

Guided Pathways Steering Committee Meeting Minutes for April 8, 2022

Present: Lydia Gonzalez, Viviana Villanueva, Angelica Martinez, Albert Bretado, Alice Mecom, Alyson Cartagena, Brian Young, Carol Sigala, Eric Olson, Katie O'Brien, Marissa Young, Mike Garabedian, Sable Cantus, Sally Willsey, Vann Priest, Grant Linsell, Jim Sass, Dana Vazquez, Elizabeth Ramirez, Doralí Pichardo-Díaz, Cecilia Rocha

Additional Attendees: Earic Dixon-Peters, Brandy Thomas, Markelle Stansell, Michaela Brehm, Angela Soto

The meeting was called to order at 9:03 a.m.

Minutes – Approval for 3/11/22 Meeting – It was moved by Vann and seconded by Angelica to approve the March 11, 2022 minutes with minor edits (added Angela Sotelo's last name in the attendees list; changed 'grade petition' to read 'grad petition'; and changed 'Title 5' to read 'Title V'.) The minutes were approved with 18 ayes and two abstentions.

Lydia reported that at our next meeting we will have a more formal update, but she wanted to announce the virtual Declare Your Major campaign that will be held in the first couple weeks of May. It will essentially be a flyer that lists the reasons why it's important to change your major and will include a link to the change of major form. The purpose of the campaign is to encourage students to change or declare their major so by the time summer and fall semesters start, they will be in the correct "Finish Your Path" *Canvas* shell.

Guided Pathways Evaluation Update, James Sass – Jim Sass reported on the second half of the results of the new student survey we conducted in fall. As a reminder, we set up an evaluation cohort of 1,221 first time students for fall 2021. Each student had transfer as part of their educational goal and were taking at least six units. These students were split into two cohorts: a half-time cohort (353, 28.9%) and a full-time cohort (868, 71.1%). Jim presented the first half of the survey at the February GPSC meeting. That survey looked at the Guided Pathways services and activities and asked students about their use, knowledge, and opinions of those services. What we found, in brief, was that respondents had limited use and knowledge of Guided Pathways resources. The two most common forms of contact were with counselors and use of the *Canvas* course shell. For those who did use the Guided Pathways services, there were positive responses.

Part two of the survey revolves around *Student Support (Re)defined* as developed by the RP Group. The RP Group identified six characteristics of student support that are important for community college students: directed, focused, nurtured, engaged, connected, and valued. The survey asked about those characteristics in the context of counseling, instruction, classroom engagement, and campus engagement outside the classroom. The scale for many survey questions consisted of: Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree. There were 101 survey respondents (an 8.3% response rate) and of those respondents, 70%

completed the entire survey. Women, full-time students, and Pell recipients were overrepresented among respondents. As such, the survey results should be interpreted with caution, since the results are limited to these respondents.

Directed – *Having a goal and knowing how to achieve it.*

Respondents agreeing:

- My Educational Plan (Ed Plan) reflects what I want to do in life. – 73.8%
- I know what I need to do to complete my program of study at Rio Hondo College. – 70.1%

Katie O'Brien pointed out that survey respondents are new students, so their Ed Plan would have only been a semester or two old at the point they answered the survey.

Focused – *Staying on track.*

Respondents agreeing:

- I regularly attend my classes. – 96.3%
- I stay up to date on my homework. – 75.0%

Nurtured – *Student feels that someone wants to help them succeed.*

Respondents agreeing:

- RHC counselors care about me. – 86.9%
- My instructors care about me. – 69.2%
- My instructors know my name. – 65.4%
- My instructors want me to be successful in their classes. – 89.7%

Michaela Brehm wondered why there would be a discrepancy between instructors caring about them and instructors wanting them to be successful? One thought is that "care" is viewed as more personal, more emotional, whereas simply wanting a student to be successful is more academic in nature. Katie pointed out that there could be all sorts of dynamics in play related to how a person feels cared for since people have very different personalities and needs. Earic Dixon-Peters said that he thinks this is a really critical question and may warrant a deeper dive.

Brandy Thomas asked if there is a plan to disaggregate the data by race. Jim clarified that we looked into that, but our student population is over 80% Hispanic and this particular group was approaching 90% Hispanic. When we get into other races, we're getting down to fewer than five respondents, so there are some confidentiality issues and also some reliability issues with getting down to numbers that small.

Engaged – *Actively participating in class and campus activities.*

Respondents agreeing:

- My classes have practical applications in the real world. – 75.7%
- My instructors engage me in course material. – 84.6%
- My instructors are interested in what I think. – 80.8%

- I'm actively involved in the classroom. – 62.9%
- I'm involved on campus outside of class. – 10%

The group felt that engagement levels could be lower due to the pandemic and the fact that many students are taking their classes online. Additionally, since respondents are new students and the survey was administered only a few months into the semester, it is not hard to see why this particular subset of students may not be as engaged as students who have been at the college longer.

Connected – *Students feel like part of the college.*

Respondents agreeing:

- I feel like I am a part of Rio Hondo College. – 65.0%
- I participate in study groups. – 20.0%

Valued – *Student's capacities are recognized and they feel their contributions to the campus are appreciated.*

Respondents agreeing:

- I give feedback to my instructors. – 38.6%
- I like to help other students. – 72.6%

There was a question that asked students, "What is one thing Rio Hondo College can do to support your success as a student?" There were 29 responses and some of the recurring themes include: contact/communication, information, various student services, counseling/counselors, and transfer.

The group discussed using faculty to relay messages in the classroom, since they have a captive audience. As we transition back to in-person classes, perhaps the Student Success Coaches could visit classrooms, introduce themselves, demo the Canvas shells, etc. Brandy echoed this sentiment, since student-to-student contact can be helpful. Going back to the question related to helping other students, it's a way of empowering students and creating a sense of belonging.

Overall, results in part 2 of the survey varied across student success factors. The lowest levels of agreement were for involvement outside the classroom. The highest levels of agreement were for classroom engagement. There were also high levels of agreement with most items about counselors and instructors.

Jim also discussed the Success Coach survey which will be an anonymous online survey released in April. This survey is designed to be completed in 15 to 20 minutes and will focus on the role of the Success Coaches (understanding and performance), ways the GPSC can better support the Success Coaches, and the student experience.

There will also be a team discussion and online survey to be conducted during a team meeting in April/May. This is inspired by the Scale of Adoption Assessment and RHC governance

committee evaluation. Items include: level of implementation of SST tasks/responsibilities, SST member workload, SST strengths, growth areas, and professional development needs, plans for the 2022-23 academic year, and ways the GPSC can better support the SSTs. There will be analysis and reporting both by SST and trends across SSTs. This report-out will be presented to the “Tri-Chairs plus One” during Summer 2022 and GPSC in fall 2022. Each SST will also be provided with its results.

Announcements – Brandy Thomas reported that the equity plan template finally dropped yesterday. Lesley Bonds (former GP regional coordinator) did a video that explains the template step-by-step. It was sent to the Listserv, so folks on greater L.A. listserv should have received it.

Adjournment – Meeting was adjourned at 9:52am.