



Ohlone College Guided Pathways Task Force Meeting Notes

September 28, 2018 | 9:00 - 11:00

Draft October 1, 2018

Attendance:

Members: Andrew LaManque, Yvonka Headley, Carrie Dameron, Sobia Saleem, Emmanuel Garcia, Shane Blau, Dave Topham, Matt O'Donnell, Katherine Michel, Isabel Reichert, Ghada Al-Masri, Tijan White, Eva Munguia, Kathleen Schoenecker

Ex Officio: Isabelle Saber, Minh-Hoa Ta, Daniel Newell, Jesse MacEwan, Terry Exner

Notetaker: Sara Goldware

Icebreaker: Individuals from the group shared their experiences and backgrounds as they related to these items:

1. I changed my major at least once
2. I had to repeat course work (or lost credit) transferring from one college to another
3. I took a class online
4. I was a 1st generation college student (my parents did not graduate from college)
5. I was placed below transfer level in math or English
6. I saw a Counselor/discipline faculty to plan my coursework on a regular basis

Information Sharing

Andrew

- Guided Pathways web site available on college web site--will be adding meeting agenda and other information
- Charge of this task force: to set the broader picture agenda, the values and principles to guide the work, advise on the workplan and budget
- The state is not prescriptive about GP (but the funding formula provides some specifics). We can decide what guided pathways will be at Ohlone.

Isabelle -

- GP is being adopted by all community colleges in the state
- GP is a mandate from the state because it is so closely linked with the funding formula--need to do this in order to survive fiscally
- We need to make this student-centered



Carrie - How are students being involved? How will they be recruited to be part of this process? The following comments were shared by members:

- 8 ASOC members have signed up to join, but they have meetings at the same time as GP (may need to change meeting time to 12:00 - 2:00 on Fridays)
- It might be good to also involve non-ASOC members (so it could be okay that the meeting is at the same time) -- we want students that are historically unrepresented or unheard because those are the students we are trying to shift the experience for
- We need to consider structured ways to invite students to give their voice, in ways other than just sitting as part of this meeting
- Need to make sure students involved reflect a diverse set of majors
- Career Center will be hosting some focus groups for under-served groups and could recruit students that way
- Might also want to get perspective from our future students--build relationships with high schools and connect with students who might be experiencing whatever we design
- Isabel Reichert has a document of 50 questions asked by high school students - she will share with the group
- **Action item: Send potential student names to Andrew**

Guided Pathways Taskforce Meeting Engagement Rubric

Andrew shared metrics for:

- Group participation,
- Group learning,
- Shaping direction/impact on plans, and
- Influencing process

Small Group Discussions: If you had to pick one, what is the most important?

Group Share out:

- How do we engaged more than just the people in the room? How do we represent the populations we are charged to represent?
- Shaping direction/impact on plans - break down the process and set milestones, goals, and outcomes
- Need to focus on dealing productivity with objections and not make assumptions about where people are coming from



- Important to emphasize positive change and the sense that we are making a difference
- Important to come up with clear goals, define the most important components, and define how we come to decisions
- Need a timeline for milestones, goals, and progress
- Might want to add a fourth column that includes communication and consensus with the whole college--remember that we are representing a larger group/population
- Question about how the committee was composed--and ensure we are more inclusive of others who are not at the table
- Calling out who is not included--who is missing in participation--and making sure we are reaching out and representing those who are not here
- Clarifying and adding some detail about how decisions/recommendations are made

Discussion about report outs:

- Committee came about with the guiding principle of broad representation - 1 faculty member from each division, student services, deans, classified staff, students
- Decision Making: Charge includes voting members--hoping to do things with consensus, but can take votes as we need to
 - Important to take time to check in and summarize what we just agreed to in writing

Other comments from members:

- Decision making process should include bringing back our decisions to other campus community groups before a final recommendation is made
- Worried about spending time and effort on this, making a recommendation to the President, and having it denied
- Importance of building consensus and support in the campus community as a backbone to the decisions that we make--making sure the learning and growth for the student is driving the planning
- Question--how is the Task Force's work tied to the Action Plan we submitted to the state? How will we work this year on reaching the goals we set for years 3-5?
 - Yes, we're in the first year of the plan and this year is focused on setting goals, participatory decision making, etc
- Is the goal to craft one recommendation at the end of the year? Or can we include the President in decision making about our unofficial milestones?
 - Isabelle: yes, she is the link to the President and will report weekly and Terry will also be the link to College Council and the president



- Jesse: we may do a few college-wide events per semester and we will include the president in those conversations
- GP in other schools has increased enrollment and that's a powerful message to the president
- Will look at all aspects of the college--admissions, access to courses, advising, quality of teaching, etc
- Might need to have more Division meetings to allow for reporting on what is going on with GP to address fears of faculty--(general worry shared is that faculty are concerned about losing students or not being part of a pathway)
- Setting time on the agenda for "looping" - reporting out on perspectives of groups each person is representing (Divisions, etc)
- Will Guided Pathways mean electives will be limited and courses in the Arts and GE areas will be pulled from programs? As mentioned earlier, we can decide what our guiding principles will be (for example, the importance of exploration).
- **Action Item: Isabelle proposed that each person on the Task Force go back to their representative groups and write down what the concerns/fears are and then share them with the Task Force**

Ongoing Meeting Time:

General consensus is Friday mornings 9:30-11:30 am

Future Meetings:

- We have defined our plan, but we need to drill down:
 - What will it take to come up with metrics?, etc
- What else do we want to take on this year? Do we want subcommittees
- Discuss how our structures is connected to the rest of the college--communication to the large group
- Developing our values and principles
- Examining data
- Connecting this group to the accreditation process especially the Quality Focused Essay.