

# Group 2 Breakout Session Notes Page

**Workshop Date:** October 29th

[Danielle Feliciano & Victoria Rodriguez]

## Breakout Discussion 1

### Question 1

**In light of mission, vision, and values...what are our strengths as a college?**

- *What makes our college unique?*
- *What makes us stand out to students?*
- *What makes us Grossmont?*
- *Why would students want to come to our college?*
- *What makes you proud to be a member of the Grossmont College community?*

- We have high quality education
- Students are successful at transfer and going on to careers
- Rigorous high standards and struggling with how do we make more students more successful
- High quality rated programs like AH/nursing, culinary arts, career services
- We're the highest rated school for transfer to SDSU
- People have heard students say that they feel like the people here (faculty/staff) really care about them and their success
- Have heard HS students say we have good instructors/reputation and that instructors really care
- Impressed with everyone's high standards for themselves - everyone is trying to get an A+ at whatever they do. Sometimes gets in the way but we're committed!
- Our history of our campus and the place it holds in our community and East San Diego County. We are such a presence in the community - lots of people in the community have taken classes here. See the college as a community member.

### Question 2

**How do we want students to experience our college, ideally?**

- *How do we want students to feel on our campus?*
- *What would that look like?*
- *What kind of environment would help create this feeling for students?*
- *What type of atmosphere do you want the college to embrace?*

- Easier - difficult to register. Want things to be self-explanatory, accessible to register, find services, etc.

- Some kind of system for tracking student records that go across the board so someone in EOPS can see how their students are doing automatically
- Early alert system - so no one is lost in the shuffle
- Programs/depts are not necessarily communicating back and forth with each other - not on the same page - while they might have similar problems and some might have solutions
- Lots of steps for registrations - so some students don't continue because its too much. If someone could help students go through those processes at the beginning. Students need information on how to complete different steps like completing a FAFSA. Proactively reaching out - because otherwise students will wait until it's cutting it close. Clear steps for students.
- Helping students feel welcome.
- Changing our mindset from "students should" to a combo of where we can make processes easier/obvious/streamlined, and not having expectations that students can do those things when they start with us - we will get them there. Nudging & guiding them.
- Working on guided pathways - especially to help undecided students.
- Reclaiming the ability to take joy in the learning experience - foster sense of ownership. Not learning because you were told but to value your own intellectual capacity.
- Community & belonging
- Programs on campus - pockets - where what needs to happen happens. Shouldn't be random that students find themselves there in those spaces (FYE, theater, etc.). Students are so grateful when someone just responds to them but they should experience that everywhere. How do we make those small impactful programs, every students' experience? How do we create those smaller communities for students so they have a person and connection to campus?
- Make high impact practices unavoidable -students are fearful or don't want to ask because they don't want to look foolish. Make it easier to for students to find what they need.
- Encourage students to follow-up with us to make sure they received the services they needed

### Question 3

**Based on your experience at the College, what are our biggest challenges that are internal to our college or district?**

■ *What are the biggest institutional factors that deter students from enrolling or persisting at our college?*

- 
- 

### Question 4

**How can we use our strengths as a college to address some of our challenges/areas for growth?**

- See how much people in student services & faculty care about students that feels unique but also how do we get solutions we might individually have out to others so those solutions can be put into action.
- Our college is in a serious financial hole. All of the things we want to do/should do cost money. Not everyone embraces the fact that we need to be more financially savvy. Are we fully utilizing the resources we already have?

## Breakout Discussion 2

### Question 1

**What external factors will most impact the College over the next 6 years?**

- *What national, state, local issues do we need to consider?*
- *What changes might we need to make to our programs to better prepare our students for the labor market they'll be entering?*
- *How might our service area demographic projections impact our outreach & retention efforts over the next 6 years (Thinking about increases in the 30-49 age range)?*

- Funding - how much money will be going to community colleges over the next few years?
- Seems like there's two groups where there will be increases - younger people and "less young" working adults - those two groups have different needs
- Budget & Enrollment and how we respond to those.
- CCC's as a whole are seeing an increase in students that are aged 25+. And our students are low-income. So if we think they're working full-time during the day what does that mean for the times we offer services, classes, etc.
- Build up CTE and what is offered
- Are adult-reentry really going to want night classes or online classes. Older students might just be wanting something quick to retrain for more lucrative careers
- Students that are scared to come back to campus - will utilize online more
- Have heard some first-year students that really want to go to campus but at the same time are afraid of covid and prefer to start online.
- Need to get people back on campus to capture their attention and want to build community with to help them through. But at the same time a real fear of getting back on campus. Zoom fatigue is real. Nuanced predicament - how do we best serve our students whether it be on zoom or in person. How do we make ourselves more accessible in this online format.

- What it comes down to are “what are the needs of the students?”
- The nature of work outside of the college - looking at our programs/degrees and asking what are we preparing students for. There will continue to be a lot of jobs where part of the work is remote and working from home. Telehealth and teletherapy are both increasing a lot. Opportunities to work remotely or hybrid. Be mindful of that - the world of work we’re preparing students for regardless of what the degree is.
- It would be interesting to see the data on degrees disaggregated by race/ethnicity. Are there things in our system that are setting students up to go into the labor market into fields that don’t pay as well. Which students are getting what degrees? More white students getting ADTs? Is our system built for that? If disproportionately more students are seeking out degrees they see themselves in, how do we help people see themselves in every field? How do we help students better understand what’s out there?
- All allied health programs are impacted/full - how do we balance and set students up for success and don’t just funnel them into allied health? Do we expand those programs? If that’s where the growth is maybe we need to take a look at that.
- We need to inform our students that if they’re in need of career asap we can guide them to allied health certificate programs
- Are we tapping into the psychiatric tech field?
- What is it that students want and how do we help racially marginalized students? Are we selling them short? Do they have aspirations for more and are we not building them up the way we should?

## Question 2

### **What outcomes would we like to see for our students?**

- *What can we do as a college to set up our racially marginalized students for success in the labor market?*
- *In what student outcome areas are we doing well?*
- *In what student outcome areas are we in need of the greatest improvement?*
- *Where do we and where do we not have equity in outcomes?*
- *What outcomes will tell us whether we have fulfilled our vision?*

- Making sure we’re preparing them for the workplace they might go into
- Enrollment & retention - every school is struggling with this. Especially for specific student populations.
- On the right track in reviewing recruiting/hiring practices and equity work
- What are our current institutional processes that are hindering our students and how do we change those to allow better outcomes? Faculty & instruction are heading that way to do better but still a lot of work. Fruits of labor won’t show for a while.
- Is there an area where we’re doing well? There are areas where we’re doing less bad!
- There are voices out there that want to fight with the data - subtext of well it’s not that bad - but it is. We have way more white faculty than faculty of color - longevity doesn’t matter - there are both old and young white faculty

- Bridging gaps includes a lot of things like institutional practices, hiring, being able to relate students, being welcoming, understanding of outside barriers that might be delaying them.

### Question 3

**In light of the outcomes and external factors we have discussed, what opportunities do we have for furthering our mission, vision, and values?**

- *What strategies could we implement?*
- *Which student outcomes would they address?*
- *Who (which groups of students) will benefit from these changes?*

- Is it about expanding programs? Is it about counseling more? More high touch about their short term and long term goals?
- Think about low-income demographics that might be looking for a quick increase in earnings - can we empower them to do more if that's what they choose?
- When are we going to start looking at whether the students we send to state are successful?
- We want to emphasize social and economic mobility
- Success is a collaboration between the student and the college - counselors & professors provide information on what to do with majors, provide support
- Lots of students don't know what to do - they might know they want to be an electrical engineer but don't know what to do with that degree afterwards. Help students explore what to do with their degrees - through volunteering, interning, etc.
- School system not setting us up for success entirely - how to apply & register in college courses in high school, resumes in high school. Counseling offering time management which is good. First year law students have to build resume and cover letter for their future law careers. Help students be ready for adult life. How can we expect students to be successful if they don't know how to fill out fafsa, fill out application, etc.
- Sounds like an opportunity to collaborate with local high school re: registering for classes & reading catalog.
- Partnering with high schools to help prepare students and help them learn about fafsa, etc.
- We need student mentee groups that have fin aid, counseling A&R and those students can go to those specific people with questions - requires high touch - maybe cohorts like UMOJA/PUENTE/FYE