Members Present: Debra Daniels, Brock McMurray, Leslie Minor, Severo Balason, Heather del Rosario, Kanoe Bandy, Julian Martinez, Joe’ll Chaidez, Michelle Oja, Kamala Carlson, Bruce Ferguson, Brandy Young, and Sherry Anderson

Members Absent: Geoffrey Dyer, Renae Ginther, and Whisper-Lynn Null

Guests: Justin Madding, Vicki Jacobi, Darcy Bogle, Jessica Grimes, Windy Martinez, Andrew Prestage, Amar Abbott, and Sharyn Eveland

Facilitator: Governance Council Oversight Committee
Recorder: Justin Madding, Recording Secretary

Call to Order:

The Taft College Governance Council Retreat of May 16, 2019, was called to order at 10:35 a.m. by Vicki Jacobi. She welcomed everyone and thanked the GC Oversight Committee for the work in preparing this retreat. She began presenting the PowerPoint for the retreat, a copy of which is incorporated in these minutes.

Jacobi covered the agenda, reviewed the 4 pillars of Guided Pathways, and presented and demonstrated the Guided Pathways Dashboard. Regarding the dashboard, Chaidez asked if the data was from Banner or the State. Prestage said the data is from Banner. Oja asked if the data included WESTEC. Jacobi said yes. Bandy asked if it double counts students who are in multiple groups. Jacobi said yes. Jacobi said that the student transfer data comes from CSU, UC, and the Chancellor’s Office. Regarding student retention, it was noted that we lose approximately 1,000 students between the Fall and Spring semesters. McMurray said that WESTEC may be skewing the retention data. Jacobi said she would look into it. Bandy said that she would like to be able to compare individual cohorts to the student body as a whole. Jacobi said that that information is already on the Chancellor’s Office website, but can also be provided by IR.

Chaidez began presenting on Clarify the Path and mapping pathways to the students’ end goals. When a student comes to TC, do they have a clear path to whatever their goal is? Regarding 15+ unit students, Anderson said we would have more 15+ students if the requirements for financial aid were raised. Balason said that athletes typically take 15+ units. Jacobi discussed the impact of taking 15+ units on our students who work and have children. Bandy asked who is pushing 15+ units. Someone responded, the State. Bandy said that if you raise the bar, your students will meet it. It was noted that there must be a clear and structured onboarding process. Grimes said that we must know our students’ intentions. She said that if they are uncertain, then the need further assessment to get them on the path and ensure they follow their ed plan. Julian Martinez, who teaches Spanish, said that what he does with his students is give them an outline of what classes they need to take if they want to be a Spanish major.

The Council viewed a video of a student interview. It should be noted, in the opinion of the recording secretary, that the video productions were insightful, helpful, and well produced.
The Council proceeded with activity number 1, first at their own tables and then discussed as a whole, with Chaidez facilitating. Please see a copy of activity number 1 attached to these minutes. As part of the activity, Chaidez simulated that he was student and each table would have to guide him on the TC webpage to a program. This would serve to demonstrate clearing the path and show any obstacles. One Program was Allied Health. It was noted that the student would have to know that it is a liberal arts degree. Once you get to the Allied Health page in the catalog, there is good information. A general search was conducted for Allied Health, and the results were not clear. Another program was Spanish. Accessing this program information is more clear. Jacobi posited the question, do we lose student because of how complicated everything is to figure how. Chaidez asked the council how do we make the path more clear, a what group should be responsible for that work. Grimes suggested that we could have a website orientation for students. Balason liked Grimes’ idea and said it could be discussed in the Public Information Committee. Del Rosario said that she wants a website that is “idiot proof”, and related a personal anecdote regarding her kids’ college and website experience. Jacobi clarified from the suggestions that we should, 1. Declutter the website for ease of use, and 2. Have a student orientation. Carlson said that on the website where we identify the number of majors, perhaps we could have a hyperlink that will take you to the list of majors. Ferguson asked if it would be possible to identify the path for each major beneath where they are listed on the webpage. McMurray noted that what Bruce suggested use to be common practice at TC.

The council broke for lunch at 12:00 p.m.

