Memo to Senators re: Upcoming Guided Pathways discussions

Dear Senators,

In the coming weeks, representatives of the Guided Pathways workgroup will visit the senate to provide an update on our work and answer questions you may have about our institutional participation in Guided Pathways. We are hoping that the senate will be able to give us clear direction on all three of the following questions before April 30th:

1. Should we continue with the Guided Pathways program?
2. If we continue, how should we move forward, building on the work the Guided Pathways workgroup has already done?
3. If we continue, how should our workgroup be structured with Senatorial oversight and what processes should be used to determine how Guided Pathways funds will be spent to support this work?

We believe that the 40 minutes we've been allotted on March 6th is insufficient to discuss all three of these questions adequately. For this reason, we hope to spend our visit to the senate on March 6th focusing the conversation on numbers 1 & 2 above, and then spend our visit on April 3rd discussing number 3, if needed. Below, we provide some important background regarding each of the above, and we look forward to discussing each in person.

Background regarding 1: When we agreed to participate in GP for the first year, it was done so with the understanding that we were signing on for the first year only and that we would revisit the issue in Spring '19. A GP Workgroup was organized and has spent the last seven months inquiring into whether Guided Pathways could benefit students and employees at SRJC with the understanding that we would report to the Senate in April, and the Senate would vote on whether or not to continue our participation in Guided Pathways funding.

Recently, the Chancellor's office has changed both the requirements for how we request and receive funds, and the details regarding what we are expected to report to the Chancellor's office. The Chancellor is now regarding every college's initial agreement to participate for the first year as sufficient for receiving funds for the full 5 years, which means, unless we actively send back the check his office will send in May, we will receive Guided Pathways grants for the next 4 years. The Chancellor has also made changes to what we are expected to report. It is the judgment of the steering committee that these new reporting expectations are no more onerous than the previous expectations. This recent situation leaves us with several questions we believe the Senate should deliberate on:
   o Should we reject the money altogether? (There are many unanswered questions about whether this is possible and what it would entail.)
   o Should we attempt to keep the money and use it for other purposes besides Guided Pathways? (There are many unanswered questions about whether this is possible and what it would entail.)
   o Should we accept the money and build our own SRJC version of Guided Pathways along the lines that the GP Workgroup proposes? This brings us to #2…

Background regarding 2: There is broad agreement among the GP workgroup that SRJC could be doing a better job inviting, welcoming, guiding, supporting, engaging, and empowering our students along their educational journeys. There is also broad agreement that Guided Pathways grant money represents an opportunity to make some improvements related to these ideals, and to do so with our local faculty leading the reforms. As previously reported, we have followed our own ISSC committee's lead, and divided our workgroup into 3 smaller 'pillar' groups – Invited & Welcomed, Guided & Supported, and Engaged & Empowered. Each of these groups conducted research to identify potential reforms worthy of further investigation and potential implementation in Y2 and beyond. The ideas that have risen to the surface through this process are represented in the following pages. These are organized by pillar and, within each, the groups have sought to articulate:

- Which questions they inquired into
- Which institutional shortcomings were identified in relation to those questions
- Which potential reforms were judged to be promising remedies to those problems
- What evidence was brought to bear in making these judgments
- What future inquiry and work needs to be done to carry any of these reforms to fruition

Please note, given the tight deadline, we have not fully completed the above task, but we have made significant progress, represented in the following pages, and plan to continue this work in the coming week before our presentation to you. We will highlight some of the key ideas during our report. Please forgive formatting inconsistencies and unfinished sections in the following tables. These are works in progress.

Our overall sense is that there is significant enthusiasm for many of the suggested reforms in these lists. For this reason, even if we do not continue to participate in Guided Pathways, it behooves the senate to consider how it might support faculty who are interested in implementing these ideas.

