Guided Pathways Planning Meeting

Draft of Minutes for Wednesday, August 14, 2019

11:00 a.m. – 4:00 p.m.
Communications Conference Room

Members Present

Jeff Baker; Christen Smith; Amanda Phillips; Dean Papas, Veronica Daut; Donna Greene; Angel Meraz, Dr. Daniel Martinez

Committee members not present: Jorge Perez; Oscar Espinoza-Parra

Recorder

Lynda Scott

1. Call to Order/Roll Call

1.1. The meeting was called to order at 11:05 a.m.

2. Action Items

1.1 Welcome and Approval of Agenda

- Jeff Baker welcomed members
- The agenda for August 14 was approved with the understanding that topics will be covered as time allows.

1.2 Approval of Minutes

N/A

3. Information/Discussion Items

3.1 Guided Pathways

Jeff Baker asked members to express their individual thoughts; what is Guided Pathways, and why is it important. The following were noted:
- Empower Students
- Cross Institutional Collaboration
- Listening to Students
- Re-imaging all we do –Access to Completion
- Measureable Progress-Matriculation
- Feel like you're making a difference
- Intellectual and emotional equality/charge of the vision of success
- Be intentional with our efforts
- Being responsive to data

- Asking good questions
- Respect the diversity of our students
- Ability to serve students with very diverse needs
- Building stronger bridges within the community to serve students who are not yet here
- How and when are we asking what the community wants?
- Helping the community learn about career opportunities

3.1 Review Chancellor's Vision for Success

Jeff reviewed some of the State's challenges meeting the goals to award more degrees and certificates, low transfer rates, as among issues that let to implementing Guided Pathways.
Relating to COD, members observations:
- The COD program is constantly improving, getting better, and we are listening to negatives, and accepting them
- The need to building stronger bridges to serve students in the community who are not yet at COD
- How and when are we asking to meet with community members to hear of their wants and needs that provide opportunities to them?
- How do we help the community learn about career opportunities?
- Building bridges for high school collaborations

3.3. Interact Data

Christen Smith provided a brief description of Interact Communications student focus group sessions and online surveys from fall 2018, and spring 2019; please see attached for summary. Interact's recommendations based on student responses:
- Develop communication plan on financial aid/scholarships
- Develop 2-year schedule with PT/non-traditional times with industry input for FT working students
- Develop hospitality onboarding plan from inquiry to first day to welcome students and encourage resiliency
- Ensure public information is accurate, clear, complete, and comprehensive
- Ask students for input on what and how to improve
- Proactive, engaged, and timely communications; more notifications about events, courses, degree/major requirements, and transfer info
- Counselors to the classrooms
- Regular counseling required dates
- Different student training to stay up to date on course, major, degree, and transfer info
- Professional Development: "streamlining workload" & "choosing degree/major"
- Increase counseling services: offer evening & online support
- Track degree/major changes and make easily accessible to counselors & students
- Promotion of Canvas among adjunct & full-time faculty
- Promotion of timely response to emails among faculty & students
- Learning Outcome Assessment to ensure students are prepared for next level

- Share basic course outline info: objectives, workload, fit within program
- Promote a student culture that seeks out support and assistance
- Students experience most obstacles staying on path at end of degree but get most help at beginning getting on path
- Increase wrap-around services: social services and psychological counselors
- campus counseling hours targeting working adults
- counseling reaching out to students who have expressed difficulties or have dropped out

3.4   Education Insights Center

College of the Desert is participating in research conducted through the state Chancellor's Office. The purpose is to track a college's experience in developing and implementing Guided Pathways, and how useful the Chancellor's Office supports have been in helping colleges implement the framework. See attached for summary.

3.5 Chancellor's Office Site Visit

Christen noted that COD was one of twelve sites visited and interviewed during the summer that has initiated the Guided Pathways program. The focus was mainly on instruction and student services. The visit offered an opportunity for collaboration on how to keep the Guided Pathways in the forefront campus wide.

3.6   Inland Empire/Desert Guided Pathways Consortium

College of the Desert is participating in a local Guided Pathways consortium, designed to both support each participating college with the implementation of Guided Pathways, and to develop and utilize data to potentially apply for a Guided Pathways grant.

3.7   Guided Pathways Data/College of the Desert

Dr. Martinez, Institutional Research described the content of the Guided Pathways Dashboard located on the COD website. The information was created with input from Pillar Four to develop a data needs assessment survey for faculty and students.

3.8   Pillar Team Updates – 2018-19

3.7.1 Pillar Team One: Meta major sorting activities held at all COD campuses with over 700 responses. Institutional Research helped to identify common Meta Major categories. Categories to go before AFS and CPC in the fall for approvals.

3.7.2 Pillar Team Two: Team working on an AB 705 self-guided placement tool for students with English and ESL completed, and Math is revising their section. Upon AFS approval Math, English/ESL content and placement tools to be uploaded to website page.

3.7.3 Pillar Team Three: Focus of the team was campus-wide communication of all support services available to students. Currently developing a schedule with multiple venues to inform faculty and staff about services offered by the College.

3.7.4 Pillar Team Four: Worked with Research Office to develop data needs assessment survey. Encouraging faculty to adopt flexibly licensed zero or low-cost textbooks. Team looking to increase work experience opportunities.

3.9   Vision for Guided Pathways

With numerous accomplishments made by the Pillar Teams it is noted that there is a great deal of work ahead including looking at data to understand current student needs, and identifying past trends. 2019-20 will concentrate on maintaining a focus on the student lens, and building support campus-wide for the Guided Pathways program.

Adjournment

The meeting was adjourned at 4:00 pm