



Professional Development Committee
 October 10, 2017
 LRC 722
 2:00 – 4:00

Present: Chad Houck, Sharlene Paxton, Frank Timpone, Stephanie Brantley, Michael Metcalf, Julie Maikai, Sylvia Sotomayor, Davis Kunz, Resa Hess, Rene Mora,

Absent: Corey Marvin, Valerie Karnes, Lisa Stephens

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C		
1. Call to order	Chad Houck	1:34 p.m.		X		
2. Approval of Minutes & Action Items From:	Chad Houck/Sharlene Paxton	From: September 12, 2017 Action items: <ul style="list-style-type: none"> • <i>Add Member of Institutional Research Team</i> • <i>Revise PGM</i> • <i>Send Gaier's Presentation to all faculty</i> • <i>Corey/Sharlene to meet to regarding a possible Faculty Sub-group</i> Approval – Approved with the following corrections: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • October 10, 17 1:30-3:00 LRC 722 KRV 5 • November 28, 17 1:30-3:00 LRC 722 KRV 5 • February 13, 18 1:30-3:00 LRC 722 KRV 5 • April 10, 18 1:30-3:00 LRC 722 KRV 5 </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • November 14, 17 1:30-3:00 LRC 722 KRV 5 • January 23, 18 1:30-3:00 LRC 722 KRV5 • March 13, 18 1:30-3:00 LRC 722 KRV 5 • May 1, 18 1:30-3:00 LRC 722 KRV 5 </td> </tr> </table>	<ul style="list-style-type: none"> • October 10, 17 1:30-3:00 LRC 722 KRV 5 • November 28, 17 1:30-3:00 LRC 722 KRV 5 • February 13, 18 1:30-3:00 LRC 722 KRV 5 • April 10, 18 1:30-3:00 LRC 722 KRV 5 	<ul style="list-style-type: none"> • November 14, 17 1:30-3:00 LRC 722 KRV 5 • January 23, 18 1:30-3:00 LRC 722 KRV5 • March 13, 18 1:30-3:00 LRC 722 KRV 5 • May 1, 18 1:30-3:00 LRC 722 KRV 5 		X
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3. Approval of Agenda	Chad Houck/Sharlene Paxton	Approved		X		

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4. Adjunct Professional Development Day	Sharlene Paxton	<p>Our agenda is shaping up. The first half of the day will consist primarily of presentations about new and innovative projects going on. There will be a brief welcome by President Board, the counseling department will present the Class-to-Career and there will be a presentation on how part-time faculty can effectively participate in college governance.</p> <p>Project Rebound will be giving a presentation. This a group from Cal State Bakersfield that assists formerly incarcerated individuals to obtain undergraduate and graduate degrees at the CSU system. They will have the opportunity to hear from Cerro Coso's own instructors about their experiences inside the prison as well as students who have made the inspiring journey from prison to program completion.</p> <p>After lunch, we will dive into the day's main activity, dialogue and discussion with your departments about what strategies you and your colleagues are using to enrich the student experience. We will hear the results of the faculty inquiry groups that looked closely at ways students at Cerro Coso say instructors can help them feel more directed, focused, and connected in their classes.</p>		X
5. Purpose, Composition and Evaluation Revisions	Sharlene Paxton	<p>New Faculty Flex Coordinator- Sharlene Paxton Management and Faculty Co-Chair: Corey Marvin & Sharlene Paxton</p> <p>Purpose:</p> <ul style="list-style-type: none"> • Determine for each academic year professional development needs among faculty, staff and administration (Needs assessment annually) • Establish professional development goals • Devise collaborative plan of activities based upon goals, accreditation recommendations, evaluations, feedback from faculty and staff surveys • Propose a yearly calendar of professional development events. • Publicize on going activities for professional development throughout academic year • Create/Revise forms for tracking activities and evaluations as needed • Maintain appropriate records • Submit summary of year's professional development activities to Chancellor's Office- *Faculty Only* • Publish a self-evaluation 	X	