Background regarding 3: The structure of the Guided Pathways workgroup evolved somewhat messily in the months after the Senate voted to participate. While there was an initial senate-led process of soliciting interest and assigning faculty to the group with the aim of ensuring representation of diverse perspectives, membership shifted significantly after that initial process. Many people dropped out, and any new faculty who expressed interest were encouraged to join. There was no consistent approach to deciding who would serve in leadership roles, nor how the extra work associated with coordinating such a large workgroup would be compensated. Given that those of us involved in this were essentially 'building the airplane while flying,' this was the best we could do in Y1. But going forward we have a chance to reconsider and improve upon the committee structure. Ahead of the April 3rd meeting we hope to provide specific recommendations for what we believe would work well for Y2 and beyond.

We look forward to discussing all of the above matters with you.

Sincerely,
The Guided Pathways Steering Committee

Invited and Welcomed, Questions Asked and Problems Discussed
(*Note:* Our team is composed of English faculty, Librarian, Counsellor, ESL Faculty, Student Equity, VP Student Services, Student Government Association, Student Success Coaches, Student Outreach, Philosophy Adjunct Faculty)

The Question We Asked as a Team to Focus Our Research	**Do all students feel welcomed and invited to SRJC?** • When they are considering enrolling? • Their first time on campus? • During their new student phase (on-boarding)? • In the classroom? • When they seek services and support?

Problems We Discussed Based Upon Our Research and Professional Experience/Expertise	**Demographics, Enrollment, and Persistence:**
	  a. SRJC has a problem with decreasing enrollment and increasing length to completion that contributes to our fiscal crisis—especially in light of the new funding formula. (SRJC Office of Institutional Research)
	  b. SRJC has a problem with Fall-to-Fall retention and persistence problems that are particularly acute when the data is disaggregated by race, gender, class, and age.
	  c. SRJC has a problem with the enrollment crisis in part due to our not reflecting deeply on how best to serve a changing student demographic. Sonoma County and SRJC is changing from a traditionally white, middle-class student population to one that reflects a growing percentage of Latinx, first generation, working poor, and also students not interested in transfer (As noted in KC Greaney's presentation at PDA, data visualization forthcoming).
	
	Outreach, Orientation, Onboarding, and Wayfinding
	  a. SRJC has a problem with prospective, incoming, and continuing students not receiving the clearest information and mentorship on our website, and in our out-reach/in-reach efforts about pathways to achieve their goals and about financial aid and other support services. In fact, if there was one over whelming point of unity in the 50-person GP workgroup, it was this observation.
	
	Academics and Student-Centered Support:
	  a. Our orientation of new students, our support services for current students, as well as our classroom curriculum and pedagogy does not always possess the cultural competency necessary to address the

needs of that changing student demographic, nor do we always think about the students holistically. (One of the most unifying observations in our group was the siloed disconnect between Student Services and Academic Affairs—particularly when viewed from an adjunct's perspective. We have many wonderful support services, but too many faculty do not know about them, and we do not have a holistic integrated approach to linking classroom engagement and student services engagement. https://studentequity.santarosa.edu/intercultural-center //// https://fact-book.santarosa.edu/non-credit-credit-conversion

b. While a majority of all students in Sonoma County are not graduating high school sufficiently prepared in Math and English (As noted in KC Greaney's presentation at PDA, data visualization forthcoming), this disproportionately impacts our new growing student demographic greater than our traditional, white-middle class student population upon entry, but it even more so when examining retention and success rates later in their college career.

c. Our growing student demographic has also experienced higher levels of trauma due to racism, sexism, immigration status, sexuality, and poverty which impacts their trust levels and impedes their help-seeking behavior.

d. SRJC has documented success in first year experience and learning communities' pathways (As noted in Juan Arias's presentation on a 5 year overview the Connections learning community, slides forthcoming).

