



Guided Pathways Steering Committee

Minutes for Friday, October 8th 2021

12:00 pm – 1:30 pm

Meeting Participants

Amanda Phillips, Dean, Counseling; Antonio Aguilar, Lead Curriculum and Catalog Specialist; Courtney Doussett, Instructional Dean (Co-Chair); Donna Greene, FDC (Chair/Designee); Gary Plunkett, Dean, Instruction; Jin An-Dunning, Reference Librarian; Matthew Wilson, Faculty Coordinator; Sara Butler, Dean, Instruction; Steve Holman, Dean, Instruction; Veronica Daut, Faculty, Instruction

Recorder

Cheri Maki

1. Information/Discussion Items

1.1 Personnel Changes/Updates

- Dean Plunkett has volunteered to replace Dean Oscar Espinoza-Parra as co-chair of Pillar IV.
- Jorge Perez has stepped down from the Guided Pathways Steering Committee. Mr. Wilson will be co-chairing on his behalf until a replacement is selected.
- Dean Holman added that a co-chair for Pillar II has been identified to replace Angel Meraz.

1.2 Funding Requests

1.2.1 Digital Theatre Plus

- Ms. An-Dunning presented the funding request, (attached).
- After committee discussion, the request was approved unanimously.

1.2.2 MLA Handbook Plus

- Ms. An-Dunning presented the funding request, (attached).
- After committee discussion, the request was approved unanimously.

1.2.3 Films Database

- Ms. An-Dunning presented the funding request, (attached).
- After committee discussion, the request was approved unanimously.

1.2.3 eBooks

- Ms. An-Dunning presented the funding request, (attached).
- After committee discussion, the request was approved unanimously.

1.2.4 Laptops Lending Program

- Ms. An-Dunning presented the funding request, (attached).
- After committee discussion, the request was approved unanimously to support the purchase of additional laptops. However, funds other than Guided Pathways will be used.

1.2.5 Open Education Resources Grant Program

- Ms. An-Dunning presented the funding request.
- After brief discussion, Mr. Wilson asked to table this item until after he receives detailed budget information next week. An official vote will be emailed next Friday.

1.2.6 Tackling Food Insecurity

- Mr. Aguilar presented the funding request, (attached).
- After a brief discussion, the committee decided unanimously to approve. The funding will come from the Hunger Free Campus Initiative.

1.2.7 Interactive Theatre

- Mr. Wilson presented the funding request, (attached).
- Participation could be credited towards spring FLEX.
- After a brief discussion, the committee decided unanimously to approve.

2. Good of the order:

Mr. Wilson reported that President Garcia proposed that Guided Pathways focus on programs/events that increase enrollments.

Ms. Daut and Dean Phillips mentioned that marketing efforts needs to be increased to bring awareness to students that the campus is open.

Ms. Greene shared the student survey results, attached.

Mr. Wilson talked about hosting Family Night events at off-campus locations

3. Future Agenda Topics

Ms. Daut would like the committee to discuss offering stipends for classified staff at the next meeting.

4. Adjournment

Meeting was adjourned at 1:29 pm.

Next Meeting:

Friday, November 8, 2021

12:00 pm – 1:30 pm

Via Zoom

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: Digital Theatre Plus

Division/Discipline/Program/Office: Library & Learning Resources

Lead Contact Person: Jin An-Dunning

Name: Jin An-Dunning

Email: han-dunning@collegeofthedesert.edu

Phone: 760.776.2546

Project Time Frame 1/1/22-6/30/22

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

- Pathways:**
- 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.*

This semester, theatre faculty and students have reached out to the library with a problem – our current films databases do not support Theatre Arts students who due to the COVID-19 situation cannot attend theatre productions. Furthermore, it is very difficult for Theatre Arts faculty to teach theatre in an online environment since the In-Classroom Use Exemption (17 U.S.C. §110(1)) that allowed them to show DVDs and other videos in class does not extend to Zoom or Canvas.

The solution? Digital Theatre+. In addition to Theatre Arts, Digital Theatre+ would provide over 1000 videos to support other disciplines such as English, ESL, Music, Film, Communication, and more. Please note that sales staff at Digital Theatre+ are touting their new features to help support English language learning.

- **Certificate & Degree Completion:** It is and would continue to be expensive (if not impossible) for some students in the Theatre Arts program to continue or complete a certificate or degree
- **Equity:** This issue disproportionately affects our most vulnerable students since they cannot afford the

Outcomes will be measured the following ways:

- Usage

- Student/faculty surveys

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.

<u>Purpose</u>	<u>Costs</u>	<u>Rationale</u>
Digital Theatre+	\$3,180	Please see above
Total	\$3,180	

Additional Explanation/Comments

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:

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: MLA Handbook Plus

Division/Discipline/Program/Office: Library & Learning Resources

Lead Contact Person: Jin An-Dunning

Name: Jin An-Dunning

Email: han-dunning@collegeofthedesert.edu

Phone: 760.776.2546

Project Time Frame: Product purchased immediately, license to begin approximately January 1st

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

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

Pillar	<input type="checkbox"/> 1. Clarify the Path	<input type="checkbox"/> 2. Enter the Path	<input type="checkbox"/> 3. Stay on the Path	<input checked="" type="checkbox"/> 4. Ensure Meaningful Learning
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Pathways:

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.

