

Focus Group Taskforce Recommendations

Recommendations	Phase I Activities 2018-2019	Phase II Activities 2019-2020	Phase III Activities 2020-2021
1 Create opportunities both inside and outside of the classroom for students to connect with peers who have similar academic interests and/or career goals.	1.1.1 Hold Major Mixers with faculty for students each term (online and in-person) - led by Department Chairs/ASCC 1.1.2 Increase opportunities for faculty to review and dialogue together about report findings and engage in ideas to increase faculty/student connection in relation to career exploration/goals process - Division Chairs/Deans 1.1.3 Implement College Hour 1.1.4	1.2.1 Explore success teams concept based on areas of interest 1.2.2 Expand and institutionalize First Year Experience and other cohorts based on area of interest 1.2.3 Explore and develop peer mentoring program around established meta-majors 1.2.4 Expand professional development opportunities for faculty for culturally relevant pedagogy (online and face-to-face courses) - led by the Professional Development Committee 1.2.5 Implement new opportunities for student/faculty connection in relation to student career goals 1.2.6 Implement College Hour	1.3.1 Continue development of success teams 1.3.2 Continue development of peer-mentoring program around established meta-majors, as part of the success teams
2 Expand activities and events that promote student life at the North County Campus (NCC).	2.1.1 Develop protocol for creation of campus events that includes consideration of all college sites – development of NCC taskforce 2.1.2 Task ASCC/Cultural Center to expand co-curricular activities specific to NCC	2.2.1 Expand club offerings at NCC 2.2.2 Expand Student Support Groups at NCC & South County	2.3.1 Engage students to give constant feedback on NCC experience
3 Develop a communications strategy that uses multiple modes to inform students about community- and connection-building opportunities and encourage their participation.	3.1.1 Develop protocol for monitors across campus to display pertinent student information - Outreach Director 3.1.2 Research app for uPortal (new portal) – Web and Technology Committee 3.1.3 Engage students for feedback on communication strategies - conduct campus wide survey (See Survey Below)	3.2.1 Continue research of app with push notifications 3.2.2 Develop Campus-Wide Communication Strategy- based on survey results 3.2.3 Student Services- Webpage Cleanup Campaign- reduce confusion, solicit student feedback through a formal process- I.e. focus group or task force	3.3.1 Launch app with push notifications 3.3.2 Engage students to give constant feedback on communication experience
4 Create counseling systems/structures to better ensure that students connect early on with counselors who can help students get on the path to their chosen program of study.	4.1.1 Begin development of meta-majors 4.1.2 Increase opportunities for counseling faculty to review report and dialogue and identify increased opportunities for students to meet counselors early or earlier in their educational experience 4.1.3 Assess current appointment systems for areas of improvement for greater access to counseling appointments with same-day full appointments (not just walk-in) and greater access - task to Dean/VPSS	4.2.1 Continue development of meta-majors 4.2.2 Embed additional counselors in academic divisions 4.2.3 Implement new ideas identified by counselors 4.2.4 Pilot small changes and assess success, continue to tweak with feedback from students	4.3.1 Utilize meta-majors to guide and counsel students
5 Equip and encourage counselors to take the “whole student” into account when helping students develop	5.1.1 Professional development related to non-traditional students	5.2.1 Additional Career planning professional development	5.3.1 Implement Career Exploration, utilizing Counseling training and skills