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		<p>Composition:</p> <ul style="list-style-type: none"> • 5 faculty (one being chair of the committee) • 2 classified • 1-2 administrators • Student Representative • Member of Intuitional Research Team <p><i>Recommendations: Would like to see a more diverse faculty representation-very CTE heavy. Need to consider site representation as well.</i></p> <p>Evaluation and Assessment: Systematic evaluation of professional development activities is crucial for maintaining quality and pursuing institutional excellence and improvement.</p> <ul style="list-style-type: none"> • Evaluation of Conducted Activities. Each activity will be evaluated either qualitatively or quantitatively based on the nature of the conducted activity and how it affects the staff member’s job performance and contributes to his or her achievement of college goals, student success, individual competence, and/or better or transparent communication. • Self-Evaluation of Professional Development at Cerro Coso Community College. Each year, the success of the Professional Development Committee’s own performance will be evaluated <p>Discussion: Should the Professional Development Document put out by HR in connection with the AB2558, Assembly Bill be revised? All present are in agreeance, what is the cycle for revising the document?</p>		
6. Needs Assessment	Sharlene Paxton	<p>Last needs assessment was conducted in 2014. There are different levels of professional development that need to take place on campus. We know we need professional development but we lack the internal resources to make the needs happen. Suggestion: for faculty use feedback from Faculty Flex/Adjunct Professional Development day to foster the need to expand on topics already discussed. We will probably have a faculty sub-group to address the needs of faculty.</p> <p>Classified staff have unique needs especially because those who are student focused cannot leave to attend events as their desk must be covered at all</p>	X	

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		<p>times and they won't do them outside of work hours without compensation. How do we address the needs of Classified staff? The classified appreciation day isn't always valuable as its too broad and doesn't apply to all.</p> <p>There are many layers of professional development. The intrapersonal need, the required need and the institutional need and we have to capture everything through this committee.</p> <p><i>Action Item: IR to spearhead needs assessment and the best way to do so.</i> Is a survey the best way to do needs assessment? Campus is very survey heavy. If we do a survey, it will give us the data- maybe slightly skewed. We might get a better response if we choose a random sampling or a "town hall session" piggyback off an existing meeting.</p>		
7. Flex Evaluation	Sharlene Paxton	Discussions held about moving the form off the Professional Development website to Survey Monkey. Pros and cons of the move were heard- all present are in agreeance we will send Adjunct Professional Development Day Survey out via Survey Monkey. We will look at newly weighted results and analyze how we want to proceed moving forward on soliciting feedback from attendees once we see the results from Adjunct Professional Development Day.		X
8. Review Fall Flex Feedback	Sharlene Paxton	https://inside.cerrocoso.edu/profdev/		X
9. Guided Pathways & Professional Development	Chad Houck	Early adoption vs Scaling in progress. We have good things in progress and we need to continue but we are definitely in-between early adoption and scaling in progress.		X
10. Adjourn	Corey Marvin	3:05 p.m.		

Facilitator: Corey Marvin

Recorder: Stephanie Brantley

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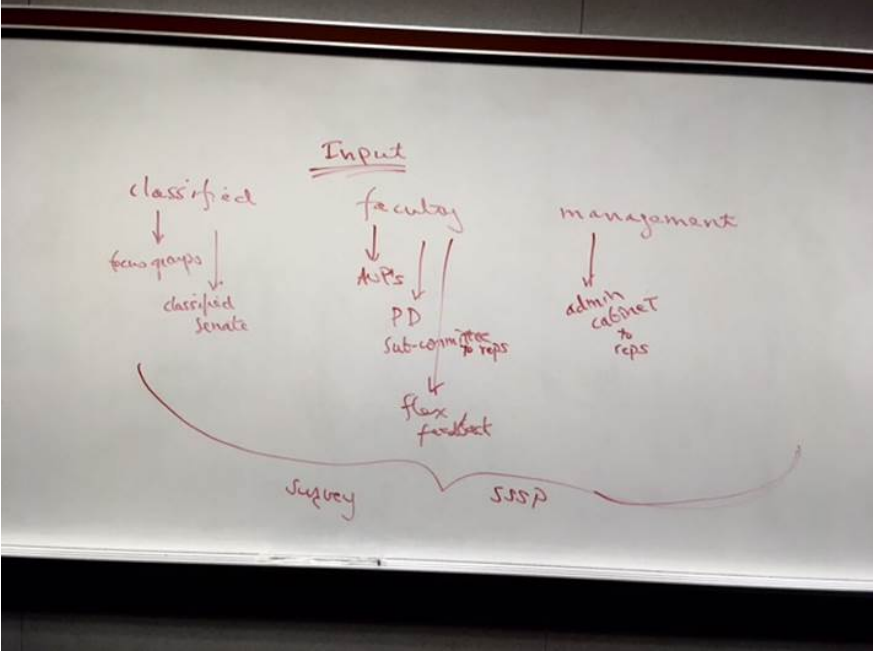
Professional Development Committee
 November 14, 2017
 LRC 722
 2:00 – 4:00