The second it was announced in September, MLA Handbook Plus became the most sought-after product by academic institutions across the country. It is highly sought after because:

1. It allows institutions to license unlimited simultaneous use digital copies of a citation book that is used as a required or recommended title for several courses – saving students thousands of dollars in textbook costs. Please note that the hardcover of the MLA handbook is \$45.00.
2. It gives faculty tools to teach citation, writing, and plagiarism avoidance skills using interactive features built into the platform.
3. Though it will be used mainly in English, ESL, and ESLN courses, this book will be used heavily by faculty and students in courses requiring any type of citation work. Please note that with the exception of a few departments like Psychology and Sociology, many faculty give students the choice to cite their work in either MLA or APA.

We are asking for funding through Guided Pathways because this platform was only recently unveiled and is currently going through the testing process. They are offering institutions 1.5 years of access for a one-year subscription cost if the school subscribes by January. This next year of funding will give faculty time to evaluate the platform, get student feedback, and see if it is worth the price of subscription.

This program will support the following indicators:

- **Certificate & Degree Completion:** Institutionally licensed titles provided unlimited access to students who otherwise might not have purchased the textbook. Several studies have shown that providing these types of resources increases enrollment, retention, completion, and higher grades.
- **Completed a Level of Education & Completed/Workforce Milestone:** This provides access to a valuable resource used by higher-level ESL and ESLN students.
- **Equity:** Lack of access to these types of resources disproportionately affects our most vulnerable students – especially minoritized students. Not only does it provide a free resource, it would empower our students with additional tools to success at their own pace.

Outcomes will be measured the following ways:

- Usage
- Student/faculty surveys

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.

<u>Purpose</u>	<u>Costs</u>	<u>Rationale</u>
MLA Handbook Plus	\$1,175	
Total	\$1,175	

Additional Explanation/Comments

FOR GUIDED PATHWAYS STEERING COMMITTEE USE ONLY

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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:

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 Databases

Division/Discipline/Program/Office: Library & Learning Resources

Lead Contact Person: Jin An-Dunning

Name: Jin An-Dunning

Email: han-dunning@collegeofthedesert.edu

Phone: 760.776.2546

Project Time Frame 7/1/22-6/30/23

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

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

Pillar	<input type="checkbox"/> 1. Clarify the Path	<input type="checkbox"/> 2. Enter the Path	<input type="checkbox"/> 3. Stay on the Path	<input checked="" type="checkbox"/> 4. Ensure Meaningful Learning
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<input type="checkbox"/> Pathways: <input checked="" type="checkbox"/> Certificate Completion: Increase percent of certificates earned among certificate-seeking students <input checked="" type="checkbox"/> Degree Completion: Increase percent of degrees completed among degree-seeking students. <input type="checkbox"/> Pathways: Decrease the average number of units accumulated by students earning associate's degrees. <input type="checkbox"/> Employment Outcomes: Increase the percentage of CTE students who report being employed in their field of study. <input type="checkbox"/> Transfer: Increase percent of transfers to 4-year colleges among transfer-directed students. <input type="checkbox"/> 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. <input checked="" type="checkbox"/> Completed /Workforce Milestone: Increase the percentage of noncredit students who complete a noncredit CTE course or 48+ contact hours in noncredit CTE course. <input checked="" type="checkbox"/> Equity: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.
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Description of Project. *Include how outcomes will be measured and which leading indicators this project will affect.*

Please note, the key outcomes and indicators for this requesting Films on Demand, Films on Demand World Cinema, and Films on Demand Feature Films for Education has not changed; however, in this last round of prioritization, the Library's request for these and other databases somehow went into the Non-Instructional Equipment Prioritization requests – and I do not believe we made the cut. Please note that the metrics for these databases are quite good (as articulated in our PRU) and I believe that our odds are good for approval for the next round of PRU funding.

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.

Purpose	Costs	Rationale
Films on Demand, Films on Demand World Cinema, and Films on Demand Feature Films for Education	\$14,029.84	Please note that these are approximate costs as they are consortially negotiated prices that have not yet been released; however, we do not anticipate at this time that the cost for these databases will be much higher.
Total		

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: eBooks

Division/Discipline/Program/Office: Library & Learning Resources

Lead Contact Person: Jin An-Dunning

Name: Jin An-Dunning

Email: han-dunning@collegeofthedesert.edu

Phone: 760.776.2546

Project Time Frame 10/1/21-6/30/22

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

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

Pillar	<input type="checkbox"/> 1. Clarify the Path <input type="checkbox"/> 2. Enter the Path <input type="checkbox"/> 3. Stay on the Path <input checked="" type="checkbox"/> 4. Ensure Meaningful Learning
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- Pathways:**
- 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.*

This semester, faculty and students from almost every discipline have reached out to the library with a problem – we simply do not have enough eBooks. ProQuest Ebook Central has a wonderful collection of digital books; however, most of those books are from university presses and though these texts are wonderful for academic research (and as textbooks), they do not offer a great deal of other types of materials. Examples of this include novels that might be required reading for an English course, Business faculty who require reading from books written by business innovators, the list goes on.

The solution: Simply a budget for the library to purchase the eBooks that faculty are requesting from us.

- **Certificate & Degree Completion:** Almost every department has a course that has some kind of required reading outside of the textbook. In the COVID-19, and post-COVID-19 environment, it is crucial for our students to get electronic access to these books in order to complete courses and complete their degrees.
- **Completed a Level of Education & Completed/Workforce Milestone:** This program will increase the percentage of students finishing a non-credit CTE course simply because they will get free access to those texts, not available through ProQuest Ebook Central, online in the format that they are most comfortable with.

- **Equity:** This issue disproportionately affects our most vulnerable students – especially (statistically) minoritized students. Having access to these materials could be the difference-maker in terms of retention and higher grades.

