



Guided Pathways Steering Committee

Minutes for Friday, April 9, 2021

12:00 pm – 1:30 pm

Zoom Meeting

Meeting Participants

Committee Members Present

Amanda Phillips, Dean of Counseling; Dr. Courtney Doussett, Lead Administrator; Donna Greene, FDC Chair/Designee; Jorge Perez, Instructional Faculty (Gen Ed); Matt Wilson, Guided Pathways Coordinator; Dr. Oscar Espinoza-Parra, Dean of Enrollment Services; Sara Butler, Instructional Dean; Steve Holman, Instructional Dean, Dr. Veronica Daut, Counselor/Guided Pathways Coordinator

Committee Members Absent

Angel Meraz, Counselor

Guests

Jessica Enders, Kin An-Dunning

Recorder

Mary Lou Marrujo

Meeting Minutes

1. Call to Order

Meeting commenced at 12:05 pm

2. Information/Discussion Items

1.1 Caring Campus Committee Charter

- Jessica Enders reviewed a proposal to create a Caring Campus Subcommittee as part of Guided Pathways, Pillar III. (Copy of Charter attached) The proposed name of the subcommittee is, "COD Cares."
- The subcommittee will provide oversight of the Caring Campus Initiative.
- The makeup of the committee will be a mix of faculty, classified staff, leadership, and students.

1.1 Conclusion

- It was a unanimous decision approve the COD Cares Subcommittee under Pillar III.

1.2 Caring Campus Funding Request

- Jessica Enders submitted a request for funding on behalf the Caring Campus Initiative.
- She stated that one of the ways to begin implementation of one of the behaviors identified is to provide name badges and lanyards for all employees so that students will know who to approach if they have questions. It will also instill a sense of empowerment and pride for employees.
- There will be a special design for the lanyard; a rotating image of #CODCares, along with the COD logo. It will also have a breakaway clasp for safety purposes.
- Badges will have first names only, options to include languages spoken, and preferred pronouns to provide additional opportunities for employees to connect with students and one another.
- Donna suggested adding a QR Code that would be linked to the employees' department webpage for more information on the services provided. Something to consider at a later time.
- This proposal does align with Educational Master Plan Goals 3, 5, and 6; as well as Strategic Goals 1 and 4.

1.2 Conclusion

- It was a unanimous decision to approve the funding request for the Caring Campus Initiative for a maximum amount of \$4,300 to purchase lanyards and name badges for all employees. Funds will include the cost incurred with the COD Print Shop for the accompanying name badge.

1.3 Film Database Funding Request

- Jin An-Dunning submitted a request for funding on behalf Pillar IV OER Subcommittee. (Copy of funding request and PowerPoint on Films on Demand attached)
- This request is for a second year of funding for Films on Demand. She pointed out that although the COVID-19 and malware event delayed the setup of this database until very late Fall/early Spring of this academic year, it has been immensely popular.
- During this current environment, another problem has occurred—the Classroom Use Exemption does not apply to the digital or online class environment. The provisions of the TEACH Act only allows for the display of small portions of videos, e.g., faculty who rely on showing a lot of visual

images, data, movies, or documentaries in the classrooms are not allowed to do so without breaking the law.

- The solution to this problem is Films on Demand, which provides 24/7 unlimited access to thousands of videos supporting every discipline and subject.
- This year, instead of asking for Films on Demand and Kanopy, they are requesting an increase on just usage alone in terms of the Films on Demand Academic Master Package, the Feature Films for Education Package, and the World Cinema Package. The Feature Films Education Package will provide access to blockbusters, documentaries, award winning films, and literary adaptations. The World Cinema Package will help support many of our diversity and social justice initiatives. All videos are captioned.
- The Library and faculty stakeholders have requested this database for four years. During this pandemic environment, it is a critical necessity.
- They will be able to collect data based on the collection and usage, in addition to doing a survey of faculty and student in terms of user experience. They will do a combination of things to show how this has helped us achieve various outcomes in various disciplines.
- Jin stated that this request is for a one-year subscription. They have added this request to their PRU for ongoing funding. They are also planning a Flex activity on this.

1.3 Conclusion

- It was a unanimous decision to approve the funding request for a one-year subscription of the Films on Demand Academic Master Package, Films on Demand Feature Film for Education Collection Package, and Films on Demand World Cinema Video Collection for a total of \$14,029.84.