<p>educational plans and make decisions about their academic path.</p>	<p>5.1.2 Plan student panels to address varied student perspectives with counselors and engage in identifying action plan 5.1.3: Recommend Enrollment Success Specialists meet regularly with counselors to ensure consistent messaging</p>	<p>5.2.2 Implementation of action plan 5.2.3 Develop Counseling practices that are proactive and student focused</p>	<p>5.3.2 Engage students to give constant feedback on counseling services (on line survey or multiple focus groups)</p>
<p>6 Enable and encourage both counseling and instructional faculty to identify students who are struggling and intervene as early and as effectively as possible.</p>	<p>6.1.1 Help One Student Stay Pilot (Campaign offering faculty best practices for student engagement in the classroom) - led through the Equity and Student Success Committee 6.1.2 Development of recommendations on early alert strategies - Equity and Student Success Committee</p>	<p>See 1.2.1 6.2.1 Revisit probation workshop concept and revise and improve 6.2.2 Implement multiple strategies with faculty on early alert practices 6.2.3 Implement Proactive Counseling Strategies</p>	<p>See 1.3.1 6.3.1 Prioritize an Early Intervention Counselor</p>
<p>7 Increase the number of counselors who are equipped to address the specific needs of noncredit ESL students.</p>	<p>7.1.1 Provide professional development opportunities for counselors to learn more about noncredit pathways for ESL students. 7.1.2 Expand ESL orientation for students that explains the different pathways (non-credit, credit) available to them.</p>	<p>7.2.1 Continue professional development for counselors for noncredit student pathways</p>	<p>7.3.1 Continue professional development for counselors for noncredit student pathways</p>
<p>8 Increase students' exposure to career- and industry-related opportunities early and throughout their educational journey.</p>	<p>See 1.1.1</p>	<p>8.2.1 Embed career exploration in online orientation See 4.2.1</p>	<p>See 4.3.1 See 5.3.1</p>
<p>9 Examine enrollment management strategies and course scheduling approaches to better ensure that students are able to access the courses they need, particularly as they near completion.</p>	<p>9.1.1 Finalize course rotation and update annually 9.1.2 Examine offering standing courses every semester and notated in course catalog 9.1.3 Expand outreach efforts to align with K-12. 9.1.4 Explore untapped potential student populations (i.e. former students near completion) 9.1.5 Continue to explore block scheduling and share RP Group report with Calendar Committee</p>	<p>9.2.1 Utilize Degree Works SEPs to project future course demand 9.2.2 Increase partnerships with K-12 and increase outreach efforts/messaging on benefits of Cuesta 9.2.3 Develop and implement outreach teams for high schools to promote Cuesta as a viable option.</p>	<p>9.3.1 Continue to utilize Degree Works SEPs to project future course demand</p>
<p>10 Equip and expect faculty to utilize a variety of teaching styles in order to maximize learning among Cuesta's diverse student population.</p>	<p>10.1.1 Task Professional development committee to provide focused activities addressing varied teaching styles for diverse student groups in line with Guided Pathways efforts 10.1.2 Incorporate robust PD plan in new Equity Plan with guidance from GP coordinators 10.1.3 Expand on-line support resources to be shared for face to face courses- OEI</p>	<p>10.2.1 Expand current equity minded faculty efforts to larger campus (CUE/classroom observations) - mini retreats/convenings 10.2.2 Use survey results from Student Success Committee survey to send helpful tips to faculty to increase student engagement & connection- send out via email daily for the first 3 weeks of the semester, every semester</p>	<p>10.3.1 Plan a campus wide Equity FLEX conference in 2019-2020</p>

