



Guided Pathways Steering Committee

Minutes for Friday, December 10, 2021

12:00 – 1:30 p.m.

Members (10)

Donna Greene; Gary Plunkett; Matt Wilson, Co-Chair; Craig Donahue; Jeff Baker, Co-Chair; Sara Butler; Veronica Daut; Brian Thompson

1. Information/Discussion Items

1.1. Budget Update

- VP Baker will be stepping back in as co-chair
- \$85,000 of funding was approved in November
- \$146,000 balance
- One year left to spend funds
- As of July 1, 2022, the committee will no longer be allocating funds for a Faculty Coordinator
- There may be an additional \$20,000 coming from Hunger Free initiative
- Guided Pathways may be folded into Equity which may provide additional funding opportunities

1.2. Funding Requests

- Mobile App – Matt Wilson presented, see attached funding request.

HEERF funding can only be used for the first year which will cover the implementation fee as well as the first-year fee. After that, Guided Pathways funding will pay for year two and three. VP Baker will work on finding additional funding. The app should be available in spring 2022.

The funding request was approved by the committee.

- OER/ZTC Program – Matt Wilson presented, see attached funding request.

A discussion ensued regarding who would be responsible for running the program. The funding request will be voted on via email after Dr. Wilson meets with Jin An-Dunning next week to develop plan.

- Feedback Fruits – Craig Donahue presented, see attached funding request.

A discussion ensued. The committee approved the funding request.

1.3. Community Student Outreach

- Mr. Donahue mentioned that grass roots promotion can be valuable in helping to increase enrollments.
- He suggested having activities in the main quad area on campus such as corn hole and ping pong to engage current and prospective students.
- Dr. Daut suggested having promotional material available in off-campus settings.
- Dr. Butler suggested handing out business cards and letting the community know about available grants and connecting them with counselors.
- VP Baker stated that staff need to work together to build enrollments.
- There needs to be only one main number for students to call to enroll.

1.4. Spring 2022 Meeting Schedule

- Dr. Wilson shared that the following dates for spring 2022 Steering Committee meetings;
 - February 11, (General Meeting afterwards)
 - March 11, (Individual Pillar Meetings afterwards)
 - April 8, (General Meeting afterwards)
 - May 13, (Individual Pillar Meeting afterwards)

2. Good of the Order

There was discussion about dealing with difficult student situations and COVID mandates.

3. Adjournment

The meeting was adjourned at 1:17 pm.

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: CampusM Mobile App

Division/Discipline/Program/Office:

Lead Contact Person:

Name: Matthew Wilson

Email:
mawilson@collegeofthedesert.edu

Phone: 760-565-4839

Project Time Frame 1/1/22-1/1/25

Activity Category	<input checked="" 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	<input checked="" type="checkbox"/> 1. Clarify the Path <input checked="" 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.*

Guided Pathways formed a work group to evaluate a new company to provide a COD mobile app as our current provider was being discontinued and not meeting the need of our students. After some initial meeting it became clear CampusM would be the best choice, as it can directly integrate our library software, canvas, etc. This will provide the students, faculty and staff a one stop shop for all College of the Desert information and programs. It has the ability to be customizable to provide a unique experience based on what phase in the learning process you are from prospective student to current student to alumni.

The implementation fee and 1st year agreement will be provided by HEERF funding. We are looking for Guided Pathways to provide the funding for the 2nd and 3rd year of the agreement.

1st year + Implementation - \$65,000

2nd year - \$36,750

3rd year - \$38,587.50

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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
CampusM Mobile App	\$75,337.50	Provide student, faculty and staff with a improve mobile app
Total	\$75,337.50	

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

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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.

In addition, to help build an infrastructure and increase faculty expertise of OER and ZTC materials, this amended proposal is requesting funding to train “OER Champions” among the faculty. These faculty will receive advanced training in OER and ZTC materials and help promote the initiative and provide first tier support for colleagues in their respective schools.

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
40 x \$1000 stipends	\$40,000	Each faculty member may submit for up to two stipends for two different courses (not sections) using different OER textbooks. They will receive \$1000 for Fall 2022 implementation of these textbooks. If the budget allows, we might allow some faculty to request funding for up to 3 courses.
\$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 (Spring 2022 and Fall 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.
Stipend for Discipline Experts (“OER Champions”).	\$12,000	Stipend for faculty, at least one from each instructional school plus up to two non-instructional faculty (either a Librarian, DE Coordinator, or Counselor). They would receive a \$1000 each to receive advanced training, help promote the initiative, and offer first tier support for faculty in their respective schools.
Total	\$55,000	

Additional Explanation/Comments

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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: Feedback Fruits Educational Software

Division/Discipline/Program/Office: Instruction/Pillar 3 or 4

Lead Contact Person: Craig Donahue

Name: Craig

Email:
cdonahue@collegeofthedesert.edu

Phone: 760-674-7821

Project Time Frame

Activity Category	<input type="checkbox"/> Outreach	<input type="checkbox"/> Professional Development
	<input type="checkbox"/> Student Services	<input checked="" type="checkbox"/> Instructional Support
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Description of Project. *Include how outcomes will be measured and which leading indicators this project will affect.*

Pilot project: Feedback Fruits promotes engaging learning solutions in online, blended, hybrid/hyflex, and F2F environments, and it's easy to use. FF Increases pedagogical practices toward increased instructor-to-student, student-to-student engagement, student reflection, retention, course and program success. The program includes use of interactive videos, group evaluation and peer review tools, and meets over 90% of accessibility requirements.

The initial implementation and loading of the program into Canvas would be performed during the month of January, 2022. Beginning mid to late February, 10-15 faculty members would receive training to incorporate Feedback Fruits into their course (unlimited sections for each faculty member) assignments, discussions, and quizzes, with an end date coinciding with the Spring 2022 Term.

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Purpose	Costs	Rationale
Feedback Fruits Ed. Software	10K	To test/pilot the program to gauge its effectiveness toward improved student success.
Total	10K	

Additional Explanation/Comments

Includes data collection processes (KPIs) to evaluate effectiveness of pilot for sustained usage and continued student engagement and achievement.
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