



K14 Education Consortium

Minutes for Friday, February 5, 2021

8:30 am – 10:00 am

Zoom Meeting

Meeting Participants

Committee Members Present

Adrian Torres, Amanda Phillips, Angel Meraz, Antonio Rodriguez, April Morrison, Ariana Ordonez, Ashlea Kirkland-Haynes, Ashley Schantz, Beth Allan-Bentley, Brad Seiple, Brian Thompson, Carl Farmer, Carlos Maldonado, Daniel Martinez, David Gustafson, Doug Benoit, Erik Mikelson, Gary Plunkett, Jeff Baker (Chair), Jessica Enders, Jini Mayer, Juli Corral, Kate Gentilucci, Kevin Bibo, Kim McNulty, Lindsey Rue, Lisa Hernandez, Luisana Martinez, Malcolm Anderson, Marcus Wood, Marie Perotti, Michael Grainger, Prudence Chase, Oscar Espinoza-Parra, Rebecca Elmore, Saul Mendez, Scott Adkins, Steve Holman, Steven Aviña, Teresa Haga

Recorder

Mary Lou Marrujo

Meeting Minutes

1. Call to Order

- Meeting was called to order at 8:32 am.

2. Action Items

2.1 Approval of Agenda

- Agenda was approved as submitted.

2.2 Approval of December 4, 2020 Minutes

- The Minutes were approved as submitted.

3. Group Discussion Items

3.1 Welcome and Introductions

- Jeff Baker (COD) announced that COD's Superintendent/President, Dr. Joel Kinnamon, will be retiring at the end of March. VP Baker will be stepping in as Interim Superintendent/President on April 1st.

- VP Baker introduced Dr. Oscar Espinoza-Parra, Dean of Enrollment Services at College of the Desert, who will take on the role of Chair of this committee beginning in March. He will be working closely with Deanna Keuilian, who has been co-chairing with VP Baker.

3.2 College of the Desert COVID Action Plan (Carlos Maldonado)

VP Baker reported that COD has started some in-person instruction. He introduced Carlos Maldonado, Director of Student Life at COD, who reviewed the steps we are taking to provide students with a safe environment. He added that the college has put together a COVID team, and a Cabinet team that meet once a week.

- A nursing skills lab was piloted during winter session to work out some of the processes and best practices.
- Programs that have opened include: Nursing skills lab, HVAC lab, Automotive, Natural Resources, Fire and Police Academies, and Basic Correctional Officer Training.
- Before classes begin, instructions are emailed to students that are going to be on campus.
- We have adopted processes that are required by the County to ensure that we can track and report, as necessary, all positive COVID cases. In addition, OSHA requires that we report and track all of our employees.
- Prior to coming onto campus, everyone (students, staff, faculty, vendors) is required to complete a symptoms checker through the SWAY medical app, which asks a series of questions.
- Once they are on campus, our Public Safety Officers and Athletic Trainers take a second temperature check.
- If their temperature is not in a normal range, then they are not allowed onto campus. We have a mechanism where our COVID reporting team follows up with them. Instructors are advised if their student is stopped at the gate.
- Once a student clears the gate, they are given a wristband—every day is a different color—to use as a visual cue that they have been properly screened.
- Riverside County requires us to track all positive cases. Anytime an instructor, or an employee, finds out that a student is positive, we fill out the proper forms with the County and we track those people, whether they've come to campus or not.
- We also have a slightly stricter policy for students that do come to campus. We are currently developing a screening plan so that we will test them as well.

3.3 College of the Desert Capture Rate

Dr. Daniel Martinez, Director of Institutional Research (COD), gave a presentation on the local high school capture rate data, which shows the trends we've been seeing that have impacted our enrollments. (PowerPoint attached)

3.4 Breakout Session – Collaboration in a COVID Environment

The committee went into breakout groups by district (CVUSD, DSUSD, PSUSD) to have a dialogue on the data they've just seen, and how COVID has impacted enrollments at their districts. Also, to also discuss how we can work together to support those that have an interest in going on to higher education.

- **CVUSD**

- Access issues for two of their schools—Desert Mirage and West Shores High Schools. Looking at the data the previous years (before COVID), enrollments were low then too. Both schools are in remote areas, which may be impacting those enrollments.
- There was discussion on how many of the dual enrollment students are enrolling at COD. Is that getting them easier access to COD?
- CVUSD does not have any academic courses that are dual enrollment. They only have a few CTE courses. It is their goal to have every CTE pathway have at least two courses that are dual enrollment.
- What do we know about completion? Are these students enrolling in certificate programs, or two-year degree programs? How many are transferring? They would like to get this data from COD to better understand what is happening with their students once they get to COD, and where are they going after that?

- **DSUSD**

- Technology issues—internet access and devices.
- Adjusting to the virtual classroom experience. All the different platforms and applications students and parents are having to learn.
- How small challenges in this environment hinder students, versus when we are working on campus these same challenges are easy to overcome. We can't help our students, if we don't know what the problem is. That connection is missing without the face-to-face contact.

- **PSUSD**

- Morale with students is very low. Thoughts of not continuing on with college, but more of a need to go to work. Not just to help the family, but the lack of interest in continuing on with distance education.
- The transition to distance learning for high school seniors has been very difficult. The thought of continuing on another year of distance education and college is too overwhelming.
- The high schools are doing a great job with the dual enrollment students. They have a clear understanding of how to transition to the college and how the college works. Their applications and student IDs are complete, and they get great support from the college.
- For general high students not involved in the dual enrollment program, they have no clear understanding other than their counselor helping them with the application process. At that point, they think they are done. They don't know who to ask for help; especially remotely.
- Many of the Desert Hot Springs student are just going directly into the work field. They need to help their family financially.
- Students are preferring to go to tech vocational schools where they can learn a trade.
- There are many steps to apply to COD that students don't understand.
- They don't understand the Priority Registration process.
- Neighboring CSUs are offering more freshman courses, so they are choosing a four-year university over a two-year institution.