1.4 Faculty Mentor Program

- Sara Butler presented a request for funding for a Faculty Mentor Program. (Copy attached) It is an idea that has come up in Pillar III, and several other meetings outside of Guided Pathways.
- The proposal is a more structured faculty-to-faculty mentor program for our newer tenure track faculty members. At this time, it is part of the fulltime contract obligation and job description that fulltime faculty would advise newer faculty, but they feel it is necessary to have a more structured program. Currently it is an informal process, so it varies between the different departments.
- Because first-year faculty have so many obligations, it is recommended that a longtime faculty member be assigned during to them during their second year of tenure. A capstone project is one of the ways the outcome will be measured.

- Sara pointed out that there are currently 12 new faculty wrapping up their first-year.
- Oscar would like to see the adjunct faculty included as participants in this type of program. They are a large minority group who could benefit from this type of program. And there should be opportunities for both types of classifications.
- Sara responded that she would like to see this program institutionalized. This proposal is a pilot with this cohort of new of fulltime faculty. An adjunct mentor program is a long-term goal.
- Veronica commented that the Faculty of Color Caucus has been working on trying to develop a mentorship program for adjunct faculty.
- Jorge suggested that because it is a pilot, maybe each one of the mentors can be assigned one fulltime faculty and one part-time faculty.
- Donna stated that this project could have two different focuses. The Faculty Mentor Program Coordinator could be working on the Fulltime Mentor Program, and also working on an Adjunct Mentor Program, which would look a little different.
- Courtney commented that some of the work between the Fulltime and Adjunct groups could be merged as the programs are developed. Understanding the culture and being able to navigate some of the pieces are the same for everyone. There would definitely be some value for everyone mingling at one venue to share ideas and learn.
- Sara asked Veronica that as the adjunct mentorship program unfolds, and so their efforts are not duplicated, she would like to stay in touch over the summer to see how they can work together. Veronica invited Sara to the next meeting of the Faculty of Color Caucus.
- Sara added that she liked Jorge's idea of pairing up a fulltime and part-time faculty with one mentor without increasing the funding. Pairing up a second-year faculty with a first-year adjunct would establish that connection, with the mentor as a third component. In addition, the second-year faculty can also mentor the first-year adjunct and they move further in the process.

1.4 Conclusion

- It was a unanimous decision to approve the funding request for the Faculty Mentor Program as follows:
 - \$1,000 compensation for the tenured faculty members selected to serve as mentors to new FT faculty (in their second year) for the 2021-2022 academic year. \$12,000 for 12 mentors for 12 second-year tenured faculty.
 - \$5,000 compensation for a tenured faculty member coordinator (Faculty Mentor Program Coordinator) for the 2021-2022 academic year.
- Project total for 2021-2022 AY: \$17,000

1.5 Guided Pathways Compensation/Stipend

- Following-up on a discussion at the last meeting, Matt did some research on what might be an appropriate compensation for the Pillar Team Faculty Co-Chairs. Going through the CODFA contract he found that there is already a stipend designated for Guided Pathway leads in the amount of \$600 per semester.
- Amanda advised that when the CODFA contract was negotiated with the \$600 per semester amount, it was equal to other leads that were being negotiated for ESL non-credit and CTE.
- It was pointed out that the only faculty co-chair that would not be eligible this stipend this semester is Veronica because she is currently be paid release fore time as a Coordinator for Guided Pathways.

1.5 Conclusion

- Matt will request authorization from VP Baker to compensate the Faculty Pillar Team Co-Chairs a \$600 stipend for the spring semester.

3. Adjournment

Meeting adjourned at 1:26 pm

DRAFT: Guided Pathways Subcommittee

College of the Desert Committees

Name

COD Cares

Mandate

None

Type

District-wide

Role

Provide oversight, guidance, and support for the implementation of the Caring Campus initiative

Products

- Establish Caring Campus behavioral commitments
- Create an implementation plan
- Monitor the progress of the implementation plan
- Support the work of Guided Pathways Pillar Three to ensure student engagement and connectivity with the College
- Work across district departments, divisions, and schools to incorporate Caring Campus behaviors and promote a culture of continuous improvement

Meeting Schedule

Twice monthly: second and fourth Fridays of each month from 11 a.m. to noon

Reporting Relationship

Guided Pathways

Chair

Vice President of Student Services or Designee

Membership

- Faculty: Four (4); one of which is a Guided Pathways Pillar Three-member
- Classified staff: Six (6)
- Students: Four (4) – preferably students from varying locations across the district
- Leadership: Two (2)
- Institutional Advancement/Public Information Office Representative (1)

Date Last Revised

COLLEGE OF THE DESERT

Guided Pathways Project Form

All funding is tentative pending allocation from the State Chancellor's Office. Projects will be funded based on availability of funds and committee prioritization.