Present: Resa Hess, Juli Maikai, Sharlene Paxton, Corey Marvin, Ryan Khamkongsay, Davis Kunz, Mike Metcalf, Frank Timpone, Sylvia Sotomayor, Chad Houck, Stephanie Brantley, Rene Mora

Absent: Valerie Karnes, Lisa Stephens

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
1. Call to order	Corey Marvin	1:34 p.m.		X
2. Approval of Minutes & Action Items From:	Corey Marvin	From: October 10, 2017 Action items: <ul style="list-style-type: none"> • <i>Action Item: IR to spearhead needs assessment and the best way to do so</i> 		X
3. Approval of Agenda	Corey Marvin	Approved		X
4. Board of Trustees' Goals	Corey Marvin	Support Professional Development for College and District Faculty, Staff and Administration <ul style="list-style-type: none"> • Promote professional development programs for District and College Faculty, Classified Staff and Administration. • Complete a catalog for use by the Colleges and District of available compliance related training programs • Complete catalog for use by the Colleges and District of available position specific training programs Measurement <ul style="list-style-type: none"> • Every regular employee completes at least one professional development activity per year 		X
5. Web input form for faculty, classified, management professional	Corey Marvin	Option A:	X	

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development		3-prong approach that solicits input from Classified Senate, Classified Staff, and Classified Managers		
6. Classified Staff Input- February PD Resource Request	Corey Marvin	<p>1. Upon approval of the immediate supervisors, PD Committee will organize 1-2 focus groups (appx 1-hour duration) with classified staff at CC. The groups will be a representative sample of classified staff of the different departments across campus. The PD Committee will work collaboratively with IR to design the focus group questions and protocol. IR will analyze the qualitative data gathered and report back.</p> <p>2. PD Committee will work collaboratively with Classified Senate to seek senate members' input on what they believe to be the PD opportunities most beneficial to classified staff.</p> <p>3. PD Committee construct a short survey for Classified Managers requesting their feedback on PD opportunities that would be most beneficial to their classified staff and department.</p> <p>Option B: PD Committee Members will visit the different work stations across campus to administer in-person paper surveys to classified staff and managers. Survey will include only a few core questions (e.g. What professional development opportunities will be most beneficial to you and/or your department? What times days/times would be best to hold PD opportunities?) Results would then be entered onto a database and analyzed for future use by PD Committee.</p> <p>Option C: PD Committee will implement a campus-wide Professional Development Survey that will be open to all Faculty, Classified Staff, and Managers to take. The survey will be comprehensive and be an opportunity for any CC staff member to provide their input on professional development (especially those that were unable to participate in any focus group discussions).</p> <p>Below is the diagram Corey scribed at today's PD meeting:</p>	X	

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
		 <p data-bbox="884 850 1491 878"><i>Action Item: Corey to take back to Admin Cabinet</i></p>		
7. Fall Flex Guest Speaker (Anne Phibbs)	Sharlene Paxton	<a data-bbox="884 915 1209 943" href="http://strategicdi.com/bio/">http://strategicdi.com/bio/ Workshops available: <a data-bbox="884 1024 1814 1084" href="https://static1.squarespace.com/static/58e0561b3a0411db1e29e43c/t/5989eaa3893fc03ed7b0d3d9/1502211083643/SDI+workshops+web.pdf">https://static1.squarespace.com/static/58e0561b3a0411db1e29e43c/t/5989eaa3893fc03ed7b0d3d9/1502211083643/SDI+workshops+web.pdf Cost: \$2,500 (1/2 Day) \$5,000 (Full Day)		X
8. Finalize Spring Flex Agenda: registration role-play (what else are we doing for the day?)	Sharlene Paxton	Not discussed at this time.		X
9. Faculty Standing committee of Academic Senate	Sharlene Paxton	Yes. Need to form.		X
10. Continue Guided Pathways Element: How does PD point at or support Guided Pathways	Corey Marvin / Sharlene Paxton	"Strategic Professional Development"		
11. Finalize PGM Language	Sharlene Paxton	Purpose: <ul style="list-style-type: none"> • Determine for each academic year professional development needs 		

