PBIM Minutes

*District Academic Affairs and Student Services Committee (DAASSC)*

*Friday March 12, 2021*

*(Co-Chairs: Siri Brown & Eleni Gastis)*

*Committee Membership:*

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| Siri Brown, Vice Chancellor, Academic Affairs | Tom Renbarger, President, Merritt Academic Senate |
| Vacant, VPSS, Merritt | Maria Spencer- District Classified Senate |
| Lilia Celhay, Dean, COA | Donald Moore, President, District Academic Senate |
| Eleni Gastis, Faculty, Laney | Nathaniel Jones III, President, COA |
| Didem Ekici, Faculty, Distance Ed Coordinator | Iolani Sodhy-Gereben, Academic Support Services Specialist, Laney |
| Joseph Bielanski, Faculty, BCC | Don Miller, VPI, COA |
| Matthew Freeman, President, BCC Academic Senate | Kuni Hay, VPI, BCC |
| Mary Clarke-Miller, Faculty, BCC | Mary Shaughnessy, Faculty, COA |
| Alejandro Acosta, SEIU 1021 | Matthew Goldstein, Academic Senate President, COA |
| Vicki Ferguson, VPSS, Laney | Tina Vasconcellos, VPSS, COA |
|  | Laura Leon-Maurice, Note taker |

**I. STANDING ITEMS**

A.

Meeting began at 10:00 by Matt Goldstein, sitting in for Eleni Gastis as co-host. She is at the Chancellor hiring committee today.

B.ADOPTION OF THE AGENDA

Motion to approve today’s agenda? No quorum yet. We can still have important dialogue and see if more members join. Move to general discussion. Obviously we just cannot make decisions.

C. APPROVAL OF MINUTES

D. PUBLIC COMMENT

Is there anyone from the public here that came to address us today?

E. SUB COMMITTEE REPORTs

* Distance Education: Didem Ekici

All four Peralta colleges have just recently joined the CBC consortium. The consortium supports the member colleges with resources like well-designed online courses, professional development opportunities and faculty preparation. We will get more support to increase quality in online classes. We need to meet some requirements in 2 years. This is one of the prioritize projects for the DE Committee. As part of the consortium agreement Peralta has become part of the CBC student exchange Program. This program helps students search for and register transfer level online classes across California Community Colleges without filing out a separate application.

We sent out an ITS survey to the faculty to learn more about the LTE and their experiences. Atomic Search, Hypothesis, Ally are the new LTE that we will implement this semester. Our goal was to have some data that informs our decision making process about which LTE is to continue and what new LTE’s are. I would like to thank our AD Tech coordinator Brielle Plump for leading the LCI communication with the vendors and faculty. You can get training office hours by filling out the form. Faculty resources Canvas shell. Also at the end of the DE newsletters. Goal is to make this rubric implementation by other institutions to promote equitable practices for all students globally. April 23 and registration will be for you to make it accessible for all. So far we have 20 people, almost 100 people registered. Very exciting. Please share the flyer and let me know if you are interested in presenting.

* Career Education: Mary Clark Miller

Discussion in CE is regarding the soft opening in the fall. Hopefully we will return to face to face in the fall for those programs that have been straining under the online environment. Trying to reconfigure what the CE community district is and come up with some new ways of working collaboratively together.

F. CO-CHAIR REPORT

That again a reminder to everyone that desk serves as an advisory committee to the District Academic Affairs and Student Services, which is why we meet. We agreed to meet once or twice a semester unless that changes. I appreciate the input that comes from this committee and your ideas and things you're hearing from your colleges your constituent groups.