Outcomes will be measured the following ways:

- Usage
- Student/faculty surveys

Please note, the \$5000 I am requesting below is just a drop in the bucket of the estimated amount I believe we will truly need; however, it will be enough to get us started this semester and I will be trying to see if we can tap into other sources of non-guaranteed funding.

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.

<u>Purpose</u>	<u>Costs</u>	<u>Rationale</u>
eBooks	\$5,000	
Total		

Additional Explanation/Comments

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:

Additional Explanation/Comments

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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:

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: Laptops for Lending

Division/Discipline/Program/Office: Library & Learning Resources

Lead Contact Person: Jin An-Dunning

Name: Jin An-Dunning

Email: han-dunning@collegeofthedesert.edu

Phone: 760.776.2546

Project Time Frame 10/1/21-6/30/22

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

Pathways:

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.*

This semester, faculty and students have reached out to the library with a problem – students, especially those students in CTE disciplines, need access to devices that have more processing power than Chromebooks. Many of our students come to the Library and TASC to access computers; however, our hours are limited, and we are not at all available on the weekends. Furthermore, if a student is infected with COVID-19 or need to quarantine, there is no program that I am currently aware of where that student can temporarily borrow any kind of learning device.

The solution is simple – the library can start a lending program where, in addition to Chromebooks, we lend out laptops so that a student who needs a laptop for any reason can borrow one for a short amount of time. This program will support the following indicators:

- **Certificate & Degree Completion:** In some disciplines, it is impossible to complete a course without access to a laptop. AIS, CIS, DDP, and Business are some examples; however, almost every department has a course where a student might need temporary access to a laptop to complete an assignment, take an examination, or simply because they have been told they need to quarantine.
- **Completed a Level of Education & Completed/Workforce Milestone:** Access to a computer, especially for working students in a post-COVID environment, is not a luxury, it is a necessity. Every faculty member and staff at COD can probably attest that they have heard at least one student tell them that they were dropping out of a

class because they did not have adequate access to a computer. Unfortunately, these tend to be CTE and other disciplines that offer the highest paying wages after graduation. Though a program of this type cannot solve the digital divide, it can create the framework for a bridge to success.

- **Equity:** This issue disproportionately affects our most vulnerable students – especially minoritized students. For some, even temporary access to a computer that is not a tablet or smart phone could mean the difference-maker in terms of retention and higher grades.

Outcomes will be measured the following ways:

- Usage
- Student/faculty surveys

The amount I am requesting for this project is \$10,000. This will purchase:

- 10 laptops with Intel Core i5 processors
- Laptop bags & Laptop sleeves
- Wired computer mice

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.

<u>Purpose</u>	<u>Costs</u>	<u>Rationale</u>
Laptops Program	\$10,000	
Total		

Additional Explanation/Comments

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:

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: Open Education Resources Grant Program

Division/Discipline/Program/Office: Guided Pathways Pillar IV

Lead Contact Person: Jin An-Dunning

Name: Jin An-Dunning

Email: han-dunning@collegeofthedesert.edu

Phone: 760.776.2546

Project Time Frame Recruitment Fall 2021, First Implementation Spring 2022, Second Implementation Fall 2022

Activity Category	<input type="checkbox"/> Outreach	<input type="checkbox"/> Professional Development
	<input type="checkbox"/> Student Services	<input type="checkbox"/> Instructional Support
	<input 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	<input type="checkbox"/> 1. Clarify the Path	<input type="checkbox"/> 2. Enter the Path	<input type="checkbox"/> 3. Stay on the Path	<input checked="" type="checkbox"/> 4. Ensure Meaningful Learning
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Pathways:

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.*

In California, the cost of textbooks can be more than the cost of tuition. The College Board estimates that full-time students at public two-year colleges spent an average of \$1440 on textbooks and course supplies in 2018. The same study found that tuition at the average California community college was \$1430.

The Guided Pathways IV Cost Effective Textbooks/Open Education Resources subcommittee proposes to reduce the high cost that students pay for textbooks by incentivizing faculty to adopt new OER or ZTC materials for their courses.

No student should ever have to choose between basic human necessities and educational resources. Yet, all across Coachella Valley, our students are making painful decisions that can impact their education, quality of life, or health. This initiative is part of an effort to bridge the equity divide that hurts students who cannot afford the exorbitant cost of traditional textbooks and other instructional materials.

Please note that we estimate at this time that the last round of OER funding saved our students around \$500,000 in textbook costs and a number of departments (e.g. History) decided to officially adopt the OER textbook they tested.

Project outcomes measured by:

1. The number of stipends awarded to faculty.

2. The number of courses that adopted OER textbooks.
3. Cost savings for students.

To receive funding faculty must:

1. Attend an orientation session to ensure they understand the policies.
2. Submit an interest form signed by their department chair verifying that they have departmental approval and verifying that they are replacing a traditionally licensed textbook with an OER or ZTC title.
3. Submit proof of adoption for payment including a syllabus, the publisher's price of a hardcover copy of the textbook that was replaced, and the number of students in their class at the height of enrollment.

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.