3.5 Dual Enrollment Updates

Brian Thompson provided updates on the dual enrollment program.

- Continuing to work with each district to offer more dual enrollment classes.
- Working with CVUSD to see how their CTE pathways align with COD's programs in order to develop dual enrollment classes.
- At DSUSD we are adding an Applied Construction Technology program at Amistad High School, and a Computer Information Systems pathway at La Quinta High School.
- At PSUSD we are adding a full Culinary Arts pathway at Rancho Mirage High School, which will accompany their well-developed Automotive program.
- Now is the time to start updating your CCAP Appendix and deciding on what courses are being offered.
- We continue to enroll students for the spring dual and concurrent enrollment program. There are late starting classes at COD for concurrent classes.
- If you need a Zoom session to walk students through the enrollment process for dual enrollment for next year, Brian is happy to schedule those. Please reach out to him. Email: bthompson@collegeofthedesert.edu

3.6 Summer and Fall Registration Timelines

- Dual/Concurrent students can register during the open enrollment period, which is **Wednesday, May 12th at 3:00 p.m.** for the upcoming cycle.
- Link to COD's Summer and Fall Semester 2021 Registration Priority Schedule: <http://www.collegeofthedesert.edu/students/ar/Pages/register.aspx>

5. Adjournment

Meeting adjourned at 9:48 am

Next Meeting

Friday, March 5, 2021

8:30 am – 10:00 am

Zoom



COLLEGE
of the DESERT

COD Capture Rate

Daniel Martinez, PhD

Director, Institutional Research

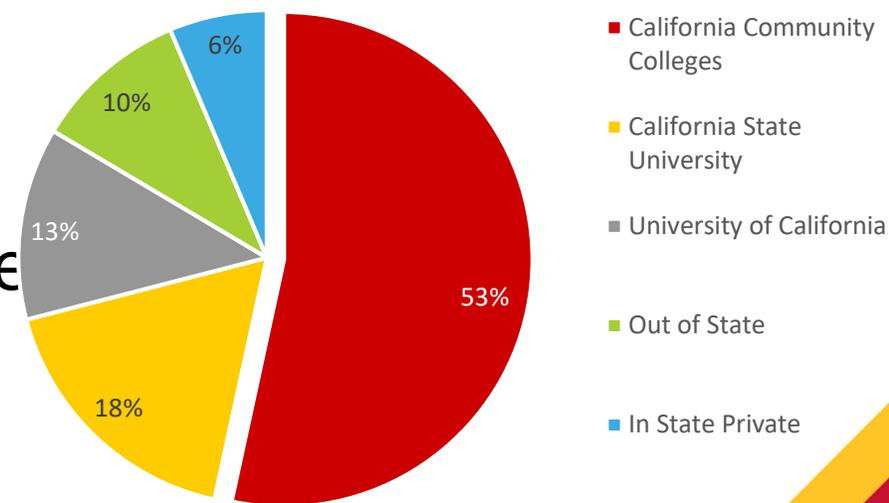
Presented to the K-14 Education Consortium on February 5, 2021

College-going and Capture Rates

- College-going
 - All high school graduates
 - Enroll in postsecondary
- Capture rate
 - High school graduates from feeder schools
 - Enroll at COD
- It is not the same as a college going rate.

College-going Rate

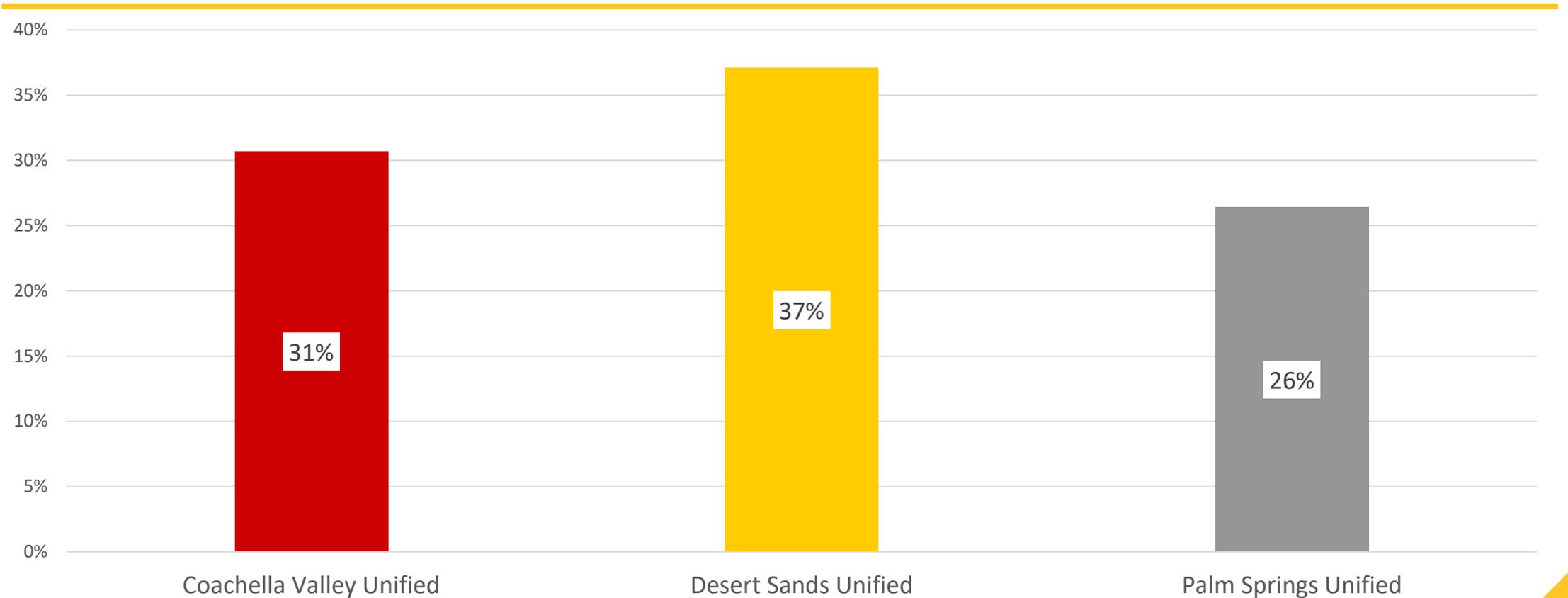
- Recently restarted by the California Department of Education
- Riverside County College-going rate: 57%
- 53% attend a California Community College