Invited and Welcomed, Proposals for Further Consideration
Proposed solutions we developed as a team to respond to the question and the problems we discussed

Question	Proposed Solution	Research Citations	At which stage is the proposed solution?
WHEN THEY ARE CONSIDERING ENROLLING	WEBSITE RE-DESIGN: 1. Clearer, accurate communication to new students on what degrees/certificates/programs are available and what pathways, timeframes, and outcomes to expect if you complete. 2. Understanding the many, many learning and career pathways the college has to offer Example: https://programmap.bakersfieldcollege.edu/academics 3. Clearer navigation, easy to understand, and smart phone friendly 4. Faculty input on website design and content 5. Outreach team input on website design and content 6. Better connection between curriculum and counselling	Example: https://programmap.bakersfieldcollege.edu/academics Example: https://pasadena.edu/explore-your-career/index.php#scroll-gp-career-communities Example of lack of faculty input on website design: https://curriculum.santarosa.edu/all-majors	Beginning stages
THEIR FIRST TIME ON CAMPUS	WELCOME CENTER 1. Understanding the many learning and career pathways the college has to offer Example: https://programmap.bakersfieldcollege.edu/academics 2. Technology enhanced touch screen portal and signage with customizable information for different interests, different languages, and different DRD accessibility (UC Davis)	Example: https://programmap.bakersfieldcollege.edu/academics **Example:** https://www.gavilan.edu/student/welcome_center/index.php	Students Services has begun designing, building, and staffing a

Question	Proposed Solution	Research Citations	At which stage is the proposed solution?
	3. Not a popup, but rather a permanent center		Welcome Center
DURING THEIR NEW STUDENT PHASE	SUCCESS COACHING AND MENTORSHIP 1. Early mentor relationships 2. Faculty mentor (declared and undeclared) 3. Connect peer mentors to academic clusters 4. Onboarding and beyond. 5. Expand PALS	**Example:** https://filedepot.santarosa.edu/index.php/s/TPSfHSbx88m7iz3 https://filedepot.santarosa.edu/index.php/s/NdzoByswt49rwmS	Petaluma has already implemented Success Coaches. The program is currently being scaled up. PALS are already well established. They just need to be scaled up.
IN THE CLASSROOM	1. **First Year Experience** - learn how to be a college student, identify your path, avoid pitfalls; therefore, students will be more likely to persist and complete 2. **Identity-based Learning Communities**, **developing broad thematic pathways** built on cross-discipline teams 3. **Contextualized English and Math** - or for STEAM or Behavioral Sciences pathways to include examples from those career/education pathways.	Improving the First Year of College: Research and Practice 1, 2, 3, Supporting the Academic Success of Hispanic Students A Critical Review of LIS Literature on First-Generation Students	SRJC has several learning communities that could be scaled

Question	Proposed Solution	Research Citations	At which stage is the proposed solution?
	a. **Explorer Pathway** (undecided), similar to Pasadena XL Pathway 4. **An optional or perhaps recommended "first year four"** (or "first year five" or "starting six") guided pathway for first year students interested in a degree or transfer. *The idea here is to identify a set of courses that will, if a student completes and passes them in their first year, give the student a solid foundation for all future college-level work, get them engaged and allow them to understand what higher education is about, and put them in a good place regarding making progress towards a degree or transfer.*	Example: bringing in Mayan historical math examples used in Math 10 to identity-based Learning Communities; Gavilan College has adopted this and it has been recommended for many years by the CCC BSI initiative. The RP group has also studied this and recommends it as a promising practice for under-prepared learners. Another meta analysis can be found here.	
WHEN THEY SEEK SERVICES AND SUPPORT	STUDENT-CENTERED SERVICE 1. Professional development around better serving a diverse student population 2. A better connection between Student Services professionals and Academic Affairs professionals through more collaborative meeting times and digital technology (possibly starfish). 3. Do a better job viewing services from a new student perspective 4. Each faculty department office, support service office, campus entity, offers a clear welcome in person and on their website.	Ex: https://www.bakersfieldcollege.edu/library	**The Equity Professional Learning Series, PDA presentations on Equity, and several Communities of Practice.**

Question	Proposed Solution	Research Citations	At which stage is the proposed solution?