Purpose	Costs	Rationale
100 x \$500 stipends	\$50,000	Each faculty member may submit for up to three stipends for three different courses (not sections) using different OER textbooks. They will receive \$500 for the first semester of implementation and \$500 for the second semester of implementation for a maximum of \$3000.
\$2000 stipend Tony Aguilar	\$2,000	Clerical and processing support. A lot of people don't know this but Tony Aguilar did a LOT of work helping with many aspects of the OER project during the last round of funding. The two thousand dollars would represent two semesters (Fall 2021 and Spring 2022) of specialist support.
Discretionary Funding	\$1,000	Cost of purchasing print copies of OER textbooks for interested faculty, cost of miscellaneous promotion materials, cost of food and utensils for one in-person orientation session for vaccinated faculty.
Faculty Stipend	TBD	Stipend for faculty to coordinate OER project, give presentations to recruit faculty in various department meetings and promotional events, create promotional materials, answer questions regarding the project, assist faculty in finding OER textbooks and ancillary materials, serve as consultant for OER-related issues including copyright, transferability determination, accessibility, technology issues.
Total	\$53,000+	

Additional Explanation/Comments

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:

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: Tackling Food Insecurity

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

Lead Contact Person: Tony Aguilar

Name: Jin An-Dunning

Email: han-toaguilar@collegeofthedesert.edu

Phone: 760.404.9687

Project Time Frame Start: 10/1/21 End: 1/31/22

Activity Category

- | | |
|---|---|
| <input type="checkbox"/> Outreach | <input type="checkbox"/> Professional Development |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Instructional Support |
| <input type="checkbox"/> Research and Evaluation | <input type="checkbox"/> Direct Student Support |
| <input 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
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- 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.*

We are proposing a partnership with CV Fresh Harvest to deliver boxes of fresh fruits and vegetables directly to our students. Currently, and with the help of Guided Pathways we have set up temporary food pantries at the Palm Desert, Indio, and Palm Springs campuses. However, many of our students are still enrolled in online courses, which excluded them from benefiting from these pantries on campus. This partnership with CV fresh harvest would allow us to reach our students that are enrolled in online courses. Additionally, this proposal would fund a maximum of 200 boxes each month from October-January, and provide 12.5 hours a month of administrative support to coordinate this partnership. Funding this proposal through January would accommodate students that are not on campus during the month of January, and accounts for Guided Pathways not meeting until the start of the Spring semester.

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.

CV Fresh Harvest 'The Essentials' Box: \$24,000

Administrative costs: \$2,000

Total: \$26,000

Additional Explanation/Comments

Pricing Scale:

1-50 Boxes = \$34.00 each (Delivery on Friday)
51-99 Boxes = \$32.00 each (Delivery on Saturday)
100+ Boxes = \$30.00 each (Delivery on Saturday)

The Essentials Box

- Celery
- Carrots
- Cauliflower
- Green Bell Peppers
- Red Onion
- Italian Zucchini
- Cucumber
- Beefsteak Tomato
- Northshore Living Herb (selected from the week's offering of our Original Harvest Box)

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:



Office of Institutional Research

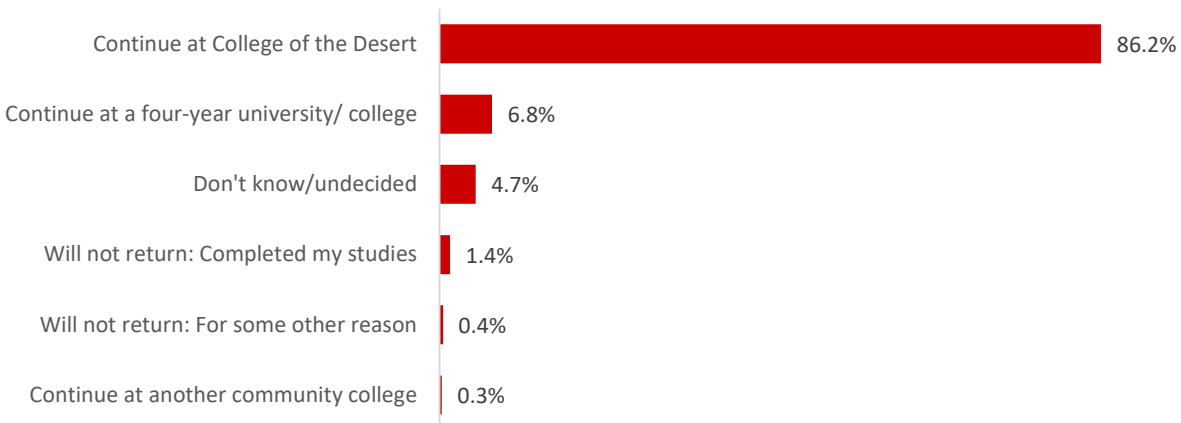
Spring 2022 Return to Campus Survey – Students

Andrew Kretz
September 28, 2021

College of the Desert (COD) administered a survey to former, current, and future COD students¹ their plans for returning to the college and what can be done to make them feel more comfortable about returning to campus for in-person classes and services. The survey was administered online, from September 10 to 24, 2021.

A total of 1,359 students participated in the survey. The first question asked participants about their current plans for the Spring 2022 semester (see Chart 1). The majority of respondents (86.2%) reported that their current plan for the Spring 2022 semester is to continue their education at COD. Few students (4.7%) were unsure of whether or not they would continue their education at COD in Spring 2022. If a student chose any other response, they were excluded from the rest of the survey.¹ Two hundred students indicated that they did not plan to attend COD in spring 2022 and were excluded from the rest of the survey.

