with success teams before the how to fix it. Trainings on clarifying the roles will be done. Make sure people walk away not just feeling inspired but feel they have roles established. Ensure we recognize and not replicate barriers. Mechanisms for feedback that can lead to institutional change and emphasize processes.

- ii. Stephanie Clark: Senate priority is guided pathway and faculty roles-area where we can offer information-what guided pathways should look like on campus and what faculty roles should look like on a day to day.
 - iii. Faculty needed to engage and collaborate
- D. Rollout Timeline

III. Updates, Debriefs, and Next Steps:

- A. California Community Colleges Pathways to Equity Conference – September 29-30, 2020 – Maria Aguilar Beltran-
 - i. meeting resources will be uploaded to GP H drive. Web Flyer distributed-conference will be held Newport Beach
- B. ASCCC Accreditation Institute – Focus on alignment of GP work, equity, and accreditations standards; February 21-22 – Fernando Ortiz
 - i. San Diego-Dr. Ortiz attending and anyone interested please join. Information will line up and be beneficial for upcoming accreditation visit.
 - ii. M.Huebsch Equity money available to those interested in conferences
- C. Starfish Implementation – John Steffens
 - i. Board Approved-P.O created, Meetings set up with Dr. Hoffman, Kickoff meeting with IT, Finalize who will be implementation team. Faculty liaison needed, role, hours--Stephanie Clark volunteers Kathy for advising team; S. Bautista interested but needs details on commitment
 - ii. Functional areas: learning center and curriculum.
 - iii. 26 week implementation for first phase-trainings will be given
 - iv. Kick-off meeting will answer training questions and get an idea on the focus of first phase, decisions on functional areas will be determined. Lead times on accomplishments. EOPS counselors needed, engage people early. Reach out to other colleges on best practices for roll out.
 - v. Con-if we reach out too soon and those involved don't understand fully what their roll is can cause disengagement. Stick to training Core team and then reach out once we have a better grasp on functions by kickoff date.
 - vi. First weeks-self analysis-what do we need, do we have people in place
 - vii. Technical team discussions-distance Ed, IT and other leadership for functional kickoff meeting
 - viii. User group-"connect" on starfish site. Online , very active community to collaborate. Barrier talk, best practices- More information at kickoff
 - ix. Pre kickoff with Sr. Leadership in January- Functional areas-Technical kickoff-information will be sent out by Amanda Farah soon
- D. Scale of Adoption Assessment Status – Fernando Ortiz
 - i. Nova system has been updated-filling in details from Academic senate-approved with exceptions-wanted details on specific mentions of programs and internships-they would like to know what exact programs or internships in place we are talking about. SOAA will be moving to president cabinet and participatory governance review and approval and final-board approval march 1st. SCC reached out and would like to present together as previously done with equity plan
- E. EdInsights Site Visit, Part 2 – March 23-25

- i. Selected as a college for visit. Interview will be done with team leads, focus groups of staff and faculty. No student focus groups. They want to hear what faculty know and what their engagement is.
 - ii. Purpose: sense on where colleges were on guided pathways implementation phase. Summary report available from last years visit. Preliminary findings and then a formal review will be sent.
- F. CAGP NCII 2020 Site Visits
 - i. Spring – Wednesday, March 18th
 - ii. Fall – Monday, November 6th
 - iii. Model: Completion by design asked to sit in to talk with a GP leader on where we are in process. One day visit. Agenda will be formed to slot leaders.
 - iv. Will be getting data and understanding on where we stand.

IV. Implementation Team Reports:

- A. Communication
 - i. Possibly merging with entry team on modification with SuperStrong.
 - ii. Identify and simplify welcome letters-texts vs. emails
- B. Student Support & Advising
 - i. Focusing on questions from SOA to find out what to do with underprepared students.
 - ii. Preparation for intersessions: Non Credit with English and Math
 - iii. Targeting people who drop English or math during fall
 - iv. Using early alert and targeting specific groups
 - v. Website to simplify where and when to register
 - vi. Collaborative effort with non credit and faculty with support systems available
 - vii. Some drops are based on Major changes-how do we distinguish that-counselor in learning centers to verbalize wrong classes.
 - viii. Teams trying to find purpose and direction
- C. Entry
 - i. Met last week to get a sense of where we are going. Entry team is caught up on checklist on what we want to accomplish. Ready for Brin and Sarah to come in to finalize communication language. Decided on 91 challenge to be done every year. Reached out to aprox 6k student who applied and did not go to any college or enroll in classes. Invited them back and shared programs. This year we would like to change name 91 challenge to registration workshop-so far 226 have signed up for workshops and more to come.
 - ii. Students who enroll in intersession are prone to enroll in spring.
 - iii. High enrollment classes being offered in intersession
- D. Learning & Engagement
 - i. Skyline institute and equity ready to make significant changes. Leadership vision, we all need to be connected in regards to equity.
 - ii. What does equity mean to people-get the information and work off of that to guide-“inquiry phase”
 - iii. Perceptions of male/female students-conference shared some males feel no help is needed/ determining perception and reality in regards to equity
 - iv. CAPs fair was great success-positive comments from high schools involved-adult ed students appreciated next steps information.
 - v. Students learned most on what a CAP was and where they might belong to.

Adjournment 2:30



Guided Pathways provides a supportive college environment that allows students to confidently and successfully achieve their academic goal in a timely manner by providing a clearer path to a career of value.