Shaping Phase III:

Hi Brock, for this document, I am including the information that I've gone through for what was discussed at the different meetings. Highlighted items are documents or files that I have included in the email that I sent you.

- August 2019:
    - We utilized this meeting as a space to further the conversation on how PCC can best support students in making informed decisions with regards to program selection. We utilized two separate worksheets that are attached to the email as a ZIP file titled, "==Aug 2019 Activity==".
    - The difference in these worksheets is that one focused on strategies for providing differentiated career services to students at PCC and the other focused on strategies for redesigning classrooms.
- September 2019
    - After the August meeting, I compiled the notes into an excel document that began to organize the different efforts that were brought up by the group. That document is attached to the email as "==Career Dig Analytic Journal==". I like this document because it lays out the different potential projects that we were considering earlier last Fall, and we can see where we are now as a nice comparison.
    - We discussed the PCC distance maps that were developed by Paul, they showed that students who commuted from farther distances had less success at achieving a desired outcome. Those maps are available, but without context might be confusing. We can probably clean them up and add a description if we wanted to include on website.
    - Cecilia presented on ==The New Forgotten Half== (William T. Grant Foundation Report)
        - Report that notes students are starting college, accumulating credits, but achieve nothing (no degree)
        - This group is known as the forgotten half and they have been growing over time
        - When thinking of PCC, we are missing data that does not allow us to say, "where are these 5000 students"?
        - We have city survey data, and want to engage in a longitudinal efforts, when they come, where do they go?
        - This meeting was when we first discussed the Exit/stop-out survey that we later developed.
- October 2019
    - Student profiles were reviewed and discussed with meeting participants.
        - Sample profile of ==Dewayne Freeman== (pseudonym) was reviewed and discussed.
    - Cecilia presented on the report, "==Enabling faculty-led student success efforts at Community Colleges==".
    - This was the first meeting where we began to develop our questions for the full time to part time and part time to full time survey. I am including the ==final version==

<mark>of our survey to the email</mark>. Final version of survey was not completed until January 2020.

- o Manuel from financial aid presented: (*This eventually led to the different meetings with Ujima, Athletes, and Puente*)
  - ▪ Athletics FAFSA/CADAA application support
    - Identify dates, times, and location where we can support students completing FAFSA/CADAA
  - ▪ Email, text, or call students to inform of the location and deadline
    - Example: encourage student to complete by nov. 23rd, in order to be considered for aid effective fall 2019 term.
  - ▪ Identify students that we contacted in our database
  - ▪ Identify students that we assisted in our database
  - ▪ Use the data to measure outcomes
- *We have notes from the Ujima, Puente, and Athletes meetings that we have had, but that information includes specific details on how these different areas document student experiences/efforts. I am not sure this would be the most useful on a public facing website, but I am open to discuss.*
- November 2019
  - o At this meeting we discussed the opportunities that are available for the career center to be better utilized and accessed, Antonio provided data to Cecilia that she was able to run descriptive statistics on. That information is located in a ppt file labeled, "<mark>CAREER DIG meeting</mark>", I am attaching it to the email, we can discuss shifting this format to include on the website.
- January 2020
  - o Timeline developed for part-time to full-time and vice-versa data collection.
    - ▪ Document titled <mark>timeline2update</mark>
  - o Student narrative review: Margarita's Story
    - ▪ She displayed a lot of different qualities however she has been here for 7 semesters.. is she counting winter and summer?
    - ▪ She shows resilience and persistence
    - ▪ Different influential capitals
    - ▪ Achieved identity – Clarity of what is next
    - ▪ Do we need more counselors? Cannot expect that state will give more funds? Where again can we include in the classroom that can help?
    - ▪ Ask questions, who are you in the world?
  - o Homework for DIG participants
    - ▪ Center work in context of classrooms. How can technology help? Next time meet in groups to establish goals on how this information might get out. What can we do to change classrooms? What data do we need? What do we need from the institution?
- February 2020:
- **PCC Career DIG Meeting 02.28.20**

- Natacha going over her PowerPoint presentation about the emerging identities of African American students.
- In what ways has your thinking of PCC students changed?
    - Cecilia: Profiles have been revealing about the assumptions of why students come to PCC, assumed that students that attend PCC are "prepared", but wasn't aware of the experience's students go through when selecting a major. Can sense stress and anxiety when selecting a major. The struggle is different it is more than an academic struggle. Must be overwhelming and they must be experiencing a lot of chaos in addition to experience more chaos outside of school.
- PCC Nursing:
    - Wasn't aware that many of the students were struggling to come to staff. Faculty should be outside of the classroom to help students. Faculty and staff must be thinking about skills what skills can we use to help these students
- Shelagh: A lot of successful programs have experienced equity gaps.
    - Your experience should not start with the students that are in the program but should start with students at the beginning to get into your program
- Brock: Thinking of student's failures as a negative way. This should not be considered as a failure and the institution should not see this as a failure.
    - "academic probation" – prison talk
- PCC Counseling:
    - Demoting enrollment/class registration shows that they are failing and now when they go get the scraps (classes) they must feel like they have lost their status. There is a lot of imposter syndrome for students who are doing well.
- Cecilia: What can we do?
    - What can we do as an institution? In what context are we going to allow our students to choose and explore?
- PCC Professor: Should look at the policy.
    - What is the policy to select a major? Do they have the select a major to receive financial aid?
- PCC Staff: The institution has also created the barrier.
    - Remove the background check for students who have received a felony to do work study
- High Priority
    - Services should go into the classroom to discuss services in the first two weeks of classes.
    - Should create a list of the most related questions students ask then they should make videos (student voice) about what they should do