Chart 1. Students' plans for the Spring 2022 semester



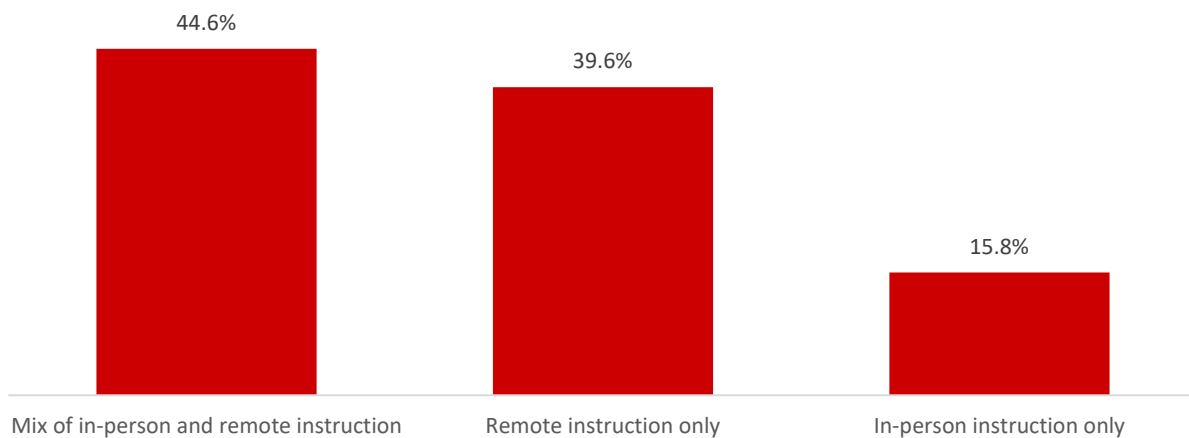
A small percentage of students reported that they do not plan on returning to the college, and not because they completed their studies (see Chart 1). Of the six students not planning on returning to COD or any other college, two students explained that they are high school students who were previously concurrently enrolled at COD for a course that has since ended; two other students noted

¹ Students who showed activity at the college from fall 2020 through summer 2021, were currently enrolled in fall 2021, and/or applied to the college for winter and or spring 2022.

that they were enrolling in a nursing program (though it is not clear if they will be continuing at COD or somewhere else); one student simply wrote “COVID”; and the final student not planning on returning to COD was an international student who returned to their home county.

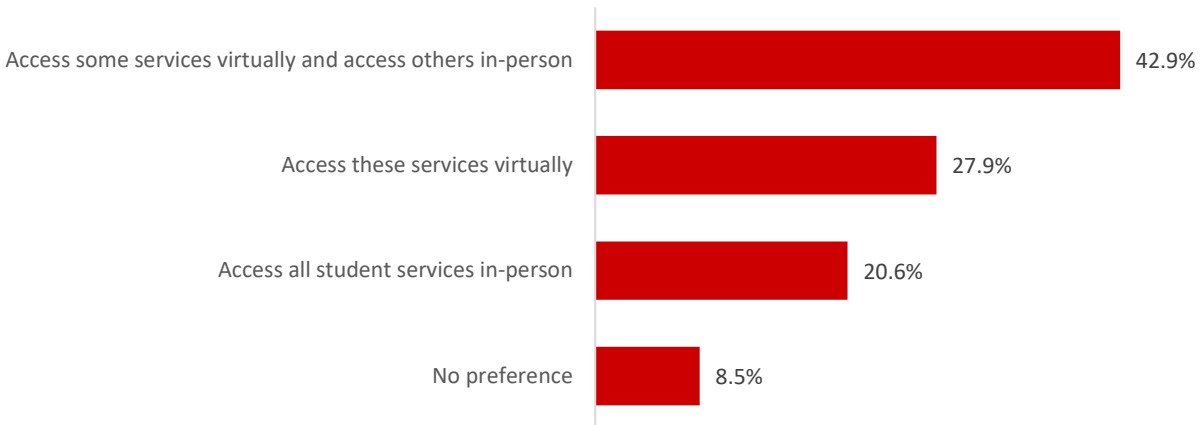
Students were asked how they would prefer to learn in the Spring 2022 term: in-person instruction only, remote instruction only, or a mix of in-person and remote instruction (see Chart 2). Nearly 45% of respondents preferred a mix of in-person and remote instruction. Only 15.8% of respondents preferred in-person instruction only.

Chart 2. Students’ Preferences for Mode of Instruction in Spring 2022



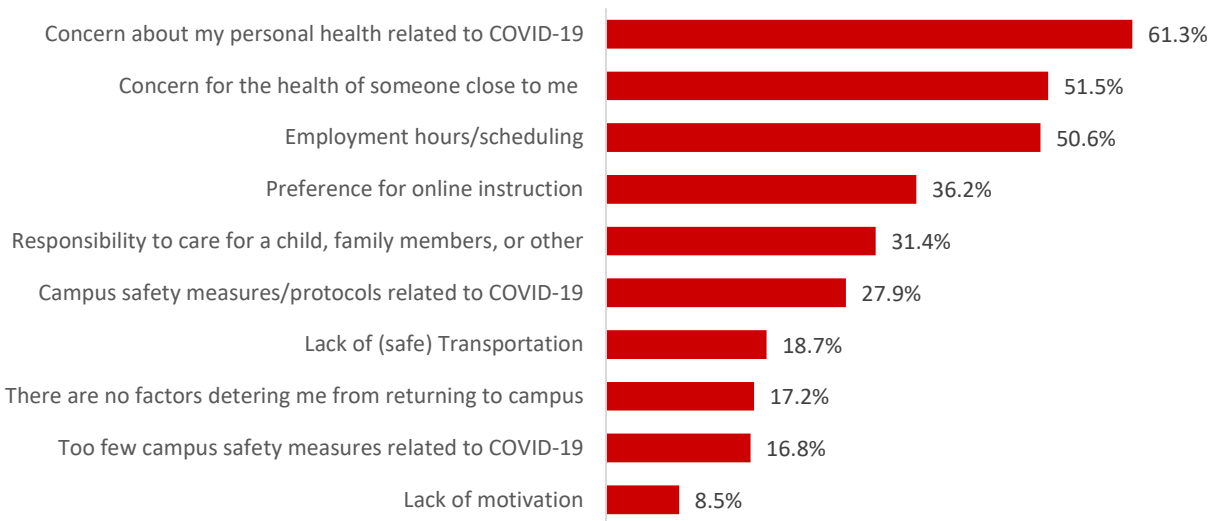
Next, survey participants were asked, “If you returned to campus for in-person instruction in Spring 2022, how would you prefer to access student services (e.g., advising, career services, tutoring)?” Students’ preferences reflect their preferences for mode of instruction: roughly 43% of respondents preferred a mix of in-person and virtual student services, while approximately 28% preferred to access student services virtually (see Chart 3). About 21% of respondents preferred to access all student services in-person.