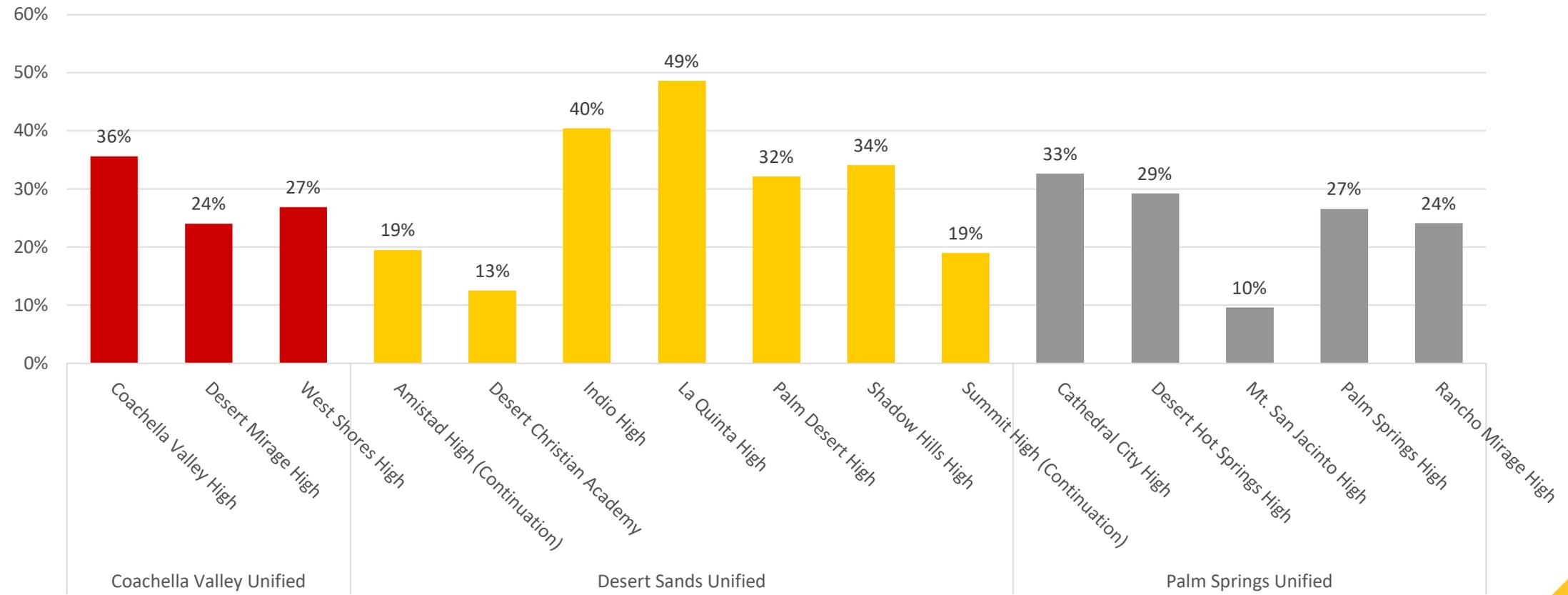
COD Capture Rate

- School Districts
 - Coachella Valley
 - Desert Sands
 - Palm Springs
- Local high school graduates at COD
 - Chancellor's Office Management Information Systems Files
- California Department of Education Graduate File