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		<p>among faculty, staff and administration (Needs assessment annually)</p> <ul style="list-style-type: none"> • Establish professional development goals • Devise collaborative plan of activities based upon goals, accreditation recommendations, evaluations, feedback from faculty and staff surveys • Propose a yearly calendar of professional development events. • Publicize on going activities for professional development throughout academic year • Create/Revise forms for tracking activities and evaluations as needed • Maintain appropriate records • Submit summary of year’s professional development activities to Chancellor’s Office- *Faculty Only* • Publish a self-evaluation <p>Recommendations:</p> <ul style="list-style-type: none"> • Replace the word “comprehensive” with collaborative in #3. Faculty/Classified same day together or separate but make it collaborative. <p>Composition:</p> <ul style="list-style-type: none"> • 5 faculty (one being chair of the committee) • 2 classified • 1-2 administrators • Student Representative <p>Evaluation and Assessment:</p> <p>Systematic evaluation of professional development activities is crucial for maintaining quality and pursuing institutional excellence and improvement.</p> <ul style="list-style-type: none"> • Evaluation of Conducted Activities. Each activity will be evaluated either qualitatively or quantitatively based on the nature of the conducted activity and how it affects the staff member’s job performance and contributes to his or her achievement of college goals, student success, individual competence, and/or better or transparent communication. • Self-Evaluation of Professional Development at Cerro Coso Community College. Each year, the success of the Professional Development Committee’s own performance will be evaluated 		

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12. Review 4CSD Survey: First two sections	Sharlene Paxton	Not Discussed at this time.		X
13. Adjourn	Corey Marvin	2:51 p.m.		X

Facilitator: Corey Marvin

Recorder: Stephanie Brantley

O Open/**C** Closed

Student Success & Support Council Meeting Minutes

January 31, 2018

EW207 Admin Conference Room

12:30 – 2:30 PM

MINUTES

Charge of the Committee:

Through the integrated efforts of academic and student services, the Student Success and Support Council reviews and recommends strategies and initiatives designed to help students achieve success. The committee engages in research, analysis, and dialogue to guide implementation of initiatives to ensure college access and improve student success and equity.

Present: Heather Ostash, Corey Marvin, Laura Vasquez, Julie Cornett, Jan Moline, Rebecca Pang, Cliff Davis, Blaine Simmons, Tyson Huffman, Missy Gross, Sharlene Paxton, Caroline Sanderson, Deanna Campbell, Chad Houck, Peter Faulk, Steve Rogers, Pamela Campbell, Christine Small, Nikki Gardepe, Jaycee Lucero, and Katie Bachman.

Absent:

Guests:

Materials: None

TOPIC	FACILITATOR	SUMMARY/ FOLLOW-UP	O	C
1. Opening of Meeting	Heather			
2. Approval of Agenda	All	Agenda was approved as presented.		
3. Approval of Minutes and Review of Previous Action Items	All	Minutes approved 12/06/17. No Action Items discussed		
4. Data Summit:	Heather and Julie	April 12 th or April 16 th , need to finalize the date. Monday April 16 th . Two sessions. Morning and afternoon. Heather will pay for subs for faculty. Action Item: Save the date to faculty. Needs assessment survey associated with the save the date. Limited survey, so we can get input about what they need or want to see during the day. Send out a request to faculty and take a survey and have a drop down menu of what they are looking for at the data summit. Format: 3 hrs. 9-noon and 1-4. A morning session and afternoon session. Date: April 16th. Hosted Lunch at noon. H		