Chart 3. Students' Preferences for Accessing Student Services in Spring 2022



Respondents were asked to select factors that would potentially deter them from returning to in-person instruction on campus in spring 2022. A total of 1,009 respondents selected one or more factors (see Chart 4). The two mostly cited factors that would deter students' return to campus in spring 2022 are related to health concerns—their own (61.3%) and of others close to them (51.5%)—related to COVID-19. Other COVID-19 related factors include the presence of campus safety measures/protocols (e.g., face covering guidelines, social distancing, 27.9%), and too few campus safety measures/protocols (16.8%).

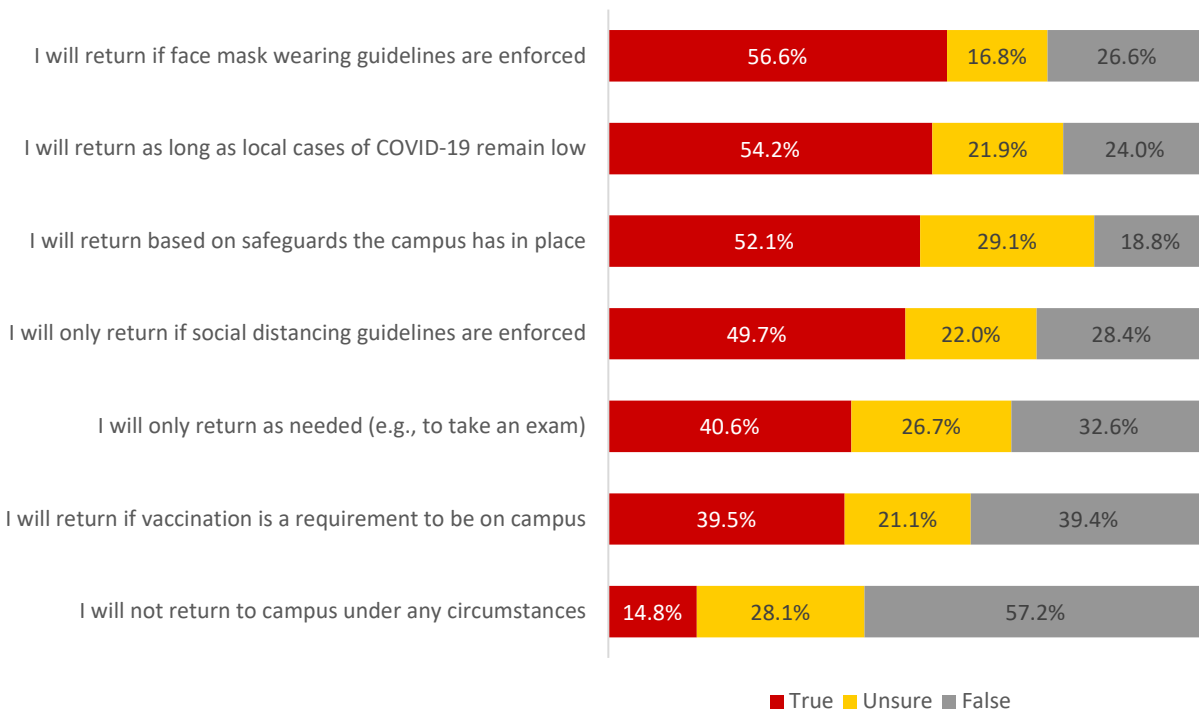
Chart 4. Factors That Would Deter Students' Return to Campus in Spring 2022



After reflecting on factors that would deter them from returning to campus, students were asked to indicate whether they would return to campus under various circumstances (see Chart 5). Roughly half of respondents reported that they would return to campus (1) if face mask wearing guidelines are enforced, (2) when local cases of COVID-19 remained low, (3) following whatever safeguards the campus has in place, and (4) only if social distancing guidelines are enforced. Respondents were evenly