Project Title: Films Database

Division/Discipline/Program/Office: Pillar IV, OER Subcommittee

Lead Contact Person: Jin An-Dunning

Name: Jin An-Dunning

Email: han-dunning@collegeofthedesert.edu

Phone: 760.565.3386

Project Time Frame Start: 7/1/21 End: 6/31/22

Activity Category	<input checked="" type="checkbox"/> Outreach	<input checked="" type="checkbox"/> Professional Development
	<input checked="" type="checkbox"/> Student Services	<input checked="" type="checkbox"/> Instructional Support
	<input checked="" type="checkbox"/> Research and Evaluation	<input checked="" type="checkbox"/> Direct Student Support
	<input checked="" type="checkbox"/> Curriculum/Course Development & Adaptation	

Student Success Indicators: *Check all the indicators the project will address.*

Pillar 1. Clarify the Path 2. Enter the Path 3. Stay on the Path 4. Ensure Meaningful Learning

- Certificate Completion:** Increase percent of certificates earned among certificate-seeking students
- Degree Completion:** Increase percent of degrees completed among degree-seeking students.
- Pathways:** Decrease the average number of units accumulated by students earning associate's degrees.
- Employment Outcomes:** Increase the percentage of CTE students who report being employed in their field of study.
- Transfer:** Increase percent of transfers to 4-year colleges among transfer-directed students.
- Completed a Level of Education:** Increase the percentage of noncredit or ESL students who transition to credit course work in the same or subsequent year.
- Completed /Workforce Milestone:** Increase the percentage of noncredit students who complete a noncredit CTE course or 48+ contact hours in noncredit CTE course.
- Equity:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

Description of Project. *Include how outcomes will be measured and which leading indicators this project will affect.*

Last year, Guided Pathway's generously agreed to fund both Films on Demand and Kanopy. Unfortunately, Covid-19 and then the malware event delayed the setup of those databases until very late Fall/early Spring of this academic year. Though preliminary data shows that Films on Demand in particular has been immensely popular with our COD community, due to this delay, we may not have the numbers to justify funding of this database via the Program Review Update.

Please see below an edited version of the justification I submitted from last year. This year, I will not be requesting funding for Kanopy since we still have funds left for that account; however, we will be requesting funding for both Films on Demand's Master Academic Package as well as their Feature Film for Education Collection and World Cinema Video Collection.

Justification:

Recently, several faculty members from across the disciplines have approached librarians and members of the OER subcommittee with a problem – College of the Desert does not have a subscription to a film database. This has become highly problematic for many faculty because most of the videos they show in their face-to-face classes are copyrighted material that do not qualify for the In-Classroom Use Exemption (17 U.S.C. §110(1)) – which means that they cannot be shown in any distance education format (e.g. Zoom or Canvas). Furthermore, activities which could easily be shown via in-person demonstrations in a face-to-face class (e.g. labs) are virtually impossible via Zoom.

There is a simple solution to these dilemmas – an institutional subscription to the film databases Films on Demand and Kanopy. These film databases offer an ideal solution as they come with licensing for public displays in the virtual classroom, offer instructional support for almost all the disciplines, and are accessible resources that can be embedded or linked in Canvas.

These film databases will support the following indicators:

- **Certificate & Degree Completion:** In some disciplines, it is virtually impossible to complete a course or courses in a certificate or degree program without access to a film database. Departments such as Film and Mass Communication are the most affected; however, we have heard reports from faculty in almost every discipline that a lack of an institutional film subscription is hurting their courses and student learning.
- **Employment Outcomes:** In addition to instructional support, there are videos that offer tips to students that include tutorials on how to conduct a job search, craft a cover letter and resume, and simulations on how to conduct oneself during a successful job interview.
- **Completed a Level of Education & Completed/Workforce Milestone:** Multiple studies have found that ESL/EFL students greatly increase the language acquisition and writing skills of students in these courses. In addition, multiple studies have found that the use of video technology improved the academic performance of CTE students. These improvements will translate to improvement in the percentage of students who transition to credit work.
- **Equity:** This issue disproportionately affects our most vulnerable students. Currently, faculty who do not have access to a film's database are having students rent films or pay for a personal subscription database – something that many of our students cannot afford. Having access to a films database will give invaluable support to those students who need the most help and resources.

