

SAN DIEGO MIRAMAR COLLEGE
Guided Pathways Steering Committee
 Tuesday, November 2, 2021, 1:30 – 3:00p.m.

Committee Members:

Lisa Brewster (Co-Chair), Adrian Gonzales (Co-Chair), Michael Odu, Nessa Julian, Sean Young, Laura Murphy, Danielle Guerra

Guests:

Vacancies: Classified Professional (2), Faculty (1) Guided Pathways Coordinator/ Co-Chair, Student (1)

Guests: Jae Calanog, Linda Woods, Monica Demcho, Ryan Moore, Wai-Ling Rubic, Sheila Madrak, Mary Kennedy, Laura Pecenco, Anne Gloag, Rodrigo Gomez

MINUTES

- I. **Call to Order** – 1:32p.m.
- II. **Approval of the Agenda** – Motioned for approval by Brewster, Odu requested to add reimagining Miramar to agenda, will be added to announcements, second by Odu, agenda approved.
- III. **Approval of Past Meeting Minutes, 10 /19/2021** – Motioned for approval by Brewster, second by Young, minutes approved.
- IV. **New Business**

#	Item
1)	<p>Update on Leadership Structure</p> <p>Gonzales shared the proposition to update the guided pathways coordinator position from the current 0.50 FTE release time to 1.0 FTE release for spring 2022. The plan will be to re-open the position to all faculty, potentially this week to allow all interested parties to apply. Murphy questioned if there were going to be additional duties and responsibilities assigned to the position, as this would be double the time that is currently assigned. Gonzales ensured there would be additional duties assigned including the new initiatives the college is undertaking. Gonzales to send Murphy drafted position posting for review. There were no objections from the committee to increase the coordinator position to a 1.0 FTE release for spring 2022.</p>
2)	<p>State Guided Pathways Updates</p> <p>a. GP State Report</p> <p>Gonzales shared the college will need to complete an expenditure report. We have not received the template of the specifics requested. In the past, these types of reports have been data driven; moving forward will anticipate it may be object code focused to report specific expenditures. Initially was to be launched this month; however, the State has extended the due deadline for the report to December 2021, however will start compiling information now.</p> <p>Request has been submitted to the State to allow colleges to carryover remaining funds into the next year along with the usage of the new allocation. Will receive an update on the request by the February or March 2022.</p> <p>b. GP Scale of Adoption</p> <p>Will need to submit the Scale of Adoption report likely mid-spring (March) 2022. This will look very similar to the report submitted in previous years. Will review with committee prior to submitting.</p>
3)	<p>Pending Proposal – Mentoring Program</p>

Brewster shared Calanog, Madrak and Gloag have been working with the IAST on the proposal for the mentoring program. They had their initial kick-off meeting today focusing on feasibility, how much can the concept be developed and applied to other program areas/ interest areas. The first meeting was an introduction, the second meeting focused on mental health within the STEM area, the third meeting focus on careers in STEM. There over twenty-four students in attendance.

The request is to maintain the ESU for faculty members to continue developing the mentoring program and expand to other interest areas. The updated proposal was shared. Madrack pointed out the request is beyond the scope of what faculty are currently doing. This would be a faculty lead initiative where students have a faculty mentor they can receive guidance through their academic career. Currently focused on STEM, but can easily broaden to other areas of interest. This pilot program would use data focusing on historically excluded students based on retention and success within STEM. Goal is by helping our students become more supported, they can understand that many of the things they currently are experiencing where the same some faculty experienced while they were in school. Calanog emphasized this is a holistic approach on support for our students.

Gonzales inquired how the pilot would eventually become the work of our college without future funding being available. Madrack shared if there is additional faculty participation with this approach by looking at where there is a gap in the data, it can grow the development. Calanog pointed out one of the outcomes of this project would be to develop a framework for how to train faculty for mentoring and allowing them to be comfortable enough to have these conversations with students. Madrack added the example of mental health being stigmatized; it is our responsibility to be more sensitive towards this within the classroom setting realizing how it can affect a student's performance. Murphy pointed out the importance of making sure we are not substituting current services provided like mental health. Agree with approach to be explicit of where on campus resources are located and connecting students to them appropriately. Additionally, may be beneficial to connecting this mentoring approach within the onboarding training of new faculty as they are hired. Gonzales agreed as it can provide a direct link to Professional Development with Gonzalez as well.

Odu pointed out when look at fourth pillar of guided pathways, staying on the path and shared learning is essentially built around mentoring. This is an ideal method to sustain our work and students moving forward. Suggested group to develop groundwork to be able to expand vision to entire college and institutionalize initiative. One of the benefit of guided pathways is it allows us the ability to reexamine the way we do things. Gloag added the training would enrich classroom faculty to be able to further assist students with their college experience. Allowing faculty to be more confident with the resources available on campus and highlighting them could potential change the framework for faculty. Murphy pointed out the need to ensure there is not an overlap with job duties with classroom faculty and non-classroom faculty regarding counseling. Want to make sure program is working with academic and mental health counseling to avoid any potential AFT issues. Madrak shared the idea is to have a group of instructional and counseling faculty be part of the mentoring group to ensure roles are not crossed. Julian pointed out a benefit as we mentor students, we can potentially provide them opportunities to become student mentors or ambassadors creating a pipeline of career options and support. Additionally sharing the LEAD Office is working with Career Services to potential create a mentoring program. Would be good to combine efforts are the end goal is similar.