<p>11 Using a wide range of modes and strategies, develop a resource communications plan that informs students early and often about college resources that are critical to their success.</p>	<p>11.1.1 College-wide invitation for faculty to receive in-class student resource presentation 11.1.2 Develop a communications taskforce with faculty and staff to address communication plan- using survey results</p>	<p>11.2.1 Develop student resource video to be made available in Canvas 11.2.2 Develop Cuesta Roadmaps- Identifying resources, info booth, help desk, one stop, treasure hunt to find resources and campus services</p>	<p>11.3.1 Continue to develop and grow access to student supportive resources on campus</p>
<p>12 Re-examine current technologies from the student perspective in order to identify opportunities to reduce confusion and increase ease-of-use with respect to technology-based tools, namely the website and myCuesta.</p>	<p>12.1.1 Develop protocol for examining content/organization of website using student feedback - task to Technology Committee for Website Cleanup Campaign 12.1.2 Simplify waitlist instructions to students. Link in Class Finder and on student Class Schedule & Receipt 12.1.3 Solicit feedback from students on new portal and technology – possible ongoing student taskforce & focus groups</p>	<p>12.2.1 Continue to adjust web site content per student feedback 12.2.2 Ensure new student portal is streamlined with other student systems such as Canvas and CCCApply? 12.2.3 Examine current registration/application system for simpler student use 12.2.4 Streamline Campus Event Marketing through easily accessible calendars</p>	<p>12.3.1 Continue to adjust web site content per student feedback 12.3.2 Task specific positions to be responsible for website accuracy and updating</p>
<p>13 Provide additional training and other support for faculty to ensure that each and every one is able to effectively and robustly use Canvas.</p>	<p>13.1.1 Task Professional development committee to provide focused activities addressing varied teaching styles for diverse student groups 13.1.2 Collect data on current Canvas use among divisions and share with departments</p>	<p>13.2.1 Identify Canvas faculty lead for each division 13.2.2 Continue Canvas professional development activities/workshops 13.2.3 Provide students with canvas tutorials at the beginning of each semester for each class</p>	<p>13.3.1 Continue Canvas professional development activities/workshops</p>
<p>14 Create ongoing opportunities to gather student feedback on their experiences at Cuesta and reflect on that feedback to inform the college's Guided Pathways design and implementation efforts.</p>	<p>See 12.1.1; 12.1.3 14.1.1 Develop Student Guided Pathways Advisory Taskforce with representatives designated by faculty</p>	<p>See 12.2.1 14.2.1 Continue utilization of Student Guided Pathways Advisory Taskforce 14.2.2 Conduct more student focus groups</p>	<p>14.3.1 Continue utilization of Student Guided Pathways Advisory Taskforce</p>

Top Priorities for Phase I (Spring 2019):

1. Instructional Faculty can be more involved in student engagement and career exploration
 - a. Faculty read report and generate ideas for student engagement and report back to GP Team and Senate in Spring 19 - task to Deans and Division Chairs
 - b. Major Mixers in partnership with faculty, ASCC, all campus entities – task to GP Coordinators
 - c. Professional Development opportunities for faculty to engage students in and out of the classroom

2. Counseling Services: The Counseling Department needs to evaluate their accessibility for students. Students need appointments and they can't get them when they need them. There are systemic barriers preventing student success. Evaluate counseling appointment accessibility for students and increase same day access - task VPSS and Dean of Student Services
 - a. Shorter appointment times
 - b. Same day appointments
 - c. Pilot a process- have students assess its effectiveness
 - d. Could reduce no-show appointments and wasted time for all

3. Technology:

- a. Website Structure/Organization - task to Web and Technology Committee to review Website through student lens
- b. Website Cleanup Campaign by each department to assess flow/content and make improvements - task to all VPs
- c. Inventory of Canvas Use and Identify non-users and develop action plan to increase use - task to Division Chairs
- d. Communication survey – task to GP Coordinators and IR (See Survey Below)

Phase II:

Website Cleanup Campaign- Every department needs to assess their website content and flow. Each department needs to assess the accessibility to the crucial information that students need in order to be successful.

- a. Reduce clicks to information, clean up information
- b. There can be links to more detailed information.
- c. Bullet crucial information, make it more concise and user/student friendly
- d. Ensure everything is accurate and well organized
- e. Have students provide feedback on the webpage content

All Campus Communication Survey: in partnership with GP Team/co-coordinators to greater understand how students want to receive information

Identifier: Position/Relationship to Cuesta- Please chose which best describes you.

__Student__Staff__Faculty_ Administration

1. What are the top 3 non-academic needs/resources/ support that you would like to see at Cuesta?

- 1.
- 2.
- 3.

2. How do you currently receive information about Cuesta events or opportunities to get involved on campus?

- Email- Cuesta or Personal
- Text
- Flyers
- Signs
- Word of Mouth (students/Cuesta employees)
- Teachers
- Canvas
- Social Media
- Cuesta Website
- Radio
- News
- Cuesta Portal
- News
- Cuestionian

I do not currently receive any information

3. What is your preferred method to receive information/communication about Cuesta events or activities?

Push Notifications

Email- Cuesta or Personal

Text

Flyers

Signs

Word of Mouth (students/Cuesta employees)

Teachers

Canvas

Social Media

Cuesta Website

Radio

News

Cuesta Portal

News

Cuestonian

I do not want to receive any information

Thank you for completing this survey. - Cuesta's Guided Pathways Team