

SAN DIEGO MIRAMAR COLLEGE
Guided Pathways Steering Committee
 Tuesday, May 16, 2023, 1:30 – 3:00p.m.
 N-201

Committee Members:

Lisa Brewster, Adrian Gonzales, Michael Odu, Nessa Julian, Pablo Martin, Monica Demcho, Jeanette Moore

Vacancies: Administrators: None; Academic Senate: None; Classified Senate: (2) designees; Students: (2) designees

Guests: Kevin Gallagher, Isabella Feldman

MINUTES

- I. **Call to Order** – 1:32p.m.
- II. **Approval of the Agenda** – Recommendation from Brewster to move item IV.2 up to become item IV.1, Odu motioned for approval, Martin second, no objections, agenda approved.
- III. **Approval of Past Meeting Minutes, 5/2/23** – Martin motioned for approval, Odu second, minutes approved.
- IV. **New Business**

#	<u>Item</u>
1)	<p>Fall 2023 ACP plans Brewster shared roles and responsibilities identified for each role for 2023-2024. Each ACP success team will focus on building community with the following six steps:</p> <ol style="list-style-type: none"> 1. Conduct an orientation within first two weeks of classes (both in fall and spring) 2. Host follow-up events for each member of the ACP success team to present and connect with students (both in fall and spring) 3. Host college hour event during meet and greet (week 3 or 4) 4. Success coach communicates with students-regularly and intentionally 5. All new, first time enrolled in college students have some form of direct communication either by phone, email or text 6. ACP success team meets monthly
2)	<p>Counseling Proposal – Faculty ACP Participation (attached) Gallagher shared the intent of the counseling faculty proposal was to pare down the needs for ACPs and clarify the role of counselors within ACPs while outlining clear expectations. Some addressed concerns included assignments/ESUs vs. in load, equity of work for faculty campus wide and available resources to provide all students a comprehensive educational plan. In the provided outline the department’s prominent ideology is that ESUs do not work for counselors. They would prefer to complete the work in load at an approximate 0.20FTE. Ideally would need to have flexibility in the schedule. Additionally, the concern of equity of work between instructional faculty and non-classroom faculty was mentioned. Feldman pointed out there is an additional concern that the intent to assign a counselor to a specific area (ACP) will in turn create a silo and the individual would then not be a representative of the general counseling unit. Would like for students to be informed as they begin their academic career they are able meet with a generalist counselor, however as they get further into their education they can then go to a specialist counselor. Martin clarified the take away from this statement is the counselor’s desire to remain both a generalist and specialist within</p>

their department. Demcho pointed out the importance of counseling being incorporated into the ACPs as students need a roadmap, support services and a go-to person. This is the guided pathways framework. This would provide the student with the support they need to be successful in their educational career on our campus. As a result, would assist the college with the completion component. Need to work together to find a balance between doing generalist work and creating silos due to participation with ACPs.

Brewster clarified an expectation/goal of the ACPs is for every student to have a student educational plan (SEP). This could potentially start by ensuring all incoming students have a comprehensive plan on file by the end of their second semester. Over the next five years this would ensure all students would have an SEP. The modality to complete this task is yet to be determined and currently part of what we are trying to figure out collectively. As an additional point of clarification, we do not have a specific mandate to complete 200 educational plans annually. This was a generalized figure based off the average number of students enrolled within each ACP. Some have less enrollment, others have significantly more. Brewster concluded the intent should be clear that it is not to decentralize the Counseling Department. Gallagher reiterated Counseling department needs the reassurance that the formulated plan will be upheld, however Counseling in general does want to participate in ACPs and sees the value in them.

After some discussion, it appears both sides expressed the same general idea, simply presenting the information differently. The need is to create a plan on how to collectively assist students and ensure they all have an educational plan.

As we are not able to move forward with the outline counselor proposal at this time, Brewster proposed to use the Fall 2023 semester to figure out counselor participation within ACPs, with the intent to move into Summer 2023 with a continued conversation and ultimately full implementation in Spring 2024. Martin suggested scheduling a meeting to call all involved parties to the table to further discuss and clarify pending concerns. Feldman volunteered to work further on plan with Counseling Co-Chairs, Gallagher and Aase.

V. On-Going Business

	<u>Item</u>
1)	Updates on Areas of Focus
	a. Onboarding – no update
	b. Course Sequencing – no update
	c. Mapper Project- no update
2)	ACPs – see section IV.1
3)	Budget Overview- no update

VI. Announcements

VII. Adjourn – 3:00p.m.

VIII. Next Meeting: Tuesday, September 5, 2023 in N-201

* 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.