TOPIC	FACILITATOR	SUMMARY/ FOLLOW-UP	O	C
		<p>Objectives: Agenda</p> <ol style="list-style-type: none"> 1. College Profile 2. Data 101 3. Overview of our data and what we collect <ol style="list-style-type: none"> a. How to access it? 4. Table top exercises: <p>Provide a set of data and have the tables walk through an analysis.</p> <p>Department sit together?</p> <p>Goal of the summit? What are you going to do with this information?</p> <p>Instructional and non-instructional</p> <p>Send out a request to faculty and take a survey and have a drop down menu of what they are looking for at the data summit.</p> <p>Using data for: Improve Teaching</p> <p>Better understanding student population</p> <p>Equity gaps</p> <p>Classified staff: What useful data can we use a classified staff. College's performance and unit's performance. Student population. What kinds of information should we be gathering? Knowing the students and what the needs are.</p> <p>What data can I look at that makes a difference in my class. List of ideas.</p> <p>Data Summit:</p> <p>How would the day be structured and what topics: Key objectives: Why is data important? Explain the use of the data needed and how it applies to the college.</p>		

TOPIC	FACILITATOR	SUMMARY/ FOLLOW-UP	O	C
		<p>How to access data and data analysis. Have Ryan show the steps of how to obtain the data and then use it. What kinds of questions are we required to ask and what type of questions do we want to ask. Philosophy of using data, it's an insight to something not proving it. Also, a data efficiency understanding. Canvas student engagement/table top. Overall structure of the meeting-What data our college collects. Equity data, Focus groups, and more. Outcomes-people have a sense of where are institution is? General awareness of how our college looks. Informed by what our data is. Area where we have gaps and where we need to make improvements, there needs to be a sense of where we are as an institution. Who will be attending this data summit? What do faculty, staff and so on need or asking for? Give the information to the IR and then have him put everything into a dashboard. Come out with "what are you going to do with the information." Table tops to discuss the outcomes. Professional development committee can send out information to the faulty and see what types of data they would like to see at the data summit. Bring back to the information and have this ready to go at the data summit.</p> <p>Fast facts-break down by campus.</p> <p>Using data for: Improve Teaching</p> <p>Better understanding student population</p> <p>Equity gaps</p> <p>Classified staff: What useful data can we use a classified staff. College's performance and unit's performance. Student population.</p>		
5. Accrediation:	Corey	<p>Corey-Two major projects. Student success and achievement. Corey needs to identify these projects. IEC came up with an on-board building the IR office. Data generated will be good for the institution. OERs and guided pathways. Involved lots of people and has an impact per Corey. Tyson-On-line student union for all the sites and create unity. Nikki-Prison Population. Christine-Addressing the part time student population. 82% part time student, anybody below 12 units. Corey-IR is very important for the college to be successful and then Corey thought Guided Pathways. So, possibly discuss the retention of the students. Julie-Narrow Equity</p>		

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		gaps? Corey-Accessibility training and work through the operational and the instructional functions of the college. IR can be a component of many of these strategies.		
6. CCSSE Presentation:	Ryan	Ryan/Presentation. What does CCSSE information do for us? Do we continue with CCSSE or create our own? More discussion on this topic to follow.		
7. Inquiry Group-Instructional	Heather	Not Discussed		
8. Other?	All	Not Discussed		
9. Adjourned	Heather	At 2:30Pm Next Meeting 02/14/2018		

Open/ Closed

Title Heather Ostash
Person in charge of meeting

Recorder Katie Bachman
Person responsible for recording meeting

Student Success & Support Council Meeting Minutes

March 14, 2018

EW207 Admin Conference Room

12:30 – 2:30 PM

MINUTES

Charge of the Committee:

Through the integrated efforts of academic and student services, the Student Success and Support Council reviews and recommends strategies and initiatives designed to help students achieve success. The committee engages in research, analysis, and dialogue to guide implementation of initiatives to ensure college access and improve student success and equity.

Present: Heather Ostash, Corey Marvin, Laura Vasquez, Julie Cornett, Jan Moline, Rebecca Pang, Cliff Davis, Blaine Simmons, Tyson Huffman, Missy Gross, Sharlene Paxton, Caroline Sanderson, Deanna Campbell, Chad Houck, Peter Faulk, Steve Rogers, Pamela Campbell, Christine Small, Nikki Gardepe, Jaycee Lucero, Pedro Santiago, Fabian Meneses, Sawyer Chrisman, and Katie Bachman.

Absent:

Guests:

Materials: Workshop Notes; sbctc Pathways final; PathwaysDemstified-Johnstone; GP-Emystified-II-091517; DREAM Pathways Feb 12 ATD template and CAGP Program Mapping Template 113017.

TOPIC	FACILITATOR	SUMMARY/ FOLLOW-UP	O	C
1. Opening of Meeting	Heather			
2. Approval of Agenda	All	Approved.		
3. Approval of Minutes and Review of Previous Action Items	All	Last two meeting cancelled-No minutes to approve		
4. Leading from the Middle-report out:	Christine, Chad and Missy	Learned a lot while they were there. Project based learning, so the teams can bring information back to the college. We will be going back two more times. Had to make a video as a part of homework. 3 minute elevator speech. Inform about guided pathways and sell someone on the program. Video was presented well, just missing the student experience part in the video. Did a logic model concept, concept map, and eco system and we looked at on boarding from the first day with the student to the census date. Thought the process was done very well and would like to do it again for future elements in guided pathways.		

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5. Guided Pathways Workshop:		Tyson, Pedro, Fabian, Laura, and others attended the workshop. Very good information form the workshop.		
6. Follow-up from the ATD Meeting:	Heather	Basic base line things we need to attend to is making the case. We have a lot of conversations about doing this work, but nothing concrete. We need some key and core metrics to make the case for guided pathways. We are not achieving the outcomes we should be achieving. Making our case and focus on improving this process. Also discuss Branding-Get a away from Guided pathways and making it our own here on campus. We need to come up with something catchy and memorable for our students and their experience, through their completion. Also, a single metric is completion. The percentage of student completing degree, certificate and or transfer. The completion pledge idea, Blaine. Semester kick off time, we have a booth and they make a pledge for completion in whatever year. Fabian-Leave your "Paw Print" making your mark on campus. Jaycee-reputation of the school, our message and idea spread to the community. Caroline-Student testimonials should be added into the "outreach" pamphlets in the area. Possibly video to the student of the testimonials. Deanna-Plague of all the graduates from the past years in the college. Blaine-Blaine suggest banners up in the town of student success stories. Rebecca-Guarantee transfer to CSU.		
7. WorkPlan Development a. Self Assessment b. First year priorities	Heather	<p>Element 1- Cross-functional Inquiry</p> <p>Primary Objectives-</p> <ol style="list-style-type: none"> 1. Develop a protocol for cross-functional teams <ol style="list-style-type: none"> a. How convened b. How structured c. Standing members from SSSP? d. Student voice <ol style="list-style-type: none"> i. within the cross-functional team ii. more broadly collected in the form of focus groups, surveys, workshops 		

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		<ul style="list-style-type: none"> e. Resources required <ul style="list-style-type: none"> i. Compensation? ii. Release time? iii. Repurposing existing work and time? f. Guidelines for conducting inquiry 2. Develop the charge for the two cross-functional teams identified <ul style="list-style-type: none"> a. Onboarding <ul style="list-style-type: none"> i. Core services-→registration-→Interim communications up to semester start→first day→Census ii. Focus on communication and experience b. Program Information <ul style="list-style-type: none"> i. Presentation and clarity of pathways <ul style="list-style-type: none"> 1. Online 2. In print ii. Education planning iii. Connection to the pathway and to major iv. Meta-majors 3. Initiate inquiry process according to the developed protocol for the two identified initial cross-functional teams above <p>Element 2 Shared Metrics</p> <p>Primary Objectives-</p> <ul style="list-style-type: none"> 1. Develop more substantial data infra-structure <ul style="list-style-type: none"> a. Data Dashboard 		