Outcomes will be measured the following ways:

- A cost per use analysis with a report on how much money COD users saved and the number of patrons affected.
- A student user experience survey to be conducted at the end of Fall 2021.
- A faculty outcomes survey conducted at the beginning of Spring 2022 requesting simple outcome metrics for those faculty who assigned these resources in class.

Budget. *Provide a budget that shows how, when, and where funds will be spent to support the activities.*

Note any funds from other sources that will be used on this project.

Films on Demand's Academic Master Package: \$8,679.84

Films on Demand's Feature Film for Education Collection: \$4999.00

Films on Demand's World Cinema Video Collection (when bundled with the Feature Film for Education Collection): \$351.00

Total: \$14,029.84

Films on Demand's Master Academic Package will cost the school \$8,679.84. This package (please see attached page for exact details) will support Communication & Humanities, Social Sciences, Math & Science, Business & Economics, and Health & Medicine. Though this package is expensive, it supports the majority of disciplines and is arguably the most comprehensive collection of academically related videos offered by any subscription provider.

This year, we are also requesting Films on Demand's Feature Film for Education Collection which will give us access to more than 675 feature films that will include blockbusters, award winning films, literary adaptations, and Spanish language films. This collection has been the top request among our Communication, Humanities, and Social Sciences faculty.

In addition, for a very reason fee of only \$351 dollars more (normally \$3475), Films on Demand has offered to give us the World Cinema Video Collection as part of a bundled deal with the Feature Film for Education Collection. This collection includes over a thousand multidisciplinary films and documentaries which would help support the school's diversity, equity, and social justice initiatives.

Additional Explanation/Comments

A recent study of California Community Colleges with comparable FTEs found that College of the Desert is the only community college of our size that currently does not subscribe to some type of films database.

FOR GUIDED PATHWAYS STEERING COMMITTEE USE ONLY

Committee Review Date	
Institutional Research Review Date (if applicable)	MM/DD/YY
Budget Allocation	

Please provide the College's Educational Master Plan Goals and Strategic Plan Goals that this proposal will support. (Please provide the numbers that correlate to each specific goal.)

Educational Master Plan:

Strategic Goals:

A photograph of two women in a room. The woman in the foreground is a young woman with short blonde hair, wearing a dark blue sweater with a white collar and a white stripe on the sleeve. She is smiling and looking towards the right. The woman in the background is a Black woman with her hair styled in a bun, wearing a grey turtleneck sweater. She is also smiling and looking towards the right. The wall behind them is white and has several framed photographs pinned to it. The lighting is bright and natural, suggesting a window is nearby. The overall mood is positive and collaborative.

2021

Films On Demand

Executive Summary of Proposal to GP Steering Committee

Problem

- The Classroom Use Exemption, (17 U.S.C. §110(1)), does not apply to the digital or online class environment.
- The provisions of the TEACH Act only allows for the display of small portions of videos.

The Solution

Films on Demand

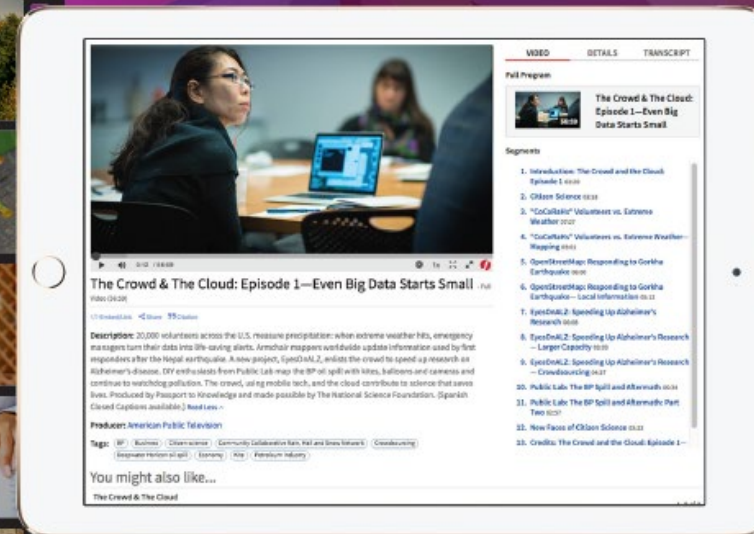
\$14,029.84

- Academic Master Package
- Feature Films for Education
- World Cinema



See the big picture with the
**FILMS
ON DEMAND**
STREAMING VIDEO
COLLECTION

24/7 unlimited access to thousands of videos:
Art, Business, Health, Humanities, Science,
Social Sciences...and more!