G. CHANCELLOR’S REPORT

**II. CARRIED OVER AND NEW ITEMS**

Topic: Discussion:

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| Enrollment Report  Power Point | We submit 320 reports four times a year and the first one is due every January, and this is a copy of the first the front page of it, it then goes into the details of the colleges.  Calculate basically, a projection of where will land in terms of residential FTF in this year, and if you see down at the bottom, the total FTF are projected at 12,910. And that was a very shocking number for all of us to see because we have I don't think we've ever been that low before. Additionally the Chancellor has brought the former Chancellor and now the current intern Chancellor have brought consultants in to give us any kind of guidance and even provide some additional data to what I are already produces to help us see our way through.  So long story short, the story that everybody knows, is that as a district we're struggling.  All of higher education around the country is struggling because of the pandemic, but for us it has compounded because we've been declining for the past five years prior to the pandemic. However we're increasing in non-credit we're increasing in. dual enrollment.  The transition liaison that's funded through with the adult education consortium that should be able to runs has have they have done a phenomenal job and working with their colleges to reach out and start new non-credit programs. In preparation for 705 we made a strategic decision to have the support of courses be non-credit and so that is also the reason for the big bump in non-credit. This is an advisory committee, I just want to tell you that whether you're hearing it or not, everyone knows that we're in a crisis in terms of our enrollment. That we need all ideas and all constituent groups focused on enrollment and strategic enrollment management I know that that's exactly what's happening. Mark Johnson’s office is working with the colleges to prepare for a very large scale marketing plan.  My office is working with the College student services sides to do a very high touch. Handheld matriculation process for OUSD right rising seniors. That we are there to walk them through the challenge and make sure that they that they get in and this is really important to us because OUSD is our number one feeder and because nationwide including here in Oakland. Major school districts, we we've been working with BCC to bring three new C-Caps Berkeley Unified, Emeryville Unified, Albany Unified. We've brought on three new Charter schools that have hundreds of students that they want to start in the fall.   * Dual enrollment is an area where we have grown tremendously when I came into this position. We already had this phenomenal foundation, and we have 1000 dual enrollment students and now we have 2300. * As we are getting to the point of finalizing our guided pathways we want OUSD, Berkeley Unified, Alameda Unified etc. We want those students to get entrenched with us, start that pathway and complete a certificate. It's really more about the longevity of the relationship with the student. The focus of C-Caps is it's not just a one off class. It's a series of courses that are leading on a pathway to completion certificate or a degree. * - I just wanted to add that pre coved, we had great opportunities in the community walking in the neighborhoods and working with all these nonprofit organizations. Since then it has gone away. Is there any discussion about possibly revisiting this? The outreach team that we once had district wide that had representatives that set on a committee that talked about methods to utilize and collaborate with I instituted a virtual information session. Access point where all of the counselors fill out a request form that's customizable to each campus depending on their population and the services that they need from us a particularly American college and I have right now I’m booked solid from March to into April for every information session based on like from newcomer to Skyline to Oakland military to our feed high schools and now I’m extending out to Cal state East Bay with UC Berkeley. In collaboration with their interns that are counselors that are placed in the high school, so all these counselors are coming to me for setup for information session, specifically for just enrollment information dual enrollment and so curious like, how can we reinstitute?   Siri Brown- Excellent that's what that's what we need, you know to answer your question. Sometimes.  There was a real strong movement to kind of decentralize. We've lost something because we had we had a district level kind of outreach that was producing results. I have to defer and carry that back.  - Good news is that we are revising the budget allocation model because some of the problem that Dr. Brown was just describing result from the competition among the colleges for resources so it’s true that the Peralta brand is kind of inconspicuously to student and the students associate themselves with particular colleges. But it sure would be nice if we could figure out some way to collaborate and help each other increase our enrollments. That is my little editorial on the BAM. It looks like we’re going to be entirely online in the fall, we still have a terrible digital divide in our community. If we could build kind of wi fi remote locations that might offer some support services as well in our neighborhoods that would go a long way toward helping students access our classes remotely.  -So one thing that we're actually bringing into academic senate next week.is to develop up a social media marketing committee that would encompass the whole College and it's something that we've talked to. Mark about as well to try and give him some support at the district level, but as a way just to bring the whole community in like social media is currently where we reside. |
