

MINUTES
Mendocino College Academic Senate
Friday, February 9, 2018
Room 4135, 1:00 – 3:00 p.m.

- Call to Order* Edington called the meeting to order at 1:07 p.m.
- Present* Jason Edington, Doug Browe, Rachel Donham (arrived 1:45), Rhea Hollis, Taylor Cannon, Conan McKay and Catherine Indermill
- Absent* Rodney Grisanti, Nicholas Petti
- Guest* Debra Polak and Ulises Velasco (1:07-1:25)
- Agenda Approval* M/S/C (McKay/Browe) to approve the Agenda of February 9, 2018
- Public Comment* Polak expressed excitement that the Academic Senate and faculty are engaged in Guided Pathways. She appreciates that faculty are getting involved so fast. Guided Pathways is not a fad. Guided Pathways framework allows for the cross-discipline that faculty has asked for.
- Velasco appreciates the collaborative and genuine work on Guided Pathways. He offered to come and answer any questions to facilitate the process.
- Discussion Items/
New Business* **1. Guided Pathways (Standing Item) Further discussion on Faculty responsibility, Senate responsibility, resources, and begin work on the spring 2018 timeline.**
- Guided Pathways was started with an integrated plan in which a group came together and filled out the self-assessment. It needs all parts of the campus, Counseling, IT, the Arts, the Senate, the Faculty, etc.
- The Senate needs to figure out the representation for the Integrated Plan and Guided Pathways, as well as a work plan. Edington asked Debra Polak for the list of the of who has been involved up to this point, and how they are chosen for reference, noting that this came from Debra’s work at a workshop asking, ‘who isn’t in the room that needs to be’.
- The Senate viewed the Video “Explaining Guided Pathways to Your College.” <https://www.youtube.com/watch?v=sPtzyrvdILU>
- Indermill discussed implementing Guided Pathways by Defining Roles with a Focus on Collaboration. The following visual can be used to explain and help colleagues to understand the roles for implementation. <http://cccgp.cccco.edu/Portals/0/Tips-for-ImplementingGP-092117.pdf>

Indermill discussed how Faculty and Staff are at the top of this implementation process and the other parts, Institutional Researchers and Planners, Students, Administrators and the Entire College are below. It starts with Faculty and Staff.

Browe would like to create a chart to help understand all of the ways, ideas to implement this process. He feels this is a linear process.

Edington provided a handout of topics to help guide the discussion of Guided Pathways implementation (Attachment 1) He referred to as the “Agenda for the Agenda.” The three main areas are: *CCCGP Website FAQ*, *Brainstorming Ideas* and *Discussion Topics*.

CCCGP Website FAQ:

<http://cccgp.cccco.edu/Portals/0/Implementing-Guided-Pathways-Tips-Tools.pdf>

Year 1: Engagement/ high level-planning- this is where we are now.

Year 2: Laying groundwork for implementation

Year 3: Initial scale implementation

Year 4: Improved scale implementation

Year 5: Continuous improvement

Edington added that success-based funding is marching towards us- this is student success. It is part of the Governor’s proposed budget for next year where 25% of our FTE funding is outcome-based funding (if passed).

Indermill added that we quickly must discuss how we define what success is for our students and how it is measured. This will influence orientation, advising. The Chancellor’s office will define what success is, but we shouldn’t just go off of those ideas. We want the faculty to be involved in choosing the KPI’s (Key Performance Indicators)

Discussion continued on concerns for this process. Various points were made, and questions raised, including:

- What a student starts with as an educational direction versus what a student ends with
- The diversity of categories that Mendocino students fall into may be broader than at other colleges
- Can we address a student’s “personal interest”?
- How do we count persistence/success?
- Is it possible to address life-long learners?

Brainstorming Ideas:

The discussion centered on what we should focus on, including:

- students knowing how their classes fit in to their program at Mendocino College will give them an idea of how long it will take to finish. This will allow students to explore their interests.
- We need to address the availability of services regardless of location (not just on campus), but including outside resources
- informing students of the possibilities that education/training/career exploration is a path that will take the student to a life career.
- what does it mean to have a college degree

Discussion continued on “What is a Mendocino College education?” Community, creativity, aggressive adventurism, social activism, integrity, career (advancement) thirst for learning, critical thinking, discerning the signal from the noise, life-long learning, information discerning, global and environmental awareness and action, empathy, cultural sensitivity, soft skills, and whole person health. Edington added that this (What does a college degree mean?) may create a need for the college to consider it’s, mission vision and goals.

Edington stated that clearly this all means that we need to communicate with and get feedback from our constituents.

Discussion Topics:

The Senate members looked at the Self-Assessment Outline and Self-Assessment Items. The question is what will we do in Phase 1 and Phase 2? It was tossed around to start with what we are doing well for Phase 1 and a few early adoption items. Or reverse this and put the weakest items in Phase 1. Another idea was to consider what we had to have in place first in order to get to other areas in Phase 2, and what could or should absolutely wait until Phase 2.

The members discussed putting #2 Shared Metrics, #4 Inclusive Decision-Making Structures, #6 Guided Major and Career Exploration, #8 Clear Program Requirements, #9 Pro-active and Integrated Student Supports, and #10 Integrated Technology Infrastructure in Phase 1.

They also discussed NOT putting #5 Intersegmental alignment and #11 Strategic Professional Development in Phase 1.

It was decided to share these six elements with constituents and ask for input as well as the two we recommend that should not be address at this time. Further, Senators were asked to consider how we should go about planning the action plans for the key performance indicators, and to be ready to discuss and decide on these plans at the next senate meeting. Suggested ideas were to have each senator form an ad-hoc committee to

take on a specific Key Element. Another suggestion was to have the senators work with their constituents on the Key Elements.

Adjournment

The meeting adjourned at 3:00 p.m.

Topics for Guided Pathways Session (2/9/18)

CCCGP Website FAQ

- What can colleges expect to accomplish in five years of launching their guided pathways efforts
- Will the monies we are receiving be enough
 - No
- What type of assistance will the Chancellor's Office offer to colleges as they begin to implement guided pathways?
 - Workshops and trainings
 - GP Capacity Building Team Visits
 - Applied Solution Kit
 - Field Gide
 - Alternative Learning
- What will colleges be expected to report on the KPI's?
 - This academic year creates the baseline which we will report on annually
- Success-based funding is part of the Governor's budget for next year – 25% of our FTE funding (if it passes)

Brainstorming Ideas:

- What does Guided Pathways mean for us?
 - Career Exploration
 - Cultural Awareness
 - Education of whole person
 - Career prep/AA/transfer
 - What is a Mendocino College education?
- What concerns do we have
 - In this way we can proactively address them

Discussion Topics

- What are the key indicators that we feel we should be looking at in this first part of the implementation (Spring 2018 – Summer 2019)
- How do we want to approach the action plans for each of these indicators?
 - Senators each take on one key item, work in ad-hoc committees?
 - Senators take back the key items and get feedback from constituents?
 - Some other ideas as to how to do this?