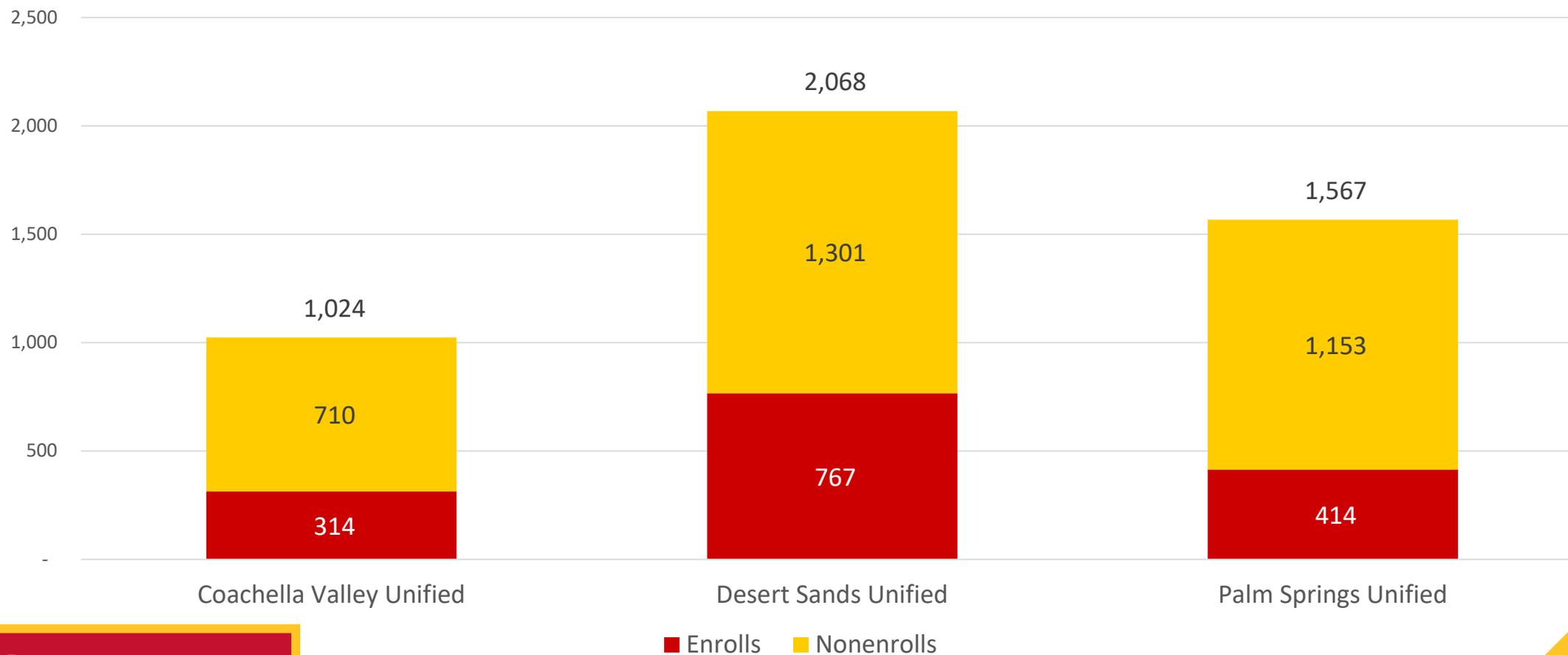
COD Captures 2020, Rate



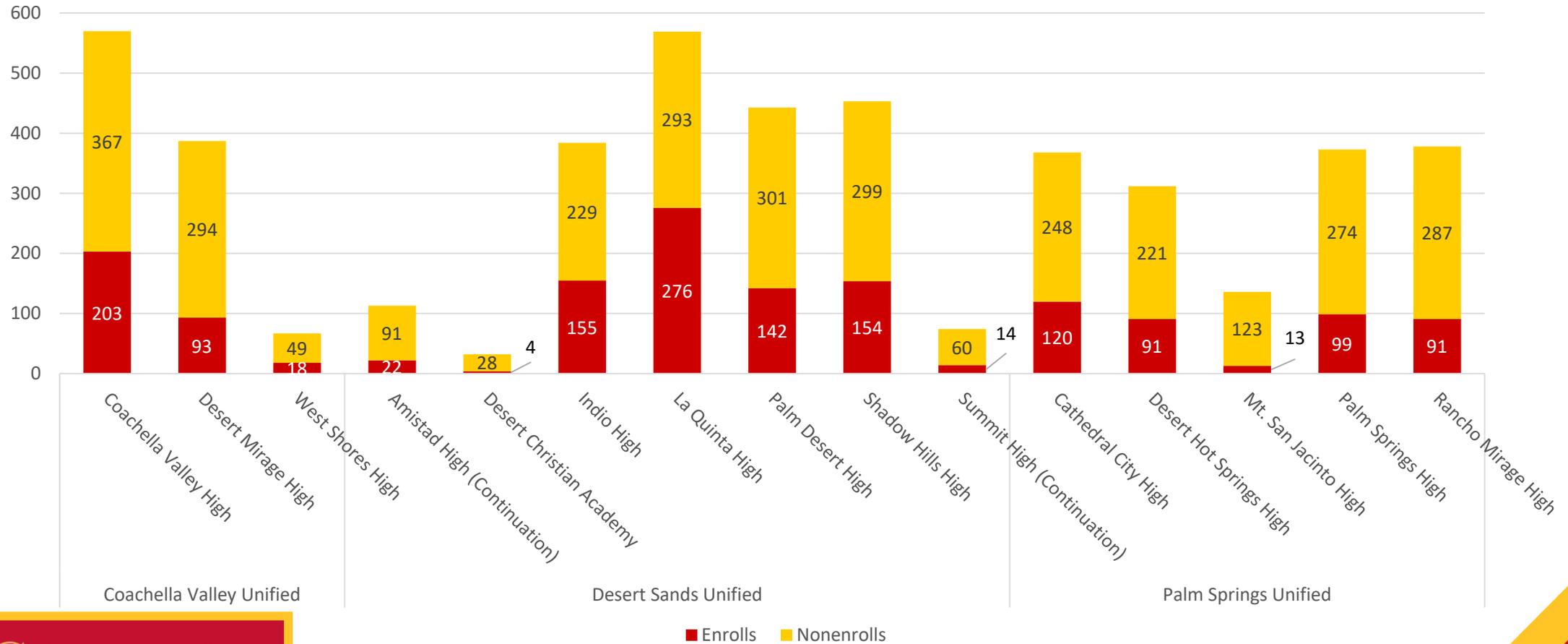
COD Captures 2020, Rate



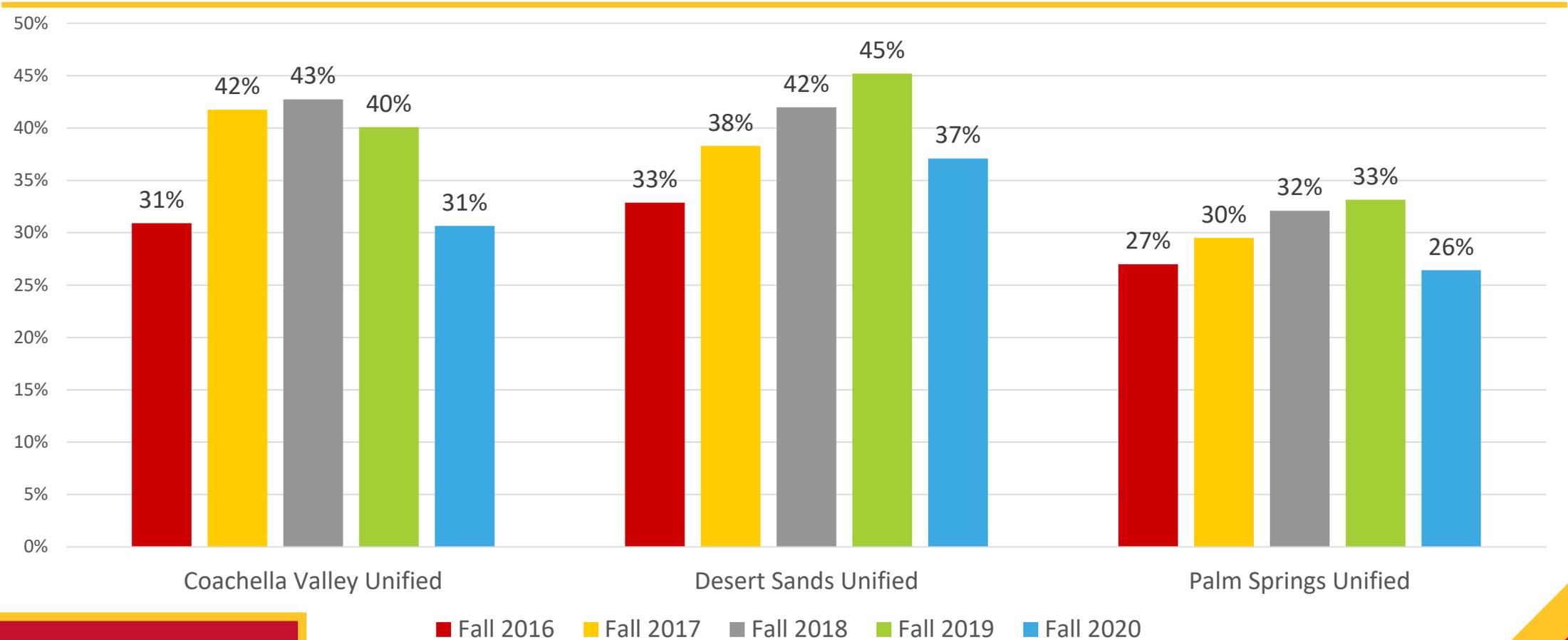
COD Captures 2020, Actual



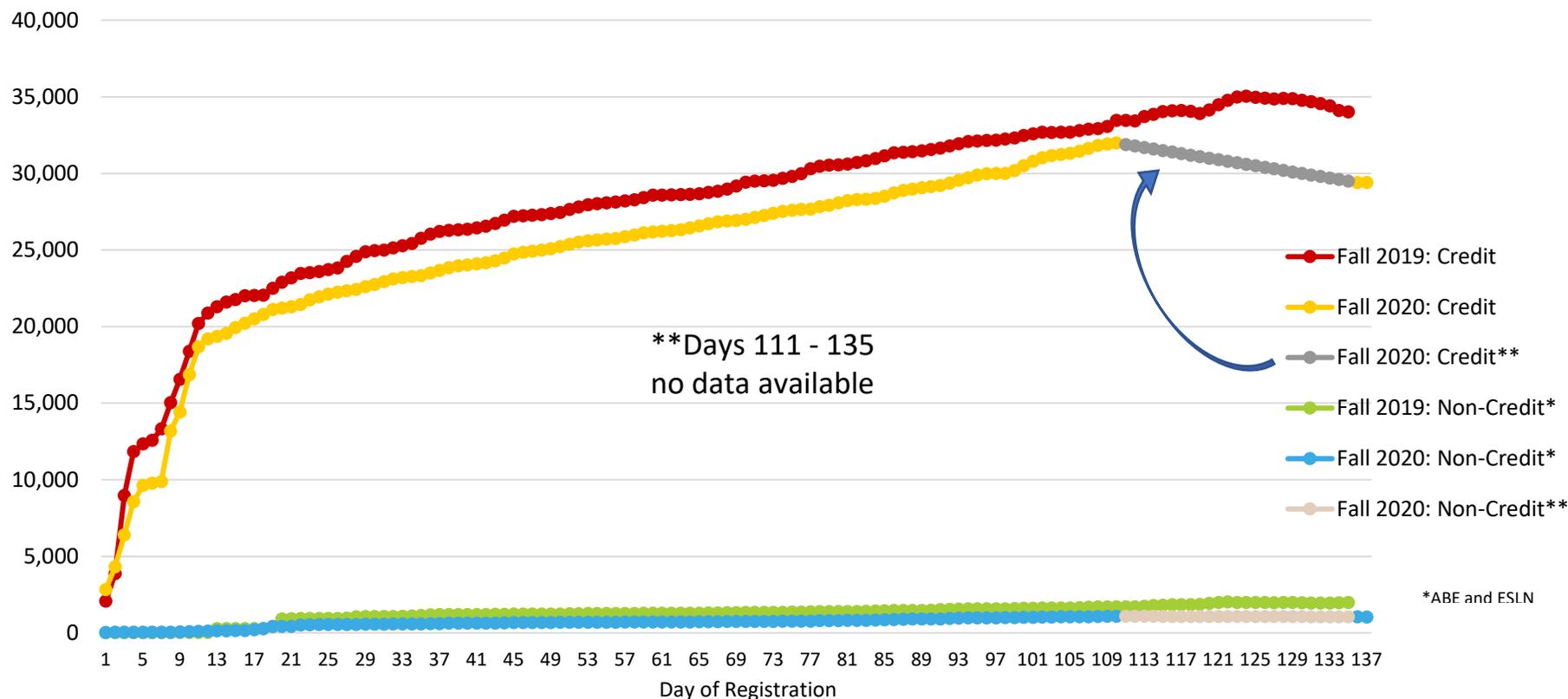
COD Captures 2020, Actual



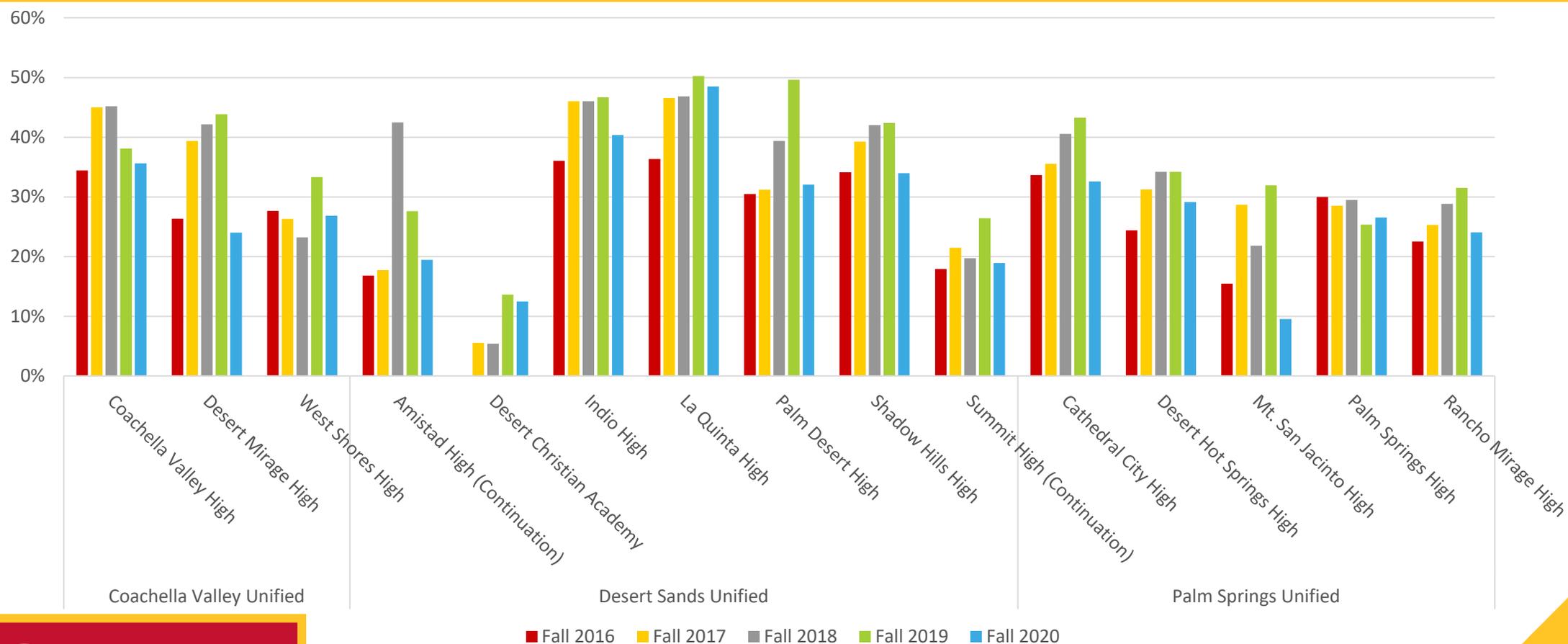
COD Capture Rate, 2016 to 2020



COD Capture Rate, 2016 to 2020



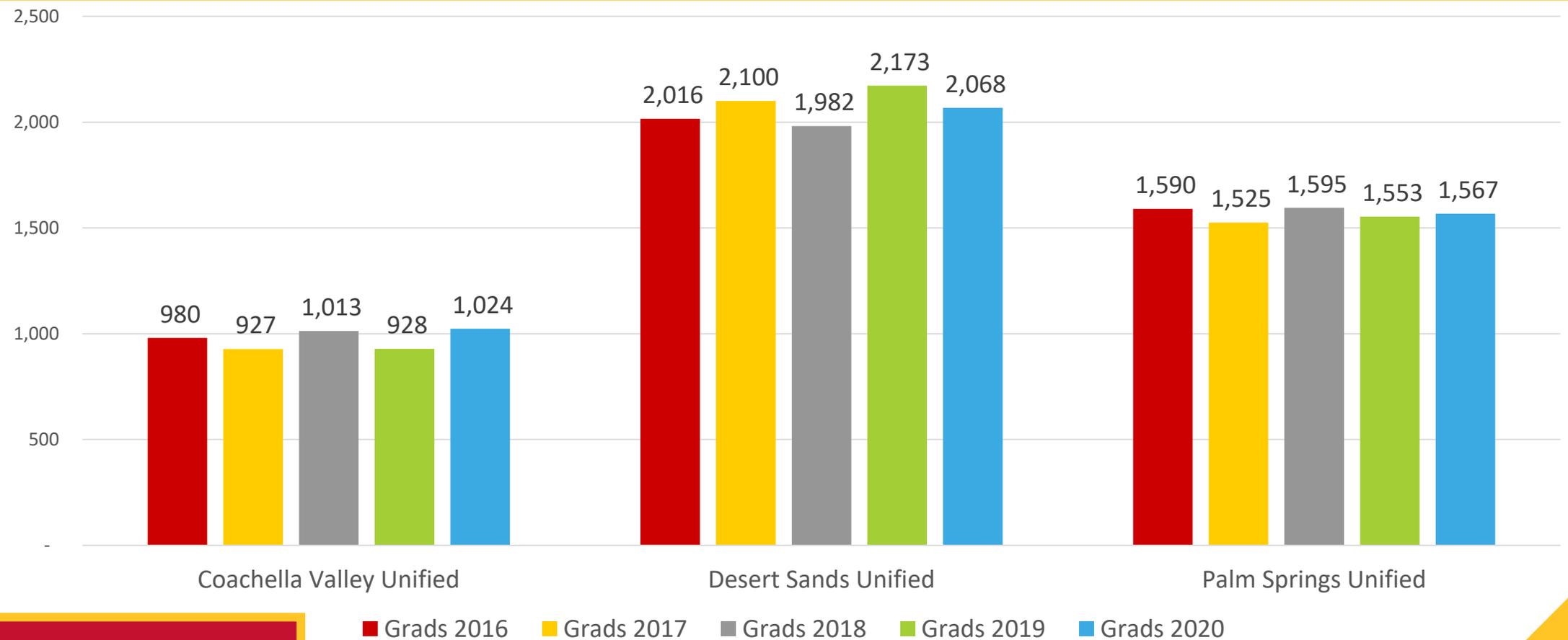
COD Capture Rate, 2016 to 2020



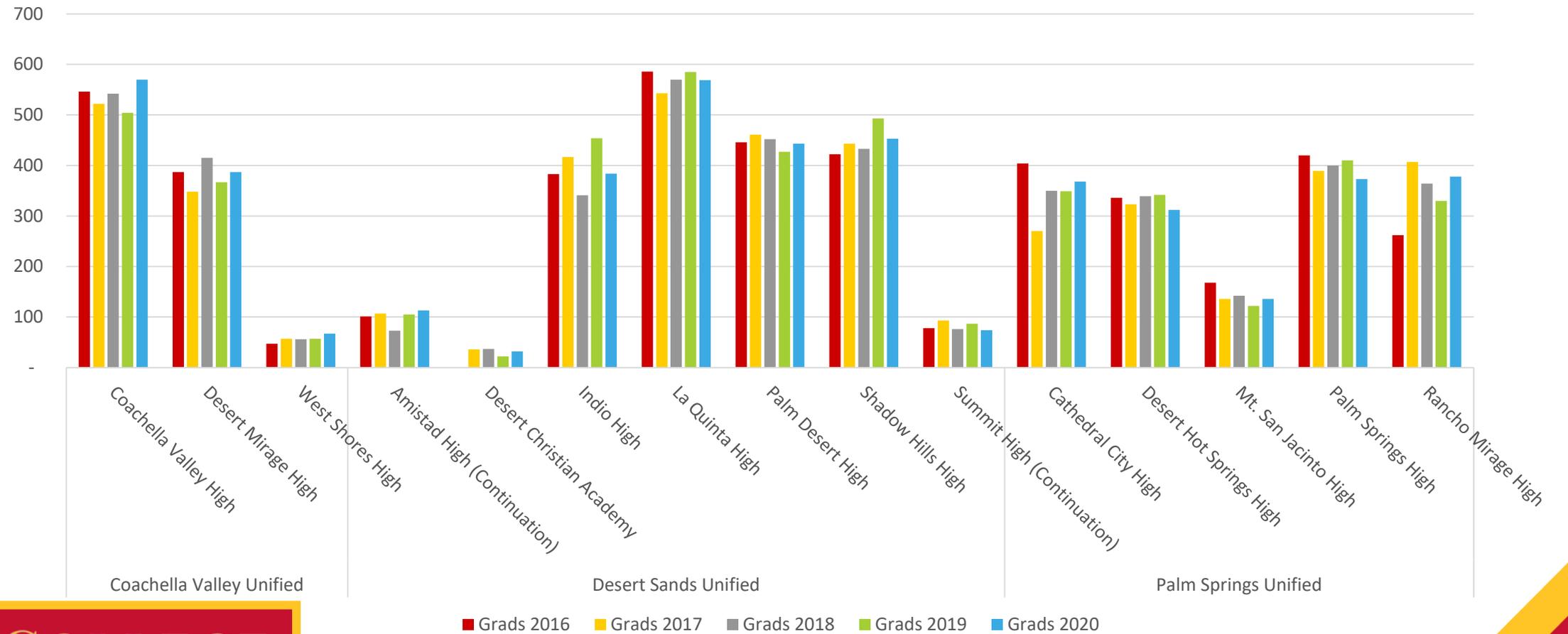
1 out of 3

Coachella Valley high school
graduates come to COD!

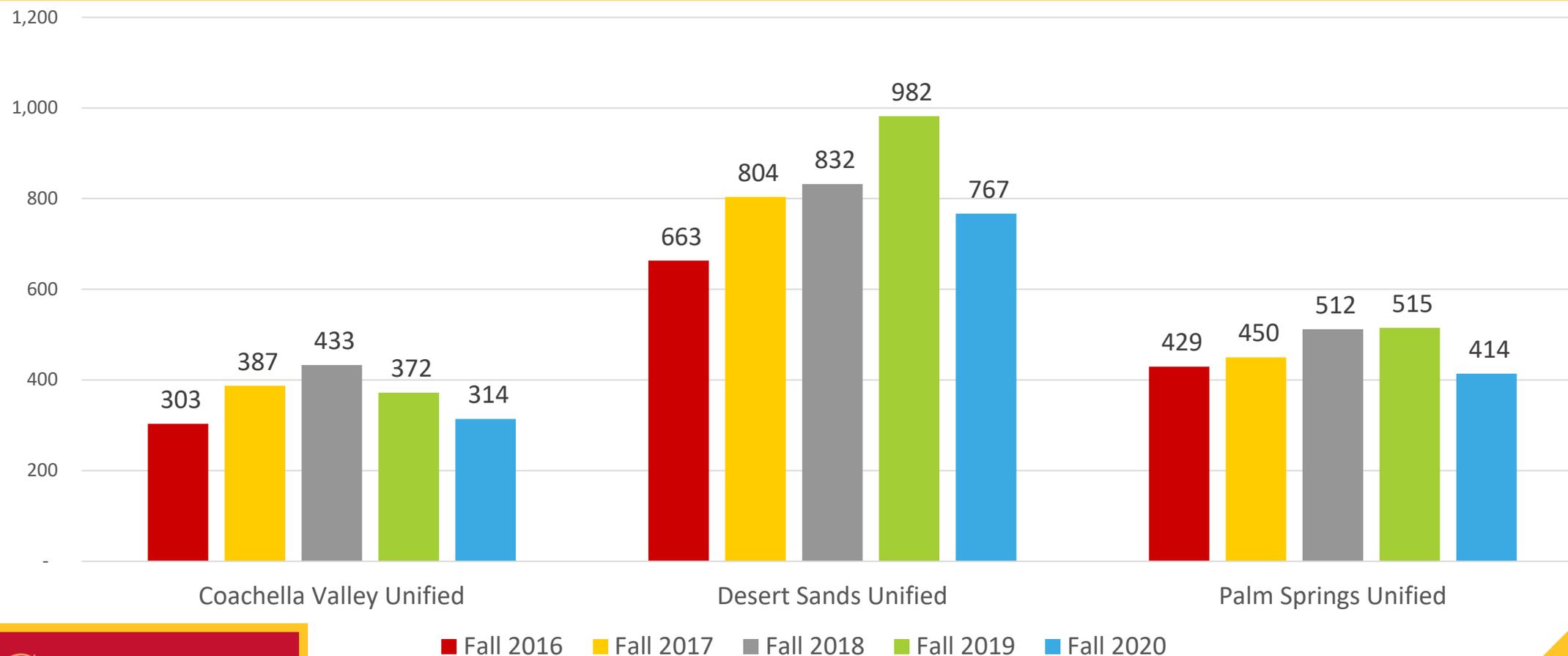
High School Graduates 2016 to 2020, Actual



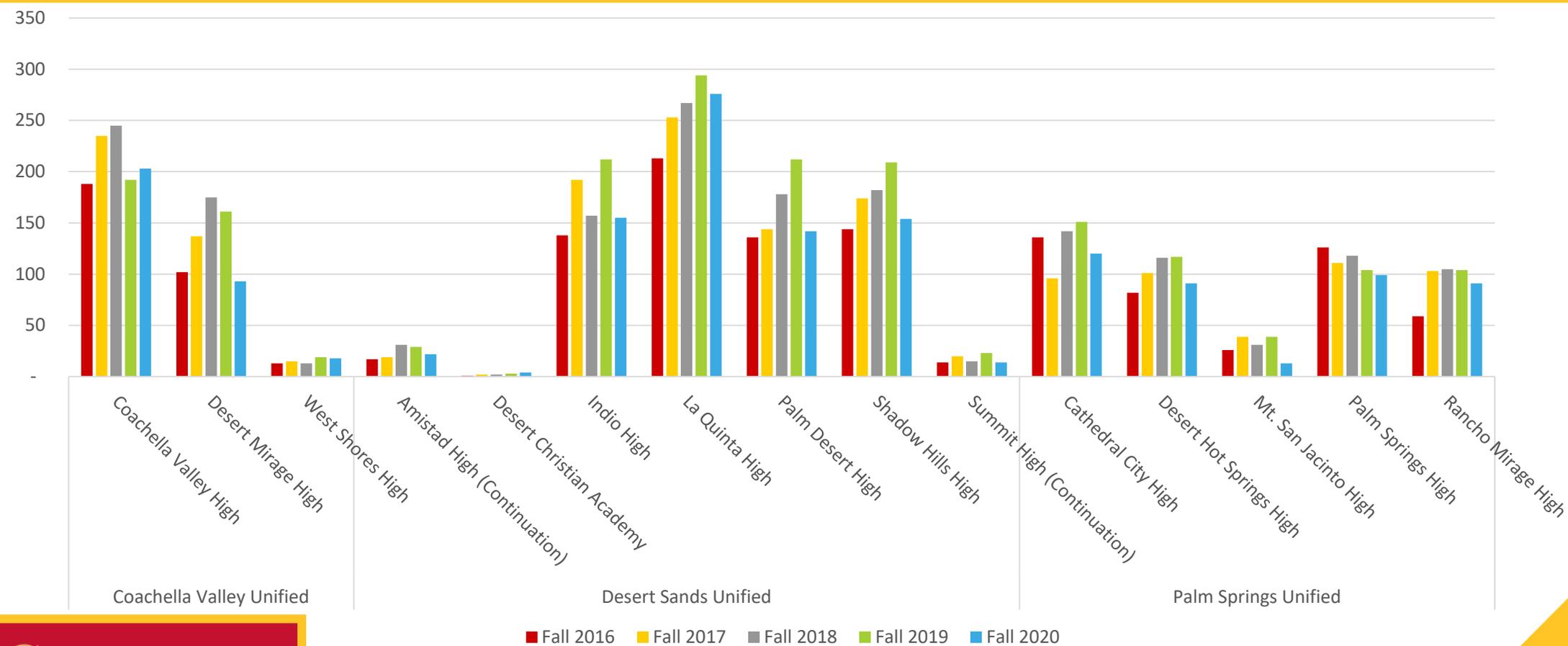
High School Graduates 2016 to 2020, Actual



COD Captures 2016 to 2020, Actual



COD Captures 2016 to 2020, Actual



Thank you!