	5. Name Tags in student service areas
	
	Supporting marginalized groups (some groups will need more support) bridging educational, cultural, and financial gaps: examples
	1. Resources for students (e.g. laptops, textbooks, Library hours)
	2. Universal design
	    3. Institutional support for undocumented students
	    4. Contextualizing advances by disproportionately impacted/marginalized groups, for example, women in STEAM focus, advancement by people of color
	    5. Creating culture of education including career opportunities for first generation community members
			ISSC funds several successful program in this area

Guided and Supported, Questions Asked and Problems Discussed

The Question We Asked as a Team to Focus Our Research	Do all students feel Guided and Supported? • Do students clearly understand the current options available to them in terms of Certificates, Degrees, and Transfer and feel guided and supported to complete them? • When they seek services and support? • In the classroom? • During their new/continuing student experience?
Problems We Discussed Based Upon Our Research and Professional Experience/Expertise	• **Students are overwhelmed with choices.** Having so many options how can a student feel that they have received all the support/guidance to choose one of these. As a result this can create a lot of inconsistent messaging from various formal and informal advisors on campus. • At SRJC there are 112 AA/AS or ADT degrees (https://portal.santarosa.edu/SRWeb/ProgramOfStudySearchResults.aspx?ProgramType=2&DeptKey=&Keyword=&ProgramLength=0) and 185 Certificate Programs:(https://portal.santarosa.edu/srweb/ProgramOfStudySearchResults.aspx?ProgramType=1&DeptKey=&Keyword=&ProgramLength=0) • We determined that we need to look into how our resources/depts./services/programs are helping or not helping students to gather information about the options available to them. • In our discussions we realized that there is still a lot of information that students are not aware of or clear on. Whether it is during the "on-boarding" stage or a student that has been here for several semesters/years. Previous Guided Pathways workgroup found, "Students can easily arrive at college without understanding what is expected of them and how to meet the expectations…Being unprepared to meet certain expectations, however, is not the same as being unable to meet them. When students fail to follow, or even violate, rules that are taken for granted, instructors may easily [mis]interpret the source of the problem. If a student's style of participation is different from the norm, for example, an instructor may believe that the student is not as capable as the other students." (Cox, 2009) • There was a lot of discussion around streamlining information so that it is more accessible by faculty, staff, and students. The discussion brought up a wide range of topics. For example, challenges our website has in terms of user friendliness vs aesthetics. How would we bring up to speed all adjunct faculty who might not be as invested in the campus as full-time faculty? Especially if since many of our adjunct work at several campuses. Some discussion around a center point for information for all the changes/updates, new tools, resources, or services that are available. Using current tools like CANVAS to create a universal resource page for all faculty to use.

Guided and Supported, Proposals for Further Consideration

Question	Proposed Solution	Research Citations	At which stage is the proposed solution?
Do students clearly understand the current options available to them in terms of Certificates, Degrees, and Transfer and feel guided and supported to complete them?	1. Institutionalize Learning Communities (options): Through a cohort or shared learning experience a student can get access to the information they need to make informed decisions about their options/choices as well as resources, services, and programs that are available at SRJC. - First Year Experience (FYE) - learn how to be a college student, identify your path, avoid pitfalls; therefore, students will be more likely to persist and complete - Identity-based Learning Communities, developing broad thematic pathways built on cross-discipline teams - Contextualized English and Math - example bringing in Mayan historical math examples used in Math 10 to identity-based Learning Communities; or for STEAM or Behavioral Sciences pathways to include examples from those career/education pathways. - Explorer Pathway (undecided), similar to Pasadena XL Pathway - Mentorship by faculty and peers - An optional or perhaps recommended "first year four" (or "first year five" or "starting six") guided pathway for first year students interested in a degree or transfer. The idea here is to identify a set of courses that will, if a student completes and passes them in their first year, give the student a solid foundation for all future college-level work, get them engaged and allow them to understand what higher education is about, and put them in a good place regarding making progress towards a degree or transfer. The institution would then organize its scheduling, academic, and logistical supports around	https://www.jstor.org/stable/pdf/40197341.pdf https://files.eric.ed.gov/fulltext/ED307920.pdf http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.920.2485&rep=rep1&type=pdf https://wsac.wa.gov/sites/default/files/2014.ptw.(49).pdf	Some examples exist on campus already: Puente, APASS, UMOJA, Connections, Ourhouse., Pet Campus Theme across discipline. Students Success Team-Pet Est. of "Houses" for students. Need to follow up with faculty involved to determine best practices and scalability. Further research and exploration needed for the "first year four" idea or creating a multi-disciplinary FYE course. Or an Intro course to a discipline. Engineering has (ENGR 10) and Biology is creating one now. Can also visits/research some schools that have implemented a campus wide FYE or Thematic Pathway. (EX Pasadena City College)

