

Leadership Board Meeting Minutes April 26, 2019

Minutes by: Adrienne Moberly

Proxy Votes: Felisa Vilaubi for Thomas Ray; Alex Scott for Dave Hoshiwara

Old Business: Approval of March Minutes –Motion by Adrienne; Second by Brenda; approved.

Intro of new staff – Joselyn Perez, DA – Assistant for Outreach, will be coming to Student Support Workgroup, and supporting Adult Schools transitions (was present at the Career and College Fair at FUHSD AS last night); FH has identified a counselor for the college to work with adult school students; Maritza Sandoval, who works with Puente, and is very committed to this population.

Dr. David Ulate – Director of Data and Research, Foothill

David came to share the most recent Data Dashboard findings and to discuss what an ongoing research assistant might do to assist the Consortium. The Board discussed what that might look like fiscally and how it might benefit the work groups and the Board. This included discussing:

1. Big Data: Pull together BIG data and present in consumable way. Create numerous pivot tables and provide a deeper analysis of what the data means. Provide briefs to the Leadership Board for analysis;
2. Potential use includes looking at success rates – e.g. MVLA has more successful students in math - we can explore what factors have been influential. We could create cohorts to follow and utilize data for persistence and success factors. E.g. AB705 - makes Dr. Ulate think about this new initiative – related, to remedial ed courses being phased out, and where there is an increased in success rates, for instance, elementary statistics – first level transferable course in math. There is an enrollment tab – and also revenue. DU told Kristy Lyle that the revenue was 5 million – over time, but it is a significant amount. Adult schools do transition students to the colleges.
3. Findings might include: Age in particular you see some shifts in certain courses. If we can pin-point the point of transition – we can follow (establish a cohort) what their first courses are, persistence rates, sequence of courses, are there better combinations of course to support success? If there is a sequence of courses for a specific cohort of students we (DU) could do that right now in the data he currently has. How to determine the “COHORT” that we initially follow? In the Fall, 2019, are students who come from the consortium Adult Schools –Can look at cohorts in different ways:By course, by age, 20 – 25 , 40 – 45, by first time enrollment at the colleges....
4. Current challenges - who are the first ESL students going into NC at DA? There is so much we could potentially get out of this data. This is where the idea emerged that we could truly use someone who could get into this data and be able to have it be useful...
5. Quantitative data – DU notes. In the 3 year Plan there are Qualitative issue that we could address with some simple survey’s – and he thinks we could get a high return – so there is a potential to get more of the student perspective through this process. Adult schools have been primarily anecdotal but this hard data. In the context of the new state Funding Formula... if we look at how many students are getting Pell Grants, or BOG waivers, or certificates, and transfers to 4 year, gives evidence that we could show

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we can do more to support these students which are generating dollars/revenues for the CCC's in the consortium.

6. We share these students: they go back and forth -reverse transition students- between agencies..some programs there is duplication of effort, and where can we provide services to better support the students. Sometimes the students are co-enrolled. Usually for a short period of time; there is a conflict in the two schedules/school calendars. – AS's and CC's
7. **Potential Data position:** DU looked at hiring for PT – which is challenging – Then perhaps FT, then looking for someone for at least two-year position. – He knows of people who have AS experience, know about CASAS and Adult School systems. DU has hired PT employees – 4 -5 – and they have been temporary in the past - but it would be best case scenario to bring in someone with a multiple years commitment and has Adult School data experience . DU is trying to piece together funds for the above profile. Multi-year commitment; with AS data experience. FH and DA have a few long-term employees – Lisa and Doreen – they have the history and background and experience **to be able to address the queries and questions about why and how the data can be used – and have these staff – prompt what questions need to be asked.**
8. **A lot of confidential data, might get problematic, and people can manipulate it on their own, it would be best placed in a data researchers hands, to protect the data and be able to give the information back all the while having that data available to look at specific groups of students, etc.? Counts are based on a UNIQUE student identifier....MVLA asks about how to protect confidential information within the data set. Researchers prefer NOT to share data set via e-mail...**
9. **Elementary Stats. However, there is little concern about sharing the data within the consortium, it is protecting it outside the familiar confines of our agencies.**
10. **Benefit of having a person:**
 - **Know the data and could access what is needed in a short amount of time versus each agency trying to figure it out which could take hours**
 - **Can be mobile – could be sent to the AS's to help sort through data**
 - **To be respectful, tying the outcomes for this part-time data to reasonable research questions**
 - **Ulate is still committed to helping this initiative – We need to know what questions to ask- keeping groups focused on their goals, plus expanding the information the groups would benefit from – as groups articulate their needs**
 - **Go to the researcher and ask: Is this a researchable question? Here is what we are thinking we could use?**
11. These things are happening at the same time as Guided Pathways, and specific goals students have, and how to advise students for identifying which major, or meta-major to work toward and Felisa says, it is FUN to think about all these pieces intersecting for the benefit of the students.
12. Julie supports hiring a data researcher to find the true correlations, and results coming from the data.Hiring someone is a real possibility –Looks like about \$12K for each agency in the NSC consortium as 40% a PT position. (about 150L FT inc. benefits) 40% = 60K/5 - = \$12K each agency or 2 dqw over the year. Brenda is concerned about a two year commitment – What if this person doesn't work out after the first year? Her board