| Target for 2021-2022 | Siri Brown- It's my office that produces the target every year and then I work with finance. I spoke with the cabinet and the Chancellor and it's basically based on numbers and data. This year there was a lot of resistance to the target from faculty. Because our enrollment so low that means it impacts, the FTF if you have fewer students you're going to have fewer faculty. The concern was how are we going to even run full programs if our FTF is reduced? The Chancellor and the executive cabinet all agreed to the decision that was made at PBC to add additional FTF by keeping the allocation, the same as this year. That keeping the FTF the same as this year means that there's going to be a big gap unless we're able to turn this around and bring additional students. More sections means we're expecting more students and that's the work that has to happen to make sure those sections.  On the original target I put it at 30 but I increased it to 40 and that's because of the number of C-Caps that are coming forward from Berkeley City College and what I talked about earlier with the other college’s Alameda as well, working with new Charter schools, etc., so the only question that some people had was Why is it different for College and the reason why is because the this number comes from the percentage that is determined by using BAM and I agree with Professor Goldstein I cannot wait until we have a new BAM. We've been working on that for so long and it just still hasn't happened, but I think that it will happen in this round.  With the chairs at our chairs meeting on Tuesday and we talked about how we were going to take the portion of FTF that we got back and how it was split amongst all the different disciplines and then that afternoon we emailed out all of our annual discipline plans with the additional FTF that we had added to each Program and we gave it to the chairs and just ask them to get it back to us this week. For the summer and fall schedule, especially if they were going to add, with the additional piece if they were going to add to summer and fall, please give us the discipline plan, the annual plan back. That includes your added sections and turn in the summer and fall schedule with any additions so they've done that this week.  - Anything that I would add is that we were trying to be very, very intentional in terms of allocating those additional MTF, taking into account past enrollment as well as performance on the supplemental and student success metric and waited all of those factors in determining how much each discipline got in terms of additional MTF allocation.  Matthew Goldstein- One note, every time we have conversations around strategic enrollment management is that the College identity is really hinge on classes, that may never be productive so as we make these tough business decisions, we really need to bear in mind the needs of our students in our communities and our colleges.  If you think about say ethnic studies classes philosophy classes, these are really, really important to the identity of the colleges and to their role as freestanding fully comprehensive institutions and may turn out that they never produced the numbers that say big communications classes produce or that history. |
| Our Colleges post COVID | Siri Brown- What is the instruction postcovid?  We all can see that what we do at our colleges, is going to shift, probably in a very permanent way we have more faculty who are now getting more comfortable with using Canvas and other remote means of instruction. We've made some great advancements and we are going to go back to face to face instruction eventually. I can imagine more faculty using Canvas even if it's 100% face to face class for assignments. Helen will add this to your survey because we want to know our students want they want to take post Coved in terms of hybrid.  We certainly can go back to the same infrastructure around distance education. We have minimal amount of the coordinators of each college, we have a district DE coordinator we've brought on an education technology coordinator. What is the new structure going to look like? How are we going to sustain and build even higher quality online hybrid or face to face while utilizing online means to support teaching and learning? We're all getting ready to participate in the strategic planning for the district, and this will be a big part of the conversation. How do we prepare to maximize the benefits of how it's going to look different? So I’m just kind of throwing that out there to everywhere, I go until we come back around and start to formally have conversations about that flipped classrooms.  Lectures online, labs face to face is one thought. It has to come from the students, where are the students at and where we where are we trying to take our students to. How do we provide support in every single way but also give this kind of flexibility? There are students who actually do want to take remote or combinations of remote because of their work schedule, family schedule and we don't really have a robust offering of get this certificate fully online, get that degree fully online. So how do we do it the best way that we can?  Discussion. |