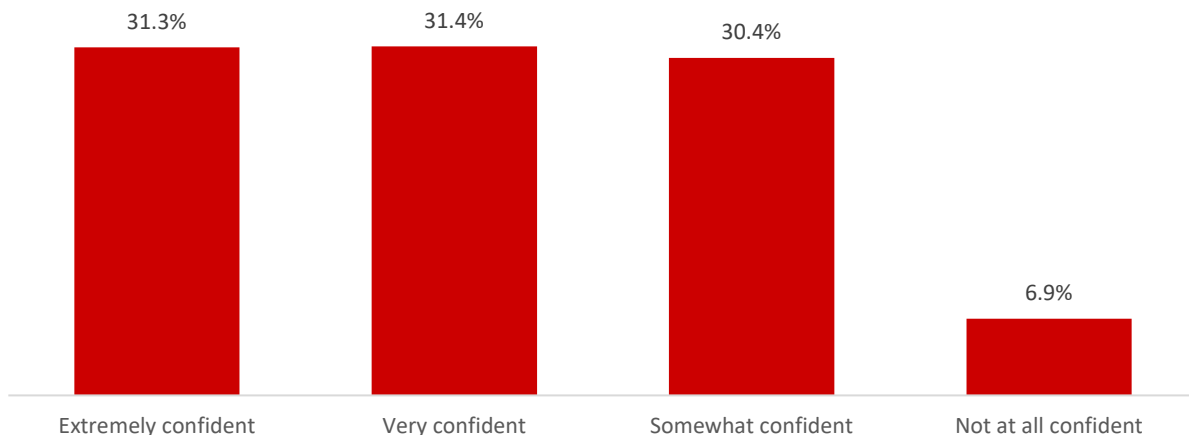
split on the influence of vaccination requirements, with 39.5% indicating that they would return with a vaccine requirement, 29.4% reporting that they would not, and 21.1% unsure. Approximately 15% of respondents noted that they would not return to campus under any circumstances.

Chart 5. Circumstances Under Which Students Would Return to Campus in Spring 2022



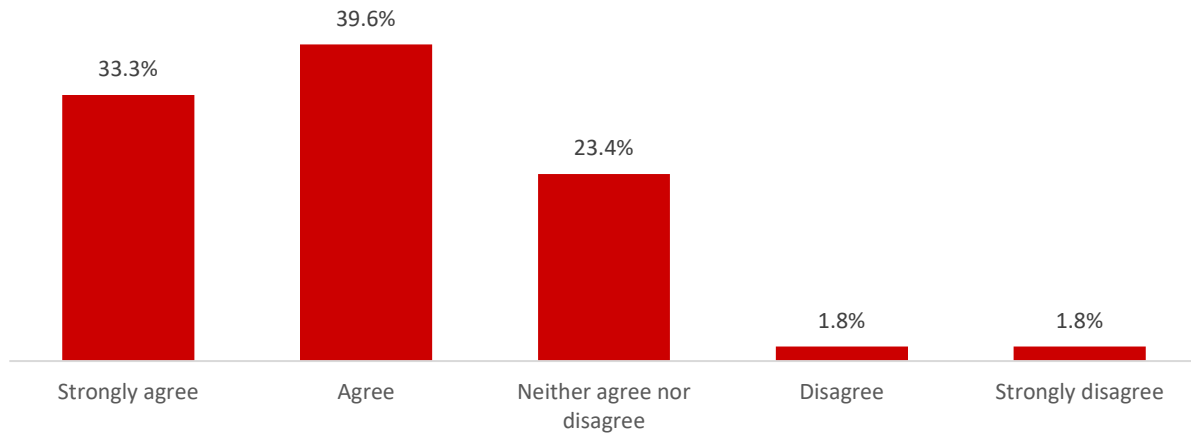
When asked how confident they were that COD will take appropriate measures to help protect students from catching and spreading the COVID-19 virus, three out of five (62.5%) were extremely or very confident and another third (30.4%) were somewhat confident. Only 6.9% reported “not at all confident” (see Chart 6).

Chart 6. Students’ Confidence that COD will Help Protect Students from Catching/Spreading COVID-19



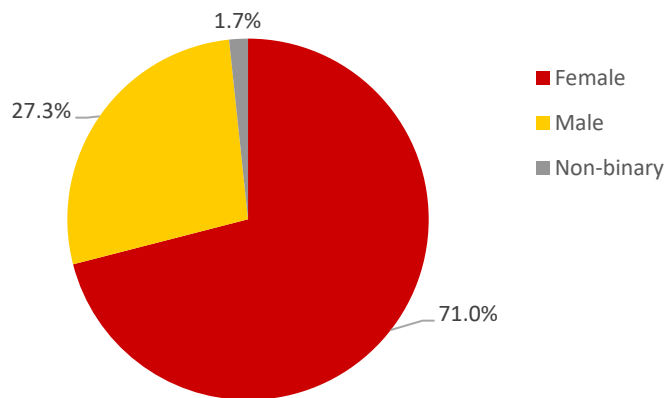
Respondents were also asked about the extent to which they agreed or disagreed that they have received sufficient COVID-19-related communications from COD. About 73% of respondents agreed that they have received sufficient communications from COD regarding COVID-19 (see Chart 7).

Chart 7. Students' Agreement or Disagreement about COD's Communications Regarding COVID-19



