**Educational Master Planning Task Force**

**Fifth Meeting**

**November 3, 2021**

**MEETING MINUTES**

**Task Force Members Present:** David Eck, Roslind Young, Brittney Samora-Delgadillo, Nimsi Garcia, Allison Hughes, Eddy Harris, Mira Rubio, Wissem Bennani, Jeanne Stalker, Jenna French, Alicia Aguirre, Mary Ho

**PRIE**:  Karen Engel, Alex Claxton, Milena Angelova

**Task Force Members Absent**:  Leonor Cabrera, Krystal Martinez, Hyla Lacefield,

**Community Member Present**: David Reed, Ameer Thompson

The Task Force heard from the ASCC representatives about what student leadership thinks about our mission, vision and values.

Mira: The ASCC leadership used [a Jamboard](https://jamboard.google.com/d/11t7RCEvNrzngeQncFozww4BF72fljN6X-2uPdhz8BMw/viewer) to solicit input from the student community. The students preferred the second mission statement. The second mission statement puts the power in the student’s hands.

Students preferred the first vision statement finding it more connected to the second mission statement.

Values that students wrote are in the presentation that Mira shared at the meeting

Community partnership: the link was shared at the meeting. (Collaborating with others, partnering with business to have opportunities for students, accessibility to resources, collaborating with high schools and universities, creating climate resilient campus, green technology, ensuring that every student can be successful in classes, etc, see the EMP ASCC’s presentation)

Karen Engel: Presented the feedback gathered via the online portal from the larger campus community since the October Flex Day session. Next step: we will synthesize all of the feedback to create a new draft of the mission, vision and values statements.

Mary Ho, Allison Hughes, and Nimsi Garcia volunteered to help synthesize the Values statements. We will review them next time.

Karen Engel and Alex Claxton presented data and analysis about the internal scan operations of the College (internal scan). Summarizing the last session:

         Enrollment trends: “It is not a great picture for us.”

Student Momentum: We looked at course access and success: We found that students of color are still disproportionately impacted. This is still the case for online instruction, in particular.

AB 705 has been effective in helping students pass transfer level math and English courses. We will have a presentation on this later in the semester.

Completion: Our 2, 3 and 4 year completion rates are low. Are we achieving our goal of helping students complete their programs?

Transfer: 65% do want to transfer but only 24% transfer in 4 years.

Alex Claxton: shared a Sankey diagram showing the transfer journey for a Fall 2015 cohort. Majority of our students hit the 12 unit mark after the fall semester. A little more than half of the students who were on track after their first semester fell off track during the spring semester. These data shows data that

Jenna French: Asked a clarifying question about what the transfer time line means:

David Eck: Is there a possibility that they transferred from Skyline or CSM?

Alex Claxton: If students are part of the initial cohort (as CAN primary campus) they are included in the final number.

Jenna French:  I find the data that the students drop after the first semester interesting thinking about what kind of interventions we need to have to help these students.

Jeanne Stalker: I think we need to advertise more. Get to the high schools before the winter break. We need to get this community wide. I do not think we can wait until January 4th.

Karen Engel:  Where there are challenges there is also an opportunity. We, Alex and Milena have been looking at why these things are happening. These are things that we are going to reflect during our next sessions. One thing that we as a college have been doing is to put sessions with low enrollment online. This have caused a burst in enrollments. But in the COVID19 environment the student preferences have changed. Now we see a student swirl in our district. Students take online classes in our college and in our sister colleges. In the online instructional environment, why should students choose us instead of other colleges?

Alex Claxton: Understanding Student Journeys- unit accumulation. Three general types of journeys emerge from the analysis of a Fall 2016 first time cohort:

* Rapid Accumulation (10 units per semester, complete in 2 to 3 years-32% of the cohort),
* Steady Accumulation (7-9 units per semester, complete in 3-4 years, 12% of the cohort), and
* Low accumulation (0-5 units per term, complete in 5+ years, 56% of the cohort). Hispanic students are overrepresented in the low accumulation group and underrepresented in the rapid accumulation group. The trend is opposite for the other ethnicities.

Jenna French: Is the exploratory group undecided?

Alex Claxton: Degree/Transfer seeking is three different ed goals combined.

Alex Claxton: How these students persist. Rapid group, after 2 years 14% obtain a degree and 80% remain. By 4 years 56% obtain a degree and 15% remain. Steady accumulation after 5 years 37% obtain a degree. Comparison between rapid and low accumulation groups. Degree seekers are 24 times more likely to be in the rapid accumulation group. White non-Hispanic students are 7.3 times more likely to be in the rapid accumulation than in the low accumulation group.

Karen Engel: Breakout Groups. Shared a slide with five prompts. Many of our part-time students accumulate a low number of units-how can we better understand their experiences and develop strategies to help overcome barriers. Which strategies might be more impactful? What strategies might be good to increase full time students? Alex and I have an interpretation of the data but do you have any other interpretation?