| Institutional Research Mini Group | Helen Ku- Thank you Dr. Goldstein, Dr Brown and I’m glad that all this conversation occurred before it was my turn to hop in. So the plan right now is I plan to launch a survey by the early May before the term ends. So this survey really captures and really tries to help inform us as to why attrition rates are increasing, and so, for example, touches and taps into categories, such as the enrollment process reasons why students are rolling and then also when they do enroll and apply register for courses. What are some challenges they face there. At this other committee that attended I heard about issues where students have problems weightlifting and getting into classes and software's that are sort of preventing them from being like next up in line. For example there's like a student with a hold so I just want to also explore issues with waitlist and, most importantly, I want to reach out to if there have been since I started in August. I'm still trying to be more from the different I guess Task Force at different colleges and if there are groups of individuals that have looked at guided pathways this survey. I would also like to look at student journeys, because as part of understandings students who no longer sign up for classes at peralta colleges. It will be very interesting to see like why they are leaving and so forth, and this survey would also look at course the man's so I’m very interested in looking forward to Jim blocks report on.  What are the outcomes that he's found because, obviously, we want to understand what are the course demands that we can anticipate for the following terms? This survey will include just overall online learning experiences, I know that the team Didem team has launched a survey there, so combining different surveys. I want to make sure that this survey doesn't have too many overlapping items. There are different teams that I will reach out to make sure that is aligned, that this survey would align with there's a goals as well. So last time at this committees meeting I brought up that I would love to receive any recommendations or suggestions for any questions that you guys are just dying to ask and learn about so once again, so the plan is to launch the survey by early May. You know before the end of the term so there's still time to join a mini group. We might just meet once or twice just to help finalize the survey. If you guys are at all interested I’ll leave my email here in the chat again. It is HKU@peralta.edu.What this survey is to really capture what our student’s experiences and challenges. An additional item that I want to look at is what our student’s career goals. The continuation survey, we do have a somewhat of understanding as to student goals, but ultimately, if we can help inform marketing strategies and also tap into what our students career goals, then it can really speak to helping students understand that by attending these colleges, certain courses, or how long it might take. Because they might think they might have to be at this company college for X amount of time, but when, in fact, if their career goal is xyz you know we can help them streamline and help clarify what they perceived Community colleges can help them with. So again, the survey is launching in the by the end of the term, and the goal is to also launch another one during the summer so then that can help inform summer courses. So that we can measure progress over time by as well, as you know, editing out and including items that are specific to each term. So yes, feel free to reach me out reach out to me with those with my email if you'd like to join ideally meet before the end of this month, just to make sure that the survey is. You know tapping into the right categories and most important ones, of course, and if I receive too many suggestions or recommendations. I’ll definitely account for those and future projects.  I wanted to bring up that another project that I plan to launch is so there's been at my past job, one of my colleagues, the key found that African American students compared to white American students. So when they are selecting what kind of math courses, for example, they want to pursue for their junior and senior year in high school. They found that African American students, even those who have obtained a GPA have at least a B and above they tend to self-select into the lower level. Basically they're not selecting into the next level math course that would put them ahead or move them forward down the MAC path and eventually that does have a big impact as to What how they you know what kind of math courses they pursued down the road. So, and then for Caucasian Americans, even with a similar GPA, as they are selecting into the next level math course at a higher rate so with that information, knowing that there's like a discrepancy just self-selecting courses. Working with counselors would be very beneficial for us to study as well to help inform our student’s course selecting behaviors. |

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| **III. Adjournment** (*12:30 pm*)  **IV. Next Meeting: May 7, 2021** |  |  |

Siri Brown

Matthew Goldstein

Jeff Sanceri

Didem Ekici

Mary Clark-Miller

Shemila Johnson

Brielle Plump

Don Miller

Steven Chan

Helen Ku

Maria Spencer

Unknown Speaker

Dr. Nathaniel Jones III

Vicki Ferguson

Donald Moore