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		<ul style="list-style-type: none"> b. Data Leads <ul style="list-style-type: none"> i. Compensation ii. Training iii. Faculty? Staff? c. Data fluency <ul style="list-style-type: none"> i. Professional Development ii. Training iii. Culture and process for inquiry d. Student voice and input <ul style="list-style-type: none"> i. Focus groups ii. Inquiry groups (less formal) iii. Survey data iv. Infra-structure and process for gathering student input at each stage of development and implementation of any new initiative, technology, etc. <p>2. Finish the THOYOTE!</p> <p>Element 2-Not discussed</p> <p>Element #3- Integrated Planning- Basic base line things we need to attend to is making the case. We have a lot of conversations about doing this work, but nothing concrete. We need some key and core metrics to make the case for guided pathways. We are not achieving the outcomes we should be achieving. Making our case and focus on improving this process. Also discuss Branding-Get a away from Guided pathways and making it our own here on campus. We need to come up with something catchy and memorable for our students and their experience, through their completion. Also, a single metric is completion. The percentage of student completing degree, certificate and or transfer. Communication is a gap for the college. Series of focus group with students to see how they receive and</p>		

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		<p>understand communication on campus. Faculty buy-in on campus is huge. Scaling and progress originally on the guided pathways plan, challenges we identified communication has a difficulty of communication. Possibly hiring a consultant to assist with this, and then the mapping of all of our current strategies on campus. A graphic way to show our initiatives.</p> <p>Element #4-Inclusive decision making structures- Already have a foundation for this in the SSSP group. The challenges were putting together cross-functional teams and at the different sites process. We need to gather the student voice in all the processes we do.</p> <p>Element #5-Intersegmental Alignment-We indicated early adoption, we need to have more and stronger relationships with parterres. We have good partnerships area high schools, but we need stronger relationships with 4 year schools. Christine still feels like there is a gap with our area high schools, especially Burroughs. Tiffany offered to go speak with Burroughs regarding working with them. Maintain a connection and partnership with them. Promote college opportunities in the community and the base for the opportunities here at the college and put pressure on the Burroughs. Invite school counselors to come up to the campus once the "One-stop" is completed. Find out who has masters at the high school and invite them up to see the programs up at the campus and take back to the high school. Guided program pathways. Engaging with faculty in these areas of study and get their perspective of this major in the career. Have alumni stories associated with these areas of study. Identify GE with the program. Concept with Faculty and a small team, talking through each component that is part of the pathway for the program. Discipline committees.</p> <p>Tyson-Focus on the first three key elements and set up our cross-functional teams from there. Christine-the first three elements are part of the foundation of the guided pathways. Chad-argument to not the first 3 and chose other elements. Heather-feels we should stick with the first three and define them and integrate some of the other elements in the plan. Laura-Suggests a smaller group to get together on a Friday and talk more about what we want to talk about.</p> <p>Corey-suggest we still go through the list and see what is super important?</p>		

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		<p>Christine-Take the pieces that overlap with the integrated plan and guided pathways and send to Heather.</p> <p>Group share a priority-Tyson-Impended tutoring and co-requisite. Christine-expanding our use of technology. Corey-On-line student center idea. Jaycee-enforcing matriculation. Sharlene-make it more inclusive, an all faculty, staff professional development day, so everyone gets the same message. Julie- Participation from our marketing department, have Amber and Kellen be a part of these committees. Infuse marketing more.</p> <p>Element #6-Guided Major and Career Exploration – Partner with Sierra Sands to offer CTE (Health Careers), Arts and Humanities.</p> <p>Element #7. Improved Basic Skill-</p> <p>8. Clear Program Requirements-</p> <p>9. Proactive and Integrated Student Supports-</p> <p>10. Integrated Technology Infrastructure-</p> <p>11. Strategic Professional Development-</p> <p>12. Aligned Learning Outcomes-</p> <p>13. Assessing and Documenting Learning-</p> <p>14. Applied Learning Outcomes-</p>		
8. Equity Fliers:	Blaine-	Placed Equity fliers and notification to the SSSP Sharepoint.		
9. Action Items	Heather	Send out a call for people to attend an smaller group meeting regarding the Guided pathways.		
10. Adjourned	Heather	@ 2:40. Next meeting on April 04, 2018 At 12:30		

O Open/C Closed

Title Heather Ostash
Person in charge of meeting

Recorder Katie Bachman
Person responsible for recording meeting