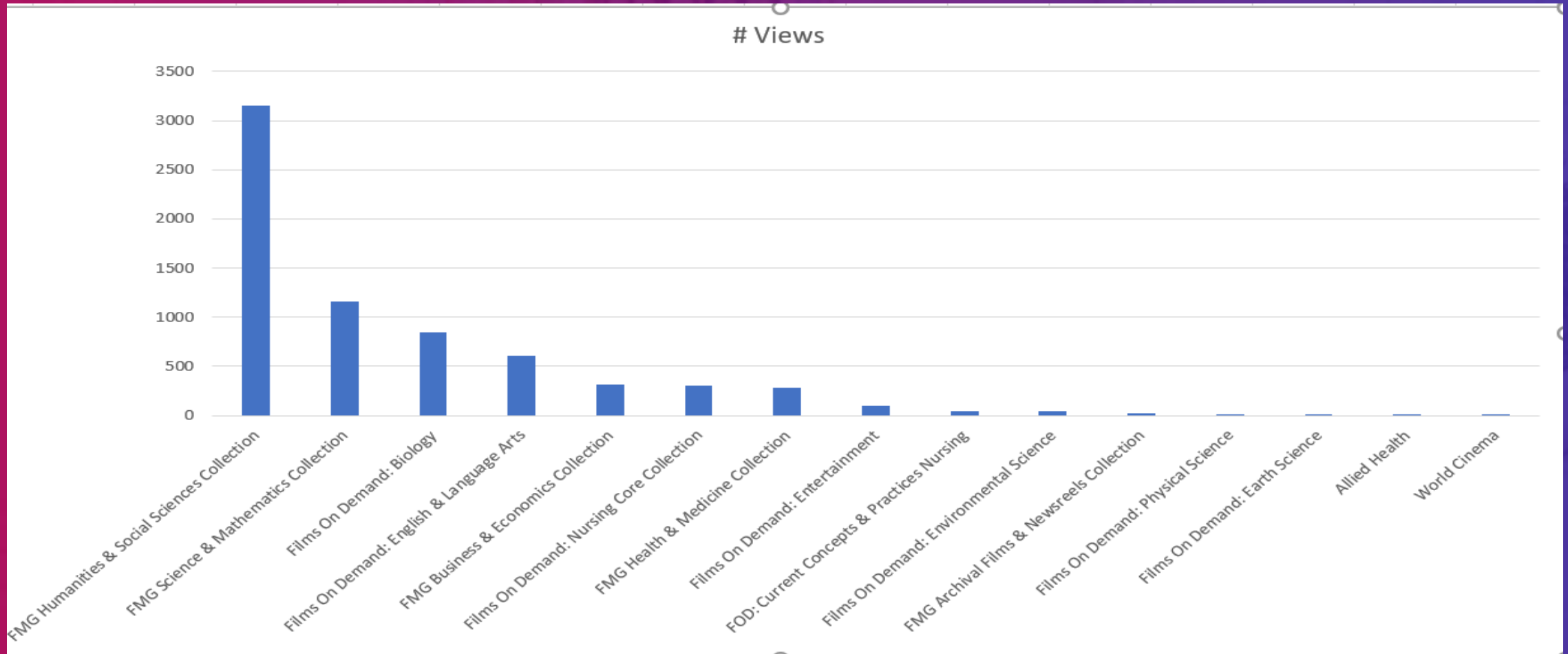


ACCESS INSTRUCTIONS: Check our library's website or contact a librarian for the link to *Films On Demand*. If prompted to log in, please input the login details above.

Why Should GP Pay for It?

- The Library and faculty stakeholders requested this database for 4 years.
- During the pandemic, this is a critical necessity.
- COD is the ONLY school that does not have some type of film database within our FTE range.
- Another year of funding would allow us to get the stats to build a stronger argument

CHART SLIDE





THANK YOU!

Questions?

COLLEGE OF THE DESERT

Guided Pathways Project Form

All funding is tentative pending allocation from the State Chancellor's Office. Projects will be funded based on availability of funds and committee prioritization.

