

**Guided Pathways Discussion  
Academic Senate  
May 20, 2020**

The following summary is not intended to replace the four workgroup reports. This document is provided to facilitate Senate discussion.

**Work Group: Re-Design Website**

**Why:**

- Disorganized
- 180+ websites
- Not all maintained
- 180+ sites “don’t talk to each other”
- Inconsistent templates
- Not focused on teaching and learning
- Not very student friendly

**Recommendations:**

- Consistent templates
- Align with teaching and learning
- Existing ad hoc Shared Governance Website Group
  - work with
  - add GP Liaison
- Make website student friendly
  - simplify
  - visuals
  - clear directions (“calls to actions”)
  - meet needs of incoming students, returning students, international students
  - integrate student service within academic program web pages where appropriate
- Display GP groups’ work on website
  - example: Mapping and Scheduling. Create Areas of Academic Interest for students to easily navigate.
    - involve departments and disciplines re representing majors/certificates/programs

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**Work Group: Introduction to College**

**Existing support for incoming/first-year student includes:**

- Jump Start bridge program
- Welcome and Connect Center
- ‘Zero Week’
- Peer success coaches
- Tutoring center/PALS embedded tutors
- Cohort model learning communities like Umoja
- Puente
- EOPS
- Departmental mentorship
- Counseling classes

**Identified problems w/ existing supports:**

- Not thoroughly or uniformly accessible to all first-year students
- No overarching cohesion or synthesis
- Adapting to new mandates like AB705

**Goals:**

- Gather & analyze data, make recommendations re:
- Summer programs/Zero-week events
- College-wide ‘shared read’ or other community intellectual experience
- Peer supports (both academic and non)
- Interdisciplinary seminar (possibly with co-curricular components)
- FYE infrastructure creating crossover between academics and student services

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**Work Group: Academic Support**

**Existing academic support includes:**

- Tutorial Center
- PALS
- Writing Center
- Faculty Office Hours
- AB 705 Support Classes
- Math Lab, Open Science Lab
- Counseling Classes
- Student Success Teams
- MESA Tutoring
- Peer Health Coaches

**Problems:**

- Not thoroughly or uniformly accessible to all students
- Insufficient funding
- Need for expansion
- Need to serve more disciplines/departments

**Recommendations:**

- PALS
  - expand
  - improve w/ more training & support
  - online presence:
    - resources/tools
    - best practices
    - advertise
    - training ([video example](#))
- Tutorial Services
  - make all easily accessible
  - multiple tutorial services
    - Tutorial Center provide overarching structure
    - all should communicate with each other
    - recommend students to seek help at multiple locations.
    - list all on one web page
- Discipline/Department Mentors (new program)
  - drop-in basis, or by scheduled appointments
  - 3-4 faculty members / department
  - two-year appointments.
  - flex credit, or a course release
  - provide guidance, all aspects of academia, for example:
    - civic engagement
    - critical thinking
    - career paths

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- internships
- fellowships
- expertise in the field
  
- [SSU Intern Grad Program](#) (new program)
  - SSU graduate students
  - research, outreach to SSU needed
  
- Student Success Teams
  - faculty awareness needed
  - “early alert” link in faculty portal; links to information about SST
  - embed student success coaches in classrooms, disciplines, departments
  - make services available online
  
- Monetary needs/ideas:
  - identify District funds
  - pursue grants next year
  - addition to student fees?
  - financial aid/work study funds to pay qualifying PALS, freeing up PALS money
  - units for PALS instead of pay (CI 51, Ind. Study 48/49, or honors courses)

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**Work Group: Mapping and Scheduling**

**Why:**

- Students are overwhelmed and confused about how to complete a major, certificate, and to transfer
- Driving questions re scheduling, sequencing:
  - How can we improve course schedules/offerings?
  - How can we balance student and faculty needs?
  - What tools are needed to support course sequencing?

**Recommendations:**

- Visual maps of curriculum
  - “Oak Tree Program Mapping Project”
    - examples available in April 29 Senate presentation materials
    - improve student comprehension of how to be successful in their studies
    - use visual maps/Oak Tree image throughout college materials
- Templates: course/program sequencing
  - create and provide to departments/programs
  - ensure regular review and updating of course/program sequencing
  - create feedback loops
- Wide array of scheduling options for students
  - In person, online & hybrid
  - high schools
  - Friday, Saturday
  - morning, afternoon, and evening sessions
  - balance MW and TTh schedules
- Scheduling needs:
  - Purchase Software
  - Update Practices