There were no additional concerns shared by the committee. There was a consensus to move forward with initiative. Gonzales will work with Brewster, Calanog and Madrak on finalizing ESU counts for spring 2022 and setting ending expectations.

	<p>Brewster pointed out the Learning Communities are now called Paired Communities. Gonzales scheduled to meet with group in December for further discussion. Suggested to meet earlier if schedules permit. Odu pointed out the key is identifying the particular course in each interest area and developing further. Demcho explained that within STEM, Math 104 was identified based on low success rates as it is considered a gatekeeper course. Further identifying an overlap with Personal Growth course as it can benefit and prepare students to become more successful. As a result, this could potentially create internship opportunities for the students. Odu emphasized the excitement of how guided pathways can change the direction for Miramar. Providing support for students from entry to completion and beyond it beneficial for all. Murphy agreed. There will be further discussion regarding this at the Spring Kick-Off event in January 2022.</p>
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V. **On-Going Business**

#	Item
1)	Updates on Areas of Focus
	<p>a. Onboarding Brewster shared the new IAST proposal has been submitted to Gonzales and Odu to review. ESUs and workload were created using the same template and framework as used for other IASTs.</p>
	<p>b. Course Sequencing Pecenco shared that both sequencing retreats went well. Due to the work completed by attendees, we now have drafts for most ADT, AA/AS, and certificates. Participants also had access to sequencing google docs to provide additional input by 11/5. A couple clarifying questions regarding compensation were asked. Based on the deadlines for the Business Office and District HR, some assignments for faculty will be in system this month. The factors that maybe have disqualified anyone from receiving compensation may be “double-dipping”. Not permitted to work on special projects for additional compensation if event is schedule during time noted on Faculty Program Card. If need further clarification, please contact Gonzales or Martinez.</p>
	<p>c. Mapper Project Gonzales shared the kick-off meeting is scheduled for 11/5 involving representatives from our campus IT team, Cain and Concentric. Cain has been working with district office regarding the logistics of the data. Moving forward there may have some manual input components; this may allow an opportunity for overtime for Classified Professionals. The website survey was developed and sent to the District office. Students will receive an email from district requesting to complete. Employees will receive email from VPSS office. Based on feedback will be able to develop an action plan.</p> <p>Brewster and Claros planning to meet with Hess, representative from district IT and Topham to figure out how to automatically enroll students into interest areas and auto populate onto their Canvas shell.</p>
2)	IASTs Brewster shared cohort one, Creative arts, Languages and Communications and STEM, have identified strategies and interventions on course outcomes, envisioning how to institutionalize.

Cohort two, Business Entrepreneurship and Social & Behavioral Science are currently in the development of purpose phase. Once identified their purpose, they will be able to develop strategies and interventions. The announcement for the third cohort send to Gonzales and Odu to review. Cohort to include Health, Wellness & Public Safety and Advanced Transportation & Applied Mechanics. Will plan for call out for these IASTs to go out soon as they will begin in January 2022. Brewster meet with Dean Lopez and Faculty leads in his area to encourage participation.

Gonzales pointed out the IASTs have six steps they go through. Guided pathways support steps one thru three, which include analyzing the data and identifying strategies for intervention. The final steps are deciding what to do and how to complete work so it is sustainable. Today's STEM discussion demonstrates how steps one thru three are completed and naturally move on to steps four thru six. Need to be mindful on how these concepts will cohesively link together to be able to implement as a college. As the IASTs move through these steps, will anticipate future proposals to be presented to the committee. Moving forward may need to prioritize what projects will move forward with funds.

- VI. **Announcements** – Gonzales shared applications for round II of HEERF funds for direct student aid opens next week. Please encourage students to apply for available funds. Announcement will be sent via email.
- VII. **Adjourn** – 2:52p.m.
- VIII. **Next Meeting:** Tuesday, November 16, 2021

*** San Diego Miramar College Strategic Goals Fall 2020-Spring 2027**

- 1) **Pathways** - Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success.
- 2) **Engagement** - Enhance the college experience by providing student-centered programs, services, and activities that close achievement gaps, engage students, and remove barriers to their success.
- 3) **Organizational Health** - Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision making.
- 4) **Relationship Cultivation** - Build and sustain a college culture that strengthens participatory governance, diversity, inclusion, and community partnerships.
- 5) **Diversity, Equity, and Inclusion** – Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community.

**** [ACCJC Accreditation Standards \(Adopted June 2014\)](#)**

I. Mission, Academic Quality and Instructional Effectiveness, and Integrity

- I.A Mission
- I.B Assuring Academic Quality and Institutional Effectiveness
- I.C Institutional Integrity

II. Student Learning Programs and Support Services

- II.A Instructional Programs
- II.B Library and Learning Support Services
- II.C Student Support Services

III. Resources

- III.A Human Resources
- III.B Physical Resources
- III.C Technology Resources
- III.D Financial Resources

IV. Leadership and Governance

IV.A Decision-Making Roles and Processes

IV.B Chief Executive Officer

IV.C Governing Board

IV.D Multi-College Districts or Systems.