Project Title: Faculty Mentor Program

Division/Discipline/Program/Office: Office of Instruction

Lead Contact Person: Sara Butler

Name: Sara Butler

Email:

sbutler@collegeofthedesert.edu

Phone: 310-270-5428

Project Time Frame Start: August 2021

End: June 2022

Activity Category

Outreach

Student Services

Research and Evaluation

Curriculum/Course Development & Adaptation

Professional Development

Instructional Support

Direct Student Support

Student Success Indicators: *Check all the indicators the project will address.*

Pillar

1. Clarify the Path

2. Enter the Path

3. Stay on the Path

4. Ensure Meaningful Learning

Certificate Completion: Increase percent of certificates earned among certificate-seeking students

Degree Completion: Increase percent of degrees completed among degree-seeking students.

Pathways: Decrease the average number of units accumulated by students earning associate's degrees.

Employment Outcomes: Increase the percentage of CTE students who report being employed in their field of study.

Transfer: Increase percent of transfers to 4-year colleges among transfer-directed students.

Completed a Level of Education: Increase the percentage of noncredit or ESL students who transition to credit course work in the same or subsequent year.

Completed /Workforce Milestone: Increase the percentage of noncredit students who complete a noncredit CTE course or 48+ contact hours in noncredit CTE course.

Equity: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

Description of Project. *Include how outcomes will be measured and which leading indicators this project will affect.*

Outcome 1: Integrate new faculty into the campus community through a Guided Pathways and Caring Campus emphases. Will be measured by capstone project in which faculty participants reflect upon how their participation in the program impacted students from a GP and/or CC perspective.

Outcome 2: Faculty participants will use best practices to keep students on the path and increase certificate, degree completion and transfer rates. Will be measured by capstone project in which faculty participants evaluate the effectiveness of these practices and which areas might need improvement/didn't yield expected results. Will also be measured by tracking students in faculty participants' sections over time to see if completion and transfer rates are higher when compared to sections of non-participants.

Outcome 3: Faculty participants will participate in activities that can close equity gaps both in the classroom and across the institution. Will be measured by capstone project in which faculty participants analyze their practices and reflect upon what needs to be changed. Will also be measured by tracking students in faculty participants' sections over time to see if equity gaps are narrower when compared to sections of non-participants.

Budget. *Provide a budget that shows how, when, and where funds will be spent to support the activities.*

Note any funds from other sources that will be used on this project.

Compensation: \$1,000 for the tenured faculty members selected to serve as mentors to new FT faculty (in their second year) for the 2021-2022 academic year. **\$12,000** for 12 mentors for 12 new incoming FT hires

Compensation: **\$5,000** for a tenured faculty member coordinator (“Faculty Mentor Program Coordinator”) for the 2021-2022 academic year.

Project total for 2021-2022 AY: **\$17,000**

Additional Explanation/Comments

Compensation is only for faculty volunteering to serve as mentors and Program Coordinator. Second year FT faculty will be encouraged to sign up as a continuation of their first year new faculty orientation.

Current CODFA lab rate is \$64/hr. For \$1,000, faculty mentors can spend roughly 15 hours over the AY working with their mentee (about a half hour a week during primary terms). Do not think more is necessary, as mentoring new faculty is also part of the job description of a full-time faculty member. Tenured faculty selected to participate will go through an hour-long orientation led by the Program Coordinator during Fall FLEX or the first week of classes. Orientation will give the tools they need to guide faculty in a more formal way. Orientation will be developed by Program Coordinator over Summer 2021.

Second year faculty will submit a capstone project by the end of the Spring 2022 semester. Capstone will be developed by Program Coordinator over Summer 2021.

Project lead(s) will create announcement for the Program Coordinator position and select from the candidates based on criteria outlined in the announcement (before June 2021). Once Program Coordinator is secured, will work with project lead(s) to create an announcement for faculty mentors and select from the candidates based on criteria outlined in the announcement (before August 2021).

FOR GUIDED PATHWAYS STEERING COMMITTEE USE ONLY

Committee Review Date	
Institutional Research Review Date (if applicable)	MM/DD/YY
Budget Allocation	

Please provide the College’s Educational Master Plan Goals and Strategic Plan Goals that this proposal will support. (Please provide the numbers that correlate to each specific goal.)

Educational Master Plan:

6.1. * Increase faculty and staff professional development and create mentor relationships for new and prospective full-time faculty (in addition to the new faculty orientation)

Strategic Goals:

4.3 Continue to foster participatory team management orientation that is supportive of and enhances collaboration, consultation, and the governance processes

4.4 Continue to encourage, nurture and support a college environment that fosters unity as well as recognizes and respects the creative potential and dignity of each individual in the college community

4.5 Initiate, sponsor, and participate in “informal” meetings and groups for the purpose of enhancing communication, relationships, and “community” building