



There have been a few departments with incorrect information on their websites. Wendy asked for feedback about how to prevent misinformation on websites from being presented to students. Questions included, where should curriculum live for students, what is the function of department websites and who should update this information, etc.? The committee looked at the layout of the college's website to assess where students would look for information. The committee took a virtual tour of a few department sites which all appear very different. The committee also looked at Mira Costa and Bakersville as examples of what other colleges do. The committee went into breakout rooms to discuss these issues. This conversation is needed to assist students with Guided Pathways as they plot a true pathway to their desired outcome. The three questions to guide the discussion were:

**1. Do we need department websites? Why? Responses are presented below.**

- Yes, department's need websites. Students are looking for key information about majors and areas of interests and this where they can get it from the experts. Dept websites can be synced to catalog requirements with course descriptions but dept website are critical for students to become familiar with their major, the faculty, and learn more. Students shop around and looking for the best training out there.
- Departments need their websites.
- Students shop around to find the best fit
- Dept experts are the experts of their information
- Dept activities are displayed here
- Course offerings like ESL are not in a certificate or degree and would be challenged in finding information about the program
- Student Service/Instruction facing programs like the library has instructional programs and serves students
- Could instructors have individual website template?

**2. What are the pros/cons of department websites? Responses are presented below.**

- Pros: departments can list important information
- Con: doesn't have uniform look, can't find contact person or other info, can have inaccurate/too much information, needs regular updating, accessibility/copyright issues
- Pro student gets to learn more about the major
- Pro student gets to learn more about the faculty and their areas of interest
- Pro students and parents shop around and are looking for the best fit
- Some pages have direct contact information, some don't
- Pro - diverse curriculum and goals. Website allows outcomes and details to display to students
- Cons - need uniform curriculum synced to central curriculum management system  
Could benefit from template on standardized website structure, equity statements, courses and descriptions and major requirements

**3. Try to think about this from a student's perspective - what is the best way for students to learn about programs, degrees/certificates, etc? Responses are presented below.**

- Easily accessible, easy to find
- Different for students who know what they want vs. don't know what they want
- Maybe we need to think about what information the students want to know
  - schedule and scheduling options, how often classes are offered, how long the program will take, location, cost, academic calendar
  - Same template/outline for every program so students who are researching different programs can easily navigate
  - For those undecided students:, start with a strengths assessment
- Need a combination of both: mapper to house most information and centralize curriculum but find value in program department pages, with limited information that is streamlined with a common template
- The department and faculty experts advertise their programs and areas of interest/research on their websites.

- Need consistency in websites so that students choosing between programs have consistent experience

Key takeaways were that students use department websites to explore, websites from smaller departments are able to give more specific information and websites provide a more personable experience for students. There was a concern expressed that some students may not get the information they need from a more streamlined approach. It was also noted that not every course is listed in the mapper. This may be a deficiency from a student perspective.

**C. Mapper Subcommittee Governance Structure – *There was no further discussion.***

VII. **REPORTS**

- A. Accreditation/Meehan** – Nothing new from Accreditation
- B. Articulation/Mudgett** - Will have a report from the Southern CA intersegmental Council meeting which will take place March 9
- C. Credit for Prior Learning (CPL)/Rose & Mudgett** – Report from last meeting disseminated to campus groups. Very close to rolling out the CPL electronic petition form. Faculty should be aware of courses and programs which are currently being offered credit by exam. These courses could also be eligible for CPL. The new petition form will allow students to search for CPL courses. Contact Candace for more information and help with CPL. The CSU is getting ready to release guidance for acceptance of CPL. This is due to the work of community college faculty. Justin reminded us to integrate CPL changes into the ISER.
- D. Learning Outcomes/Tavakkoly** – Working through courses in Tracdat.
- E. Noncredit/Sebring** – New changes in noncredit. Making adjustments and changes to comply. There are new procedures for DE reported to the Chancellor’s Office. Noncredit is on transcripts now, and updates in META, as well as edits to work-based learning, continue.
- F. Strong Workforce/Roe** – A Career Education application (Perkins) is coming soon. Eligible areas may also qualify for strong workforce funds, so the process is being combined. Close to finalizing.

VIII. **FUTURE ITEMS FOR DISCUSSION** – Mapper Subcommittee, Curriculum Handbook, Courses not Offered, Combining of Class Sections.

IX. **NEXT MEETING** – Next Regular Meeting, Wednesday, March 17, 2021 at 3:00 pm, Zoom Conferencing

X. **ADJOURNMENT** – Meeting adjourned at 4:39