Question	Proposed Solution	Research Citations	At which stage is the proposed solution?
	ensuring that students in that pathway are guaranteed spots in the classes, and have just-in-time tutoring available if and when they are struggling in those classes. Notes: Putting this in place would be a multi-year project, involving political questions of what courses would be included, who would be allowed or required to teach them, and how to best allocate resources to support these students without hurting or underserving those who voluntarily opt out. It would also perhaps require some fundamental changes to how certain departments schedule classes, and perhaps the introduction of new curriculum (for instance, interdisciplinary courses specifically designed for the pathway). • **Supporting students' choice** about whether to engage in a pathway or not and to move between pathways		
WHEN THEY ARE CONSIDERING ENROLLING	1. **Scheduling Coordination at a district-wide level.** This would require a relational database structure to ensure that program offerings each term align to provide students access to courses they need/desire to meet their educational goals, and that scheduling cuts and modifications are made with this big picture in mind. • Coordinate courses in sequence or related in a major so that they are not scheduled at conflicting times/ locations so that student completion and progress are maximized • Create scheduling patterns that are flexible and easy to implement, and which might include "pivot points" for program or section changes (for example, opening a second section at same day/time if demand is very high) • Explore logistics to allow students to enroll in multiple terms at the same time, including series of short-course formats offered through a calendar year, etc.	"Over **80%** of first–time community college students indicate that they intend to earn a bachelor's degree or higher. Yet only **25%** actually transfer within five years." (Bailey, Jaggars, & Jenkins, 2015) https://research.santarosa.edu/time-degree-matric	Beginning stage

Question	Proposed Solution	Research Citations	At which stage is the proposed solution?
		https://research.santarosa.edu/unmet-demand-courses	
THEIR FIRST TIME ON CAMPUS	(See Invited and Welcomed workgroup)		
DURING THEIR NEW/ CONTINUING STUDENT EXPERIENCE	1. Expand and refine what is done in Coun 270 courses through the Counseling dept. 2. Use technology to increase student support: • Each program/pathway will have its own Community in Canvas (online). All students in the pathway can participate and share experiences and photos. Announcements and opportunities will be shared, such as guest speakers, bus trips to colleges, career and transfer days. • Teach students how to use online guidance tools, such as the degree audit. • Include more career information on CTE web pages. • Adopt a new student system that has sophisticated "nudging" features, reminding students of important deadlines, open classes, and appointments. Research shows that simple reminders can reduce "summer melt" (failure to enroll) by 15 percent (Bailey et al., 2015, p. 61-64). Reminders to apply for financial aid also increase student retention. • Evaluate student certificate/major information on the web. Make prominent to students the major or certificate sequence, which is now available as a link that is buried in the text		
IN THE CLASSROOM	Expanding PALS	See Student Equity Outcome report for PALS	English department had made great use of PALS and we can

Question	Proposed Solution	Research Citations	At which stage is the proposed solution?
	• Would be one way to increase academic supports, but there are others. The GP workgroup could look at other models, such as a library-based student research center, etc. • Many discipline faculty believe their students could benefit from participation in the PALS program, but so far there has been limited deployment. • A few participants have flagged the importance to distinguish between 'logistical' student support and 'academic' student supports.		further research this model to see if it is scalable. The GP workgroup could spend a year identifying which departments/disciplines would benefit from this, and working out a model for how to fund the expansion, with the hope to begin implementing the expansion.

WHEN THEY SEEK SERVICES AND SUPPORT	1. Improve/focus on Student Success and Retention whether it is through programs, services, and in the classroom. Some ideas:
	
	• Student-centered Service
	
	    o Professional development around better serving a diverse student population
	    o A better connection between Student Services professionals and Academic Affairs professionals through more collaborative meeting times and digital technology (possibly starfish).
	    o Do a better job viewing services from a new student perspective
	    o Each faculty department office, support service office, campus entity, offers a clear welcome in person and on their website. Ex: https://www.bakersfieldcollege.edu/library
	    o Name Tags in student service areas
	    o Taking services to students
			PDA workshops have addressed many of these topics and provide an excellent starting point to the conversations and improvements but how do we get the campus as a whole to participate in some of these things?
			
