

California Higher Education Recovery with Equity Taskforce

Meeting Agenda & Summary Notes

Thursday, September 10, 2020 | 10am-1pm PT/1-4pm ET

MEETING OBJECTIVES

- *Listen and learn from Tim Renick and his experiences advancing equity within the Georgia State University system*
- *Review preliminary statewide and regional data analysis for California's postsecondary education outcomes and stakeholders, and identify underlying root causes impacting equity for students*
- *Develop a set of initial topic areas to inform the work and organization of Taskforce working groups*

<p>10:00-10:10 AM</p> <p>Welcome and Agenda</p>	<p>Attendees:</p> <p>Taskforce Members: Lande Ajose, Loren Blanchard, Nathan Brostrom, Bridget Burns, Ben Cannon, Keith Curry, Mildred Garcia, Daisy Gonzales, Shaun Harper, Monica Lozano, Tim Renick, Judy Sakaki, Deborah Santiago, Michele Siqueiros, Gabrielle Starr, Hayley Weddle, Michael Wiafe</p> <p>Education First & Team (supporting Taskforce efforts): Colette Astorgue, Ria Bhatt, Susan Bodary, Carl Christopher, Mario Jackson, Jaci King, Meg Ramey, Varsha Sarveshwar</p> <ul style="list-style-type: none"> ▪ Lande Ajose (Chair) shared that she and the Taskforce's supporting team were delighted with the August Taskforce meeting. ▪ Lande shared that Taskforce meeting notes will be made public on the Taskforce website.
<p>10:10-10:30 AM</p> <p>Taskforce Member Spotlight: Tim Renick</p>	<ul style="list-style-type: none"> ▪ Tim Renick highlighted Georgia State University's (GSU) efforts to support students. While many may see these efforts as extraordinary or heroic, Tim characterized these efforts as common-sense interventions at scale. ▪ Six years in a row, Black, Latinx and Pell students have graduated GSU at a comparable rate to the student body as a whole, at a time when the study body is becoming increasingly racially/ethnically diverse and lower income. ▪ The key to successful interventions at GSU has been to use data to understand and scale successful interventions across the entire student body, rather than creating separate efforts to serve each individual student group. For example, implementing an AI chatbot to communicate with students over the summer to curb "summer melt," proactively identifying students with financial need who may be at risk for exhausting scholarship eligibility and providing them with direct micro-grants, and tracking all students at GSU for 800 risk factors and implementing timely interventions associated with these risk factors. ▪ Nathan Brostrom asked a question about predictive analytics: which factors have the greatest effect on retention and graduation? Tim answered that the most successful interventions for students are over simple issues, like monitoring that students are signing up for the right classes in the right order: every semester GSU finds that close to 3000 students are signing up for classes that will not advance their graduation requirements, catch it in advance, and intervene. Another example: an early alert and intervention system for students who drop out of classes in the middle of the

	<p>semester: GSU intervenes within 8-12 hours of a student dropping a course. Another example: intervening when students get a low grade in a class within their major in their first semester.</p>
<p>10:30-11:20 AM</p> <p>Preliminary Data Analysis: Outcomes and Stakeholder Findings</p>	<ul style="list-style-type: none"> ▪ Susan Bodary reviewed the process the Taskforce and Education First are using to conduct research, identify root causes and find solutions. The work uses Equity by Design principles, drawing from user-centered design and co-design. The approach is focused on capturing voices of people proximate to the problem by listening deeply, using empathy interviews and involving stakeholders throughout the process of finding and evaluating root causes and solutions. ▪ Susan provided an overview of the data the Education First team has put together so far on higher education in California, including data from stakeholder interviews across the state and taking a deep dive into the Inland Empire in particular (the Taskforce will deep dive into other regions at the next meeting). ▪ Taskforce members asked questions related to: language surrounding motivational barriers to postsecondary success, the nuances of financial aid and college affordability in the state, limited seats at both the CSU and UC, student-centered funding, data that illuminate trends for intersectional student identities, online classes, the methodology behind Education First’s qualitative research, universal issues with higher education versus California-specific issues, and Black students in the California higher education system.
<p>11:20-11:30 AM</p> <p>Break</p>	<p>Break</p>
<p>11:30 AM - 12:40 PM</p> <p>Root Cause Analysis and Potential Opportunities</p>	<p>Group #1:</p> <ul style="list-style-type: none"> • Participants: Carl Christopher (Facilitator), Mildred Garcia, Daisy Gonzales, Mario Jackson (Note-Taker), Monica Lozano, Hayley Weddle • Topic: Intersegmental Collaboration; Subtopic: Digital Equity • Stakeholder Needs Statement(s): <ul style="list-style-type: none"> ○ Students of color need equitable and early access to technological tools and infrastructure necessary to learn remotely • 5 “Why’s” <ul style="list-style-type: none"> ○ Tools (broadband) ○ Anti-racist and culturally relevant curriculum • “How Might We” Statements <ul style="list-style-type: none"> ○ N/A <p>Group #2</p> <ul style="list-style-type: none"> • Participants: Lande Ajose, Ria Bhatt (Note-Taker), Loren Blanchard, Susan Bodary (Facilitator), Nathan Brostrom, Judy Sakaki, Michele Siqueiros, Michael Wiafe, Varsha Sarveshwar • Topic: Persistence and Completion; Subtopic: Course Delivery • Stakeholder Needs Statement(s): <ul style="list-style-type: none"> ○ Students need online learning experiences to elevate student learning, maximize technology, and connect with peers and faculty because the current environment is new and uncomfortable.

- Students need personalized attention from faculty and wraparound support because they deserve rich, interactive, personalized online learning experiences that are pedagogically strong and designed to be delivered online and sensitive to the individual needs of students, because it is not currently comfortable for them right now and is a new environment.
- 5 “Why’s”
 - To maximize student engagement and performance
 - To persist and graduate
 - Because students deserve a culture of care
 - Because we want them to be successful, it is costly otherwise
 - Even with the challenges, we want them to maximize performance
 - Transfer is not an afterthought, it should be designed so effectively that we strongly encourage every student to consider transfer as an effective avenue to meet their evolving educational and employment needs for the duration of their lives
- “How Might We” Statements
 - How might we improve and design the instructional experience with students that is meaningful online?
 - How might we ensure the learning is happening and how might we measure that?
 - How might we build meaningful connections through the online format/community?
 - How might we understand and address the needs of students in this online environment in an ongoing way?
 - How might we get real-time data from students to answer the questions?
 - How might we get real-time feedback and engagement with faculty to answer the questions and identify solutions?
 - How might we design and build strong online learning that is focused on engagement, learning, and culture of care?
 - How might we leverage the existing best practices in online learning and scale that quickly, as well as identify what isn’t working for Black and brown students?
 - How might we cater to the diverse needs of students in the classroom?
 - How might we redesign transfer to be so effective that we strongly suggest it as the FIRST option for every student to meet their educational and employment training needs throughout their lifetime?

Group #3

- Participants: Bridget Burns, Ben Cannon, Keith Curry, Jaci King (Facilitator), Meg Ramey (Note-Taker), Deborah Santiago, Gabrielle Starr
- Topic: Intersegmental Collaboration; Subtopic: Transfer Improvement
- Stakeholder Needs Statement(s):
 - Students—particularly student of color and low-income students—experience systemic challenges and barriers to transfer their credit, and they desire and deserve a system that works seamlessly and is easy to navigate.

	<ul style="list-style-type: none"> ● 5 “Why’s” <ul style="list-style-type: none"> ○ Students don’t have clear program maps to know what courses they need to take ○ In the community colleges, we cut classes that have low enrollment, even if a student needs the class for their requirements ○ Transferring is not treated as the first option; it is allowed or tolerated, but not the core or the norm; the system is designed around that philosophy, which is flawed ○ Institutions aren’t incentivized to educate and support transfer students; we need metrics that incentive and support institutions to do more and do better for students with regards to transfer ○ It’s unclear from an institutional perspective who is responsible for fulfilling the social contract of students’ education ○ People often work on an institutional level rather than a systemic level ○ We need systems that allow intergenerational education (parents and students enrolling at the same time) ● “How Might We” Statements <ul style="list-style-type: none"> ○ How might we incentivize or create coherence between segments? ○ How might we create degree/program maps starting in high school? ○ How might we create—or map out where there are currently existing—incentives through metrics and other means to serve students who transfer as the new “standard”? ○ How might we conduct an impact analysis to show the potential of improving the system?
<p>12:40-1:00 PM</p> <p>Launching Working Groups & Next Steps</p>	<ul style="list-style-type: none"> ● Each small group shared out highlights from their group conversations above. ● Carl provided an overview of the Working Groups, which will be comprised of around 5-7 participants (or more if there is ample interest), meeting weekly or biweekly, and will take a design approach grounded in 3 key areas: intersegmental coherence, design briefs, and scenario planning. ● Next steps for Taskforce members: <ul style="list-style-type: none"> ○ Use the Google doc to express interest in volunteering for Working Groups or recommendations for others who might want to participate ○ Complete the meeting feedback survey