At 12:35 p.m. Jessica Grimes began to present on Enter the Path. She noted three important thing: intersegmental alignment; guided majors; and career exploration. She said that it is key to understand our student population and tailor our services to their needs. The council viewed another student interview video. Jacobi noted that even with how great the student from the video was, the student still needed to go back to her counselor. Carlson said that the students who need help may be less inclined to seek help. Ferguson said that if we can give students more information by clarifying the path, then they can be more clear on their questions when entering the path.

The council proceeded with activity number 2 as before, but with Jessica Grimes facilitating. Bandy said that we have been using multiple measures at TC for a long time. She said that the data shows that our students are not passing transfer level Math and English. The council discussed this issue. Jacobi proposed the idea of online tutoring services for students rather than requiring them to go to the tutoring center. Del Rosario said that online tutoring resources are beneficial to students with families and full time jobs. Oja said that our Student Success courses should be required courses. Bandy said that she will frequently advise her athletes who need it to take the College Survivor course. She said it is better to catch them before they fall. Ferguson said that we can emulate the cohort methodology by encouraging students to meet with a counselor initially to get them on the right path. Bandy agreed, but asked how we get our regular students to meet with the counselors like our cohorts do. Young suggested adding a online “chat” popup as a reminder to see a counselor. Mayfield added that the popup could be in Canvas and appear whenever the student looks at their grades. Chaidez suggested that we could create a cohort by connecting students that share the same majors.

Darcy Bogle presented on Stay on the Path and ways that we can integrate student success services to engage our students from start to finish. She said that we should be providing the same services to students online as face-to-face, and make those services easy to use. Eveland proposed a wholistic approach to support services. Chaidez agreed and made a tackle box analogy. Mayfield reminded everyone that the student does have to earn and work for their success. Bogle presented DegreeWorks,
demonstrated its use, and the value to students. Chaidez asked if DegreeWorks would be good in the onboarding process. Darcy explained its use when serving students. Carlson asked if every counselor uses DegreeWorks. Windy Martinez said yes. Mayfield asked what the turnaround time is if he were to require an ed plan. Bogle said, two weeks.

The council proceeded with activity number 2 as before, but with Darcy Bogle facilitating. The focus was on Comprehensive Education Plans. Grimes asked if DegreeWorks could send text notifications. Young asked what programmers oversee DegreeWorks. Prestage identified Marty and Alvin. Young suggested that they look at add-ons. Chaidez and Eveland said that they cannot notify a counselor if a student is failing because of FERPA issues. Bogle believes that it is ok to share the information if it is for educational purposes. Daniels said that you can share the information within our institution with those with a vested interest in the student’s success. Jacobi mentioned the FERPA issues with dual enrollment and the outside agency wanting access to a student’s Canvas shell. The council further discussed FERPA and its limitations.

Amar Abbott presented on Ensure Learning. This is a focus on what we do to ensure that our students learn. We use ELumen. Carlson said that we must have our SLO’s on our syllabi. Abbott said that the key elements of this pillar are aligned learning outcomes, assessing and documenting learning, applied learning outcomes, and professional development.

The Council viewed a video of a student interview. Some takeaways from that video include the importance of instructor engagement, frontline staff engagement, the fact that many students are commuters, and the suggestion of an information kiosk in front of the library. Bandy said that TC News does not go out to students, and that we need to get information to our students. Prestage said that announcements can be added to Portal Guard. Eveland said that students do not use portal guard. All of her students contact her through the apps. Bogle said we should stress the use of technology to make access easier for students and to keep them engaged. Grimes said that we have to market the stories of success to our students. Jacobi noted that the students were willing to share their TC experience with us when we made our videos. That can be used as testimonials to engage other students with their stories of success.

The council engaged in activity number 4. Some of the results are as follows: Category 1: Assessment of SLOs; Category 2: Competition as demonstration of learning; Category 3: SLO rubrics; and Category 4: Portfolios, capstones, testimonials on the website or apps, kiosks with visuals, student profiles.

Jacobi closed out the retreat by covering the goals of the 4 pillars and stressing integration of the Educational Master Plan, Strategic Action Plan, Local Vision Goals, ACCJC Goals, Equity Plan, and the Student Equity and Achievement Program.

Meeting Adjourned: 4:00 p.m.
Respectfully submitted by: Justin Madding