			ISSC has an inventory of all the student support services and have begun to implement new strategies/ideas but most faculty are not aware of these things.

Question	Proposed Solution	Research Citations	At which stage is the proposed solution?

	o Resources for non-traditional students
	
	• **Professional development for learning communities**: examples "On Course" career guidance, Growth Mindset, Puente Training, Activity learning strategies
	• Inventory of all resources and services that already exist at SRJC (identify overlap and ways to consolidate) Academic Supports more broadly. One example of leveraging existing expertise from Librarians when planning, creating, and implementing course assignments, such as:
	    o *Figuring out how to get started on research assignment*
	    o *Finding scholarly resources after instructors tell them they must use them*
	    o *Understanding what a scholarly resource is and introducing them to the academic conversation concept*
	    o *Understanding why even knowledgeable authors need editors*
	    o *Understanding the implications of the author's or institution's purpose in providing information*
	    o *Distinguishing reliable and relevant information from crappy information*
	    o *Learning the value of exposing oneself to a variety of opinions and thought processes foreign to them*
	    o *Learning the value of citing others' work and how to do this*
	    o *I would also recommend you take a look at our professional organization's new Framework for Information Literacy, as it gets as much of what we try convey to students through the various conversations we have with them. You can find a good, relatively brief overview of it here:*		

Question	Proposed Solution	Research Citations	At which stage is the proposed solution?

	http://www.ala.org/acrl/standards/ilframework from the Library:
	
	• **Supporting marginalized groups** (some groups will need more support) **bridging educational, cultural, and financial gap**s: examples
	   o Resources for students (e.g. laptops, textbooks, Library hours)
	   o Universal design
	   o Institutional support for undocumented students
	   o Contextualizing advances by disproportionately impacted/marginalized groups, for example, women in STEAM focus, advancement by people of color
	   o Creating culture of education including career opportunities for first generation community members		

Engaged and Empowered, Questions Asked and Problems Discussed

The Question We Asked as a Team to Focus Our Research	**Are all students engaged and empowered at SRJC?** • When they are considering enrolling & during on-boarding? • In the classroom and when they seek academic support? • When they seek student services? • When they express interest in changing educational direction? • As a result of their SRJC education?
Problems We Discussed Based Upon Our Research and Professional Experience/Expertise	a) The complexity of our pathways and the diversity of our offerings makes it challenging to connect students to the educational offerings that would serve them best. b) Research has shown that personal connection with faculty is a key indicator of success, but our faculty/student ratios (students per instructor or students per counselor/librarian) make personal connections between faculty and students difficult. c) The wide range of student preparedness makes it challenging to design curriculum and lesson plans that are simultaneously engaging and empowering for all students. d) Many of our students are unable to fully engage with the educational opportunities we offer because their life outside of school makes it impossible. e) Reform efforts that focus on the single aim of economic empowerment damage our educational mission and ignore, to the detriment of students, other important forms of empowerment, like democratic empowerment, scientific and mathematical literacy, interpersonal and community empowerment, etc. f) Students who are struggling academically are either not provided adequate supports or are not adequately empowered to make use of available supports, and so choose to withdraw instead. g) Scheduling processes and software (or lack thereof) do not lead to optimal scheduling decisions. Semester length and class schedule makes certain potentially beneficial changes difficult. Semester length contributes to burnout.