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is holding her feet to the fire. The three AS's are very different. We would build in training for this person. ASAP is common to all the AS's – This is information that ASAP doesn't measure and is NOT in TopsPro. Those systems provide accountability issues. The data 'briefings' are appealing to Peggy.

13. To support FTE enrollment loss – DU put this together as a data brief:
Where did we experience the greatest loss of FTE?
What are the possible explanations?
What are the implications?
What are the questions that we are asking or answering?
14. How to move forward? Missing Thomas Ray and Dave Hoshiwara...**Will discuss in more detail at the 5/31/19 Board meeting.** David Ulate – to present at a conference. Data group has discussed writing a WHITE PAPER and presenting it. We could present this data at a Consortium -wide Professional Development, Business and Industry, Work Groups, Adult Schools, Community College, Something like a State of the Consortium: Here is where we are NOW!

Director Update: Please see PPT. Some details: Fall training for co-chairs of work groups; need for someone to take minutes at CAA to support chairs; timelines might need to be adjusted in students support; some work group members want to “giddy up” and the importance of meeting their needs and others. Update on transition counselors and Guided Pathways work at DeAnza and Peggy representing adult school voice and being value-added. Valerie is co-chair of guided pathways at foothill and will be sure to get Peggy involved.

Other notes: Reach out to : Equity, AB705 work, coordination of all that work, so the GP Team can make the connections with current work ongoing.

Jon-Michael has brought up a focus on specific student populations and GP is also looking at various student populations....Meta majors and clusters and having students be successful and more efficiently – not wasting time.Guided Pathways: came out of stagnant national data of completers across the board. Establishing a pathway. Identify a pathway. Support that pathway. Learning occurs

De Anza Non-credit: Sub-Group Planning

Plan to come to AS's to work with Advanced ESL students

Bridge classes – counselor taught – not an option – because of Preferred employment AS ESL students may be transitioning at a higher level At DA, Craig was surprised that CASAS have a Writing Assessment...De Anza wants to have AS come do a norming session regarding the CASAS Writing Assessment.

Allies Support Proposal Assembly Bill 2098

See Outline from Alex

To go forward: Get update re: the other consortium's responses – in or out? Peggy will start an email discussion. We will vote at the next meeting. Felisa and Alex discuss with Thomas and Dave H.MVLA – Brenda has concerns about the consortia supporting a NON-Profit...Caution of how contributing Federal Dollars. Adult School site talk to Business Sites to determine feasibility

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CFAD – have to have consensus of the 5 agencies

COLA to be distributed in proportional percentages (same as last year). One vote -one agency. Unanimous. 5/5 to go forward with proportional. Members logged in to CFAD to certify on the NOVA site. All agencies except De Anza – which will be done at 1:00 PM today per conversation with Dr. Thomas Ray, through his proxy, Felisa Vilaubi

Three year plan

A lot of feedback – reply all. Julie gave suggestions about how to word things.

A collection of suggestions were given. Report will be amended and sent back out to everyone.

Background: Peggy started with THE LOGIC MODEL to begin the process... She commended the work of the Work Groups to get goals and action templates getting done.

Do we need a definition of terms? Completers and persistence rates? What does that mean?

CAAWG is actually working on a document to complete a list of definitions, which will be shared with leadership...

Question: How is the work being communicated from work groups to leadership and leadership to work groups....

Representation of workgroup chairs, to leadership, and Director Facilitates, but the Co-Chairs will be sharing and PRL supporting.

Professional Development Work Group: Should we revive this?

We will have a sub-group meet to discuss and bring this back to the 5/31/19 meeting to discuss.

Sub-group will include teacher from MVLA, Brenda, Adrienne, Peggy. Call a meeting of people interested in PD? Meet in May?

Side note: Alex requested to be on the ESL “Sub committee” with Craig Norman and assist DeAnza with non-credit work.