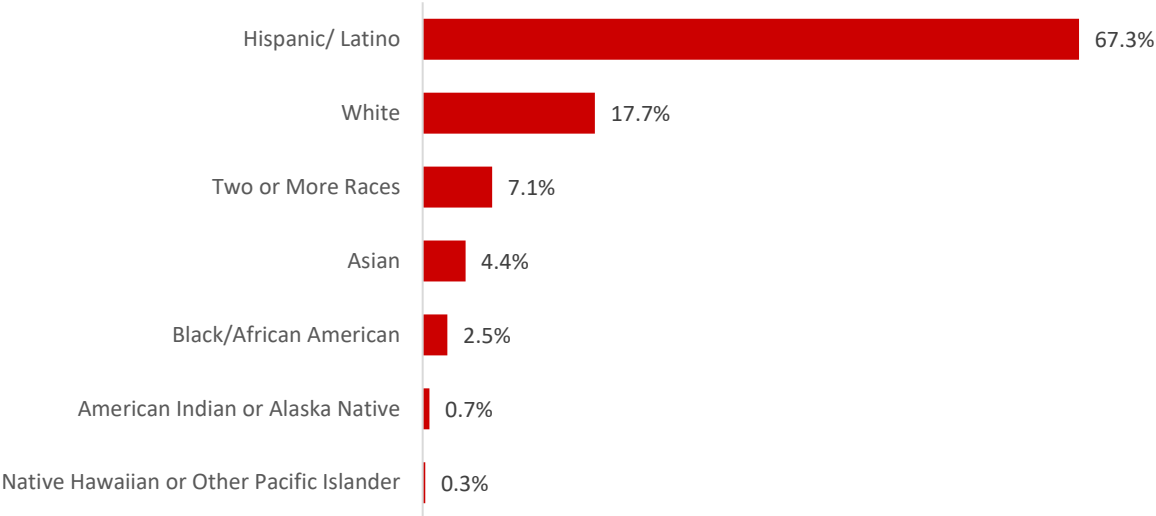
To get a sense of the representativeness of the survey's sample, students were asked to provide information on standard demographic attributes. Female students were over-represented in the survey, with 71% of survey participants identified as female (see Chart 8). In comparison, roughly 56% of COD's 2019-2020 student population identified as female.

Chart 8. Gender of Participating Students



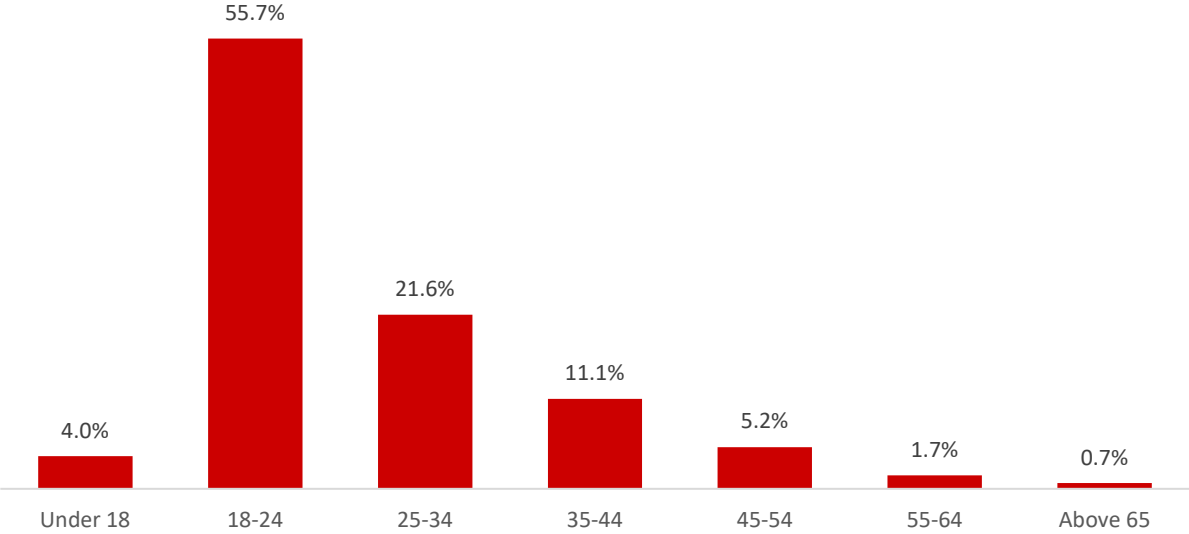
The ethnic breakdown of survey participants roughly follow that of the 2019-2020 college population. A majority of respondents identified as Hispanic/ Latino (67.3%), compared to 74% of the student population; and 17.1% of respondents identified as White, compared with 14.9% of the student population. The representation of student participants of all other ethnicities differed from the student population by a percentage point or less, except for the Two or More category, which constituted 7.1% of respondents and just 2.5% of the student population.

Chart 9. Ethnicity of Participating Students



Nearly 60% of the students participating in the survey were 24 years of age or younger (see Chart 10) which is close to the 62.2% of students in the student population falling within the same age group.

Chart 10. Age of Participating Students



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: Interactive Theatre

Division/Discipline/Program/Office:

Lead Contact Person:

Name: Matthew Wilson

Email:
mawilson@collegeofthedesert.edu

Phone: 760-565-4839

Project Time Frame 1/1/22-5/1/22

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

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

Pillar	<input type="checkbox"/> 1. Clarify the Path <input type="checkbox"/> 2. Enter the Path <input checked="" type="checkbox"/> 3. Stay on the Path <input checked="" type="checkbox"/> 4. Ensure Meaningful Learning
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- Pathways:**
- 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.*

Applied theatre as an educational tool is particularly suitable for revealing and illuminating insidious forms of racism and discrimination that can take place within academia. By recreating scenarios based on true personal experiences, interactive theatre addresses the subtleties of privilege and power within the institution. In this workshop we will explore multiple ways to respond to these moments of lived oppression. Rehearsals for Life (RfL), a project of the University of Oregon Graduate School and the Office of the Dean of Students, aims to increase awareness, knowledge, and skills in multicultural competence, social justice, bystander intervention and conflict resolution. Through interactive theater, participants in RfL workshops take responsibility for their own learning and become empowered co-creators of knowledge.

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.

Purpose	Costs	Rationale
Rehearsals for Life	\$3,000	90 min Interactive Theatre Equity and Diversity
Total	\$3,000	

Additional Explanation/Comments

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: