

College of the Siskiyous
 Guided Pathways Pillar 3 Team Meeting
 October 12, 2020
 3:00-4:00 pm

<https://cccconfer.zoom.us/j/98814363051>

Meeting Notes

Present:

Doug Haugen, Maria Fernandez, Char Perlas, Ryan Galbraith, David Fleet, Donna Farris, Emkay Sikora, Carly Zeller, Jude Baldwin, Stephanie Wroten

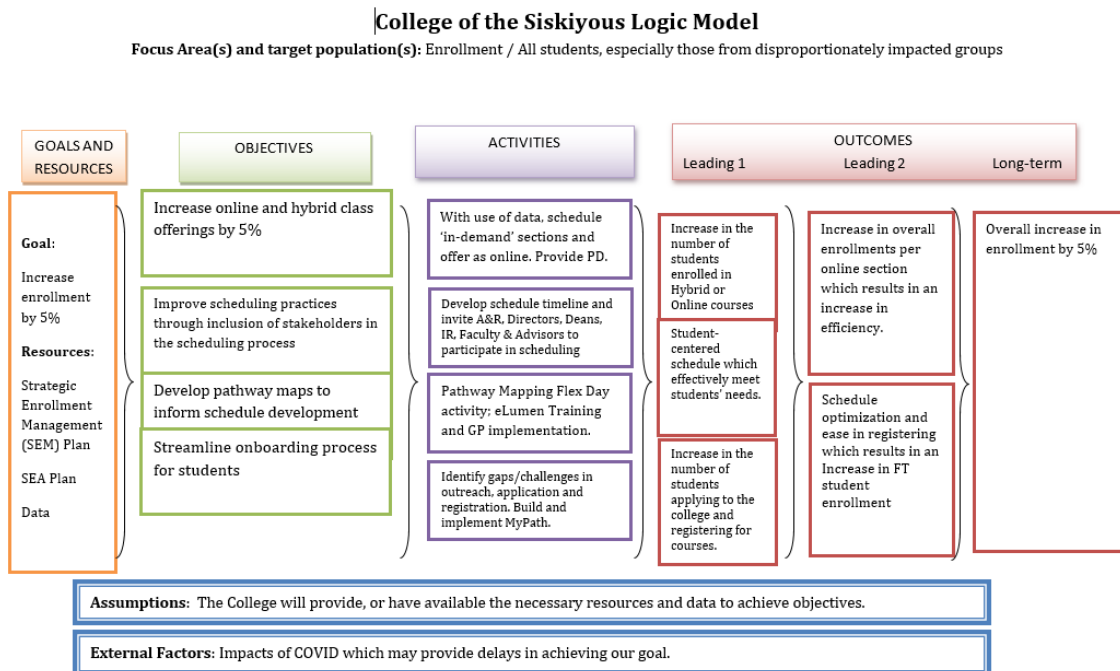
I. Community College Survey of Student Engagement (CSSEE)-Summer Survey

Nathan is developing our version of the Survey so that we can ensure that it addresses the specific needs of our students. He will be using a Likert Scale Model for the questions and will need all sample questions by October 30th

II. Review of Leading from the Middle Materials

- Ecosystem Maps
- Stakeholder Map
- Logic Model

Dr. Perlas described each of the different project completion models suggested by the LFM project who is helping the Guided pathways Steering committee. She shared a visual copy of the Logic Model.



Some Definitions

Goals – Broad statements of bold ambition so clear that they require little or no explanation, and that generally reflect long-term accomplishments. They are ambitious, yet attainable.

Objectives – Concrete, measurable outcomes that represents a milestone on the way to achieving a goal. They are specific, measurable, and lends themselves to formulation of a coherent set of actions/activities.

Activities – Actions taken in support of the stated objectives. These can include programs and services offered to students and/or your campus community. If your objective is to increase usage of the tutoring center, then all of the following may be activities: Recruiting students, hiring tutors and faculty to supervise them, following up with students on their experience at the tutoring center, etc. Activities may also include the planning process associated with achieving the stated objectives, including the use of the RASIC matrix and Gantt chart, and it may include professional development that you offer in support equipping the campus community with the knowledge and skills necessary to achieving the objectives.

Leading and Lagging Indicators (Outcomes) – The result of achieving the stated objectives or making progress towards achieving the stated objectives (by extension, they are also a direct result of the completed activities). Outcomes may include changes in knowledge, attitude, values, behaviors, or campus culture. Some outcomes happen immediately (leading indicator) and others take years to accomplish (lagging indicators). *Achievement of lagging indicators reflects the attainment, or near attainment, of stated goals.*

Leading 1 Indicators (short-term outcome) May be observed immediately after, or even during, the implementation of the identified activities. Recruiting students and hiring staffing for a tutoring center may result in an immediate increase in the number of students visiting the center. Similarly, showing faculty and staff how to use data for enrollment management purposes may increase the extent to which they carefully monitor enrollment patterns in high-impact courses scheduled at various times of day. Leading 1 indicators are milestones that are predictive of longer-term outcomes (i.e., leading 2 indicators and lagging indicators).

Leading 2 Indicators (mid-range outcomes) May not be observed for months or years and typically are a result of attaining leading 1 indicators coupled with continued monitoring of progress towards achieving stated objectives. Increased tutoring center usage may result in more faculty recommending or requiring access of the tutoring center. Similarly, a careful examination of enrollment patterns may result in the scheduling of courses that achieve higher fill rates and that better align with students' schedules.

Long-term Indicators (long-term outcomes) May not be observed for months or years and typically result of attaining leading 2 indicators coupled with continued monitoring of progress towards achieving stated objectives. Increased student and faculty reliance on the tutoring center may result in increased success and completion rates across the college. Similarly, higher fill rates in courses that best align with students' needs may result in decreasing the number of years students need to earn an award or transfer, and in decreasing the number of additional units complete prior to earning an award or transferring. *Generally, this marks the attainment, or near attainment, of the stated goals.*

III. Other Area Updates

Ryan and Jude asked if Guided Pathways funding would be appropriate to support a program providing students with access to free e-books for the first two weeks of a term. The District cost would be associated with software offering purchase options for the book after the two weeks. Academic Senate is reviewing the proposal as well. Maria suggested that any ongoing funds the District spends should have an ongoing plan to support them. The estimated cost for the e-book comparison software is \$2400 per year. Guided pathways, Strong workforce, and Equity funds were mentioned as additional funding options.

Stephanie shared an update on the progress of software to track student progress each term and toward degree completion. Trio programs staff are currently using software called Student Access. The recommendation is to expand this software to more offices. Currently, the vendor is determining if they can load data directly into Banner for the MIS reports submitted to the state. The cost of the software is \$1500 per location and several departments can use one license. Check out them out online at www.studentaccess.com