Engaged and Empowered, Proposals for Further Consideration
Proposed solutions we developed as a team to respond to the question and the problems we discussed

Question	Proposed Solution	Research Citations	At which stage is the proposed solution?
ARE STUDENTS ENGAGED AND EMPOWERED WHEN THEY ARE CONSIDERING ENROLLING & DURING "ON-BOARDING"?	1. Focus on the first year: This could take the form of interest-based, thematic, or identity-based learning communities, or something less structured (like a recommended 'first year four') that would allow students to cover fundamental bases during their first year. 2. Better relationship and information flow between discipline faculty and allied faculty: Many allied faculty have expressed some frustration that discipline faculty don't understand the challenges students face in trying to navigate our complex system, and even sometimes provide erroneous guidance to students. Many discipline faculty fear that counselors are directing students away from courses or disciplines or instructors based on faulty ideas about what happens in those classrooms, and are dismissive of faculty expertise. Many counselors experience the schedule as an obstacle to getting students classes that they need. And the list goes on…The GP workgroup could focus on what types of institutional changes might help establish more fruitful lines of communication and help diminish the frustration (and occasional animosity) that stems from this rift.		1. Focus on the first year: Depends how we proceed. We could institutionalize the learning communities we already have that are now grant-funded. We could start on this immediately. However, to create a broad-based and widely-cherished first year pathway program, we probably need to do more than just permatize the learning communities we already have, perhaps devoting another year to thinking through all the different possible manifestations and what is best suited for our community. 2. Better allied/discipline faculty relationship & communication: Early stages. We still haven't entirely diagnosed where the sticking points are here. Participating in GP work might itself help. Some have suggested

Question	Proposed Solution	Research Citations	At which stage is the proposed solution?
	3. <mark>Academic Calendar & Scheduling:</mark> Many participants feel that scheduling decisions on campus are made in ways that don't serve our students, nor our disciplines well, particularly in times when the schedule is being downsized. Participants believe that a semester that is one or two weeks shorter would better serve the whole community. The GP workgroup could spend a year looking at possible changes to scheduling procedures and the academic calendar to fix some of these problems. Notes: The experience of students in shortened or 'transfer track' courses can be drawn upon as one data point.	Regarding shortened semester: Our own data from Petaluma's transfer track program Diablo Valley student perspective on shortened semester [Note: Review research done during senate debate on this in the past.]	website or software solutions. Others have suggested social events or institutionalize meetings. We've recognized a problem but much work needs to go into figuring out solutions. 3. Academic Calendar: The broad outlines of what changes participants want have already been acknowledged and documented, so implementation in theory is not that hard. The challenge here is the political debate that might stall changes, and the working out of details. Scheduling: Early stages. We've acknowledged the problem, but would be in the early stages of envision options if we sought to change this. Note -- Departmental chairs should be front and center in any work done on this front.

Question	Proposed Solution	Research Citations	At which stage is the proposed solution?
ARE STUDENTS ENGAGED AND EMPOWERED IN THE CLASSROOM & WHEN THEY SEEK ACADEMIC SUPPORT?	4. <mark>Embedded Tutors (e.g., PALS) (Peer Assisted Learning Supports)</mark> – Many discipline faculty believe their students could benefit from participation in the PALS program, but so far there has been only limited deployment. The GP workgroup could spend a year identifying which departments/disciplines would benefit from this, and working out a model for how to fund the expansion, with the hope to begin implementing the expansion in Y3. 5. <mark>Smaller class sizes (or student load)</mark> 6. <mark>Research center/hub</mark>	Our own data (quantitative and qualitative) regarding our local PALS program. Perspective regarding peer advising	4. Expanding PALS Since we already have this program on campus, this would be ready to go in terms of the concept. A couple years to work out the details of which classes would qualify and how we can institutionalize support (financially and personnel) would be needed. 5. Smaller class sizes/student load – Already in progress with class size committee, but that work could be completed in conjunction with GP work. 6. Research hub – Early stages. Where would this be, physically speaking? What services would be provided? Who would staff it? Etc.
ARE STUDENTS ENGAGED AND EMPOWERED WHEN THEY SEEK STUDENT SERVICES?			
ARE STUDENTS ENGAGED AND EMPOWERED WHEN THEY EXPRESS INTEREST			

Question	Proposed Solution	Research Citations	At which stage is the proposed solution?
IN CHANGING EDUCATIONAL DIRECTION?			
ARE STUDENTS ENGAGED AND EMPOWERED AS A RESULT OF THEIR SRJC EDUCATION?			