Karen Engel: we will have two breakout groups. David, are you going to put the questions in the chat. Group 1 will take two bullets and group 2 will take the last three bullets.

**Breakout group 2:**

David Eck: Read the prompts for group 2.

Nimsi Garcia: I have thoughts for the first prompt. Towards the end of their study when the students are about to transfer they tend to take more units so they can transfer sooner. This is one of the things that motivates them to have a higher unit load. For this reason we might want to create a structure to accelerate students to the transfer. Another thought is that the Promise and the EOPS programs accept only full time units but it would be nice to have financial support for part time students.

David Eck: taking notes for breakout group 2.

Back to the whole group:

         David Eck: Alicia got cutout… Is there anything else you have to say?

         Alicia: We have the coolest ESL program in the district.

         Karen Engel: Was this discussion productive, also was something in the data shocking

         Jenna French:  This discussion feels great. We should have part-time student focus in our discussion. It is a pressure for students to complete a program in two years.

Karen Engel: I see Nimsi’s question in the chat. The largest portion of our transfers are to CSU and UC’s.

Nimsi Garcia: Are the transfer trajectories different for CSU and UC’s.  Is it more difficult for our students to transfer for UC and CSU and does it take more time?

Karen Engel: We will continue with the internal scan discussions. Thank you for participating and have a great day!

Notes from Nov 3 Breakout Groups - EMP TF

Group 1:

**Many degree and transfer-seeking students attempt and earn a very low number of units during their first term. How can we better understand the experience of these part-time students during their first semester?**

Counselors are front-line, new norm > many of students are taking low accumulation  
Good to ask students> why are they taking less unit? Working, kids, first-semester jitters. Being full time is difficult. Many students have kids can’t take morning classes. Offer classes later in the day.  
Classes and schedule need to match winter break/3 day holiday for parents (match to school districts)  
Social pressure to be full-time

**What else would you like to know as we consider which strategies might be most impactful for the low unit accumulation (part-time) group? The steady accumulation (part-time) group?**

**What strategies might be good to help increase or maintain full-time student numbers?**

We need better strategy for our students who can’t be full-time. Need to look at our part-time student. Faculty can look at calendar  
What will it look like when we return to campus – more flexibility when expanding online and hybrid options. Asynchronous have been helpful, helped take classes and be successful.On-line counseling sessions – virtual appointment, having more online  
 Mold campus to student needs  
Transportation travel time is difficult

•       What else would you like to know as we consider which strategies might be most impactful for the low unit accumulation (part-time) group? The steady accumulation (part-time) group?

**How best to find out why exactly our students are part-time?**

**-Different strategies for different reasons**

**Expanding career support and community engagement**

**-If part-time because of work, possibilities of trying to highlight connections between the person’s work and our College’s offerings.**

**Communicate value of this kind of connection for students**

**Try to highlight work opportunities that would fit our academic offerings.**

**-De Anza** [**Community Engagement center**](https://www.deanza.edu/vida/)

**Paid and unpaid internships**

**-Concern of trying to start new programs at Cañada given the historical difficulty of creating new programs.**

**Possible Marketing ideas: “Close to Transfer Zone.” “At the Transfer Gate”**

**“I’m close to transfer!” --As students get near the end of their journey, they can become more willing to take on higher units in a semester.**

**Being mindful of time pressures for part-time students**

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**Important**

**for structures that dovetail with what a student is already doing at the**

**College. This gives support that doesn’t add more to these students**

**plates/demands**

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**Example:**

**Embedded supports in courses, as an example. Doesn’t require them going to**

**tutoring center.**

**EOP&S and Promise Scholars Programs are successful programs for first time, full-time students, and it is difficult for continuing students who are part time (specific to PSP) or have reached a certain unit count (specific to EOPS) to participate in those programs.**

·      **The financial support is key in  EOPS & PSP, including in STEM programs, to allow students to be enrolled full time. It would be beneficial to expand or create similar opportunities with similar financial supports (book vouchers, parking permits, bus tokens, food on campus, etc) for part-time students to support them to increase their capacity to enroll in more units.**

•       What strategies might be good to help increase or maintain full-time student numbers?

**-Increase EOPS and Promise awareness among continuing students.**

**Monitor how to communicate changes in requirements, which can sometimes make more students eligible.**

**How best to communicate what exact kind of financial support is available to students not in the program.**

**-Increased middle college type programs**

**Shuttle service to new areas, might twice a week to alternate with a different not-currently-served area. Example: Pescadero**

•       Is there a different interpretation of any of the data presented in today’s slide? Other lines of inquiry you would like to pursue?

* **data on how many students failed a course in the first semester linked with dropped out of rapid accumulation group**