

Meeting Minutes

Meeting #: PCCD EFVP 2035 EFP Task Force Work Session #3

Date: 11/17/2022

Project Name: Palomar College EFVP

Project #: 5015049000

Attendees:

Palomar College:
Cynthia Anfinson
Dennis Astl
Jennifer Backman
Julie Lanthier Bandy
Michelle Barton
Carmelino Cruz
PJ DeMaris
Erik Duarte
Brian Ellison
Kelly Falcone
Tricia Frady
Matt Grills
Erin Hiro
Leah Hoover
Lawrence Lawson
Chris Miller
Rachel Miller
Wendy Nelson
Jessica Newman
Scott Richison
Star Rivera -Lacey
Marti Snyder
Daniel Straub
Diane Studinka
Ryan Williams
Christine Winterle
Susan Wyche
Anastasia Zavodny
Stacy Rungaitis

HMC Architects (HMC):
Sandy Kate

CBT:

Nicki Harrington
John Spevak
Cindy Griffith
Dana Young
Dan Rosenberg (via Zoom)

Purpose of the Meeting:

1. To review and understand the external scan and enrollment flow data and explore how this information can assist in planning for Palomar's future vision plan.
2. To review workforce data and gap analysis and discuss how this information can assist in planning for future programs that are relevant for students and needed in the workforce.

3.1 Project Update

A. Update on Educational Vision Plan

1. The Task Force chairs welcomed everyone to the third EFP Task Force work session and Nicki provided an overview of the interactive agenda for this work session. Moving forward, the work sessions will include more small group work and interactive discussions along with the presentations. Today the Task Force will reflect on salient points from last meetings' internal scan, and then examine external scan and enrollment flow data.
2. 70 listening / visioning sessions have been held this Fall with students and internal and external stakeholders at all of Palomar's educational sites. The CBT/HMC team will be reviewing all the notes from these sessions, identifying common themes that were heard, and sharing back with the task Force.
3. The college-wide survey is underway and closes this week. Survey results will be shared with the Task Force in December.

B. Update on the Facilities Vision Plan

1. Sandy shared that HMC continues to work on the Environmental Analysis of all the campuses. Originally, the team had intended to discuss the results of the Environmental Analysis at this meeting. However, after the last work session the team realized that there is too much to review and examine with the external scans and data on the EVP side and a need for more discussion and analysis with task force members so the Environmental Analysis will be discussed in either the February or March task force meeting. We are hoping that task force members will be able to get out to all the sites before then to allow for lots of input from everyone's observations to be included in the discussion.

3.2 Internal Scan Reflections and Salient Points

A. Sharing out from the task force review meeting on the internal data

Several members of the task force got together last week and discussed the internal data that Dan Rosenberg presented in the last task force work session. Michelle reviewed some of the salient points that were discussed in the meeting.

1. Enrollment
 - a. Enrollment was relatively flat in the 3-4 years before the pandemic hit in 2020, with only small increases.

- b. Enrollment numbers went down substantially with the pandemic, with non-credit being affected even more than for credit enrollment.
2. Gender
 - a. There were more males than females enrolled at the college until the pandemic hit. The change in this ratio was probably due to the college not being able to offer the hands-on CTE courses normally offered. These courses could not be offered an online.
3. Ethnicity
 - a. Hispanic/Latinx continues to grow in terms of percent of total enrollment, but this growth is slowing down a bit.
 - b. Non-Credit is predominantly Hispanic/Latinx primarily due to ESL courses.
4. Age
 - a. The college has been skewing slightly towards younger students over time as the college's dual enrollment/concurrent enrollment has increased.
 - b. Palomar traditionally serves a slightly younger population than other community colleges.
 - c. The age groups that were hit the hardest during the pandemic were the 21-29 and the 30-34 age brackets.
5. Status
 - a. Concurrent/Dual enrollment has increased over time, even during the pandemic.
 - b. The college lost more first time and continuing students during the pandemic.
 - c. Prior to the pandemic first time student numbers were slightly increasing.
6. High School Participation/Enrollment Rates
 - a. The rates were increasing up until the pandemic. Poway, Vista, and Fallbrook participation, in particular, was increasing. During the pandemic high school participation did decrease, some schools such as Poway, Vista, and Fallbrook did not decrease as much as others.
7. Persistence
 - a. Palomar loses just under half of its full-time students from their first year to their second year.
 - b. Fall to spring semester persistence has slightly increased. This might be a pandemic effect. Students who enrolled had meant to stay enrolled.
8. Course Success Rates
 - a. The success rates for Black or African American students and Hispanic/Latinex are lower than other ethnicity groups.
 - b. Pacific Islanders/American Indians/Alaskan Natives vary, and this could be a small number.
9. Throughput Rates
 - a. English and Math have increased throughput rates (completion of Math or English within one year of entry) which is most likely a result of AB705.

- b. The completion of English (first course) by African American students has jumped significantly. However, there are still disproportionately impacted completion rates among Black/African American and Hispanic students.
 - c. Math throughput, while increased, is still relatively low, especially for Black/African American and Hispanic students, but also for Palomar's white student population.
10. Average Unit Completion
- a. Average units completed ranges from 70 to 84%.
 - b. The group observed increases in Associate of Transfer degrees.
 - c. There was also a slight increase in certificates.
11. Transfers
- a. Most of Palomar's transfer students go to CSU, followed by out-of-state institutions, and then other in-state institutions. The group discussed thoughts on why out-of-state transfers were high. It was noted that the University of Arizona markets to California students. Palomar's athletes also often transfer to out-of-state institutions.
12. Equity
- a. Disproportionate impact continues to occur among Palomar's Black/African American and Hispanic/Latinx students. With the introduction of cohort-based assessment from the Chancellor's Office, the group observed disproportionate impact in "First Gens" and economically disadvantaged students. It should be noted that students in these categories likely overlap with students in the race/ethnic categories.

3.3 External Scan and Enrollment Flow

A. Dan Rosenberg presented the external scan for Palomar College

Dan suggested that task force members look at the information and data being presented, keeping in mind four words: Surprise, Curiosity, Challenge, and Opportunity.

Areas covered in the presentation included:

1. The College Service Area
In addition to Palomar College there are four other community college districts in the county: Mira Costa directly to the west of Palomar's service area, San Diego to the southwest, Grossmont Cuyamaca to the southeast, and Southwestern College in the far southwest corner of the county. Palomar's service area extends all the way to the east edge of the county. Palomar's five educational sites are located mainly along the I-15 interstate corridor.
2. Service Area by Zip Code
The Palomar CCD service area is divided up into three areas of south, central, and north.
3. Service Area Demographics: Population history and demographics.
4. Population Growth
Projected growth rate is very low, meaning that the college's enrollment growth will not come from an increasing population.
5. Gender
6. Age
7. Race/Ethnicity

8. Income
9. Educational Attainment
10. High School Enrollment and High School graduation rates

B. Enrollment Flow

Michelle Barton presented data on Palomar's enrollment flow. The purpose of looking at enrollment flow is to better manage Palomar's enrollment and future planning implications by knowing (1) where Palomar students come from, and (2) what community colleges Palomar district residents attend.

Areas covered in the presentation included:

1. The projected population decline in the District's service area, with a reminder that educational attainment in the region is low, thereby providing an opportunity for those not yet being served.
2. An examination of service area residents that attend Palomar and those who attend other colleges outside the Palomar region.
3. Enrollment forecasting, required by the State Chancellor's Office.
4. Free Flow: Each community college has geographic boundaries, but students can attend any college of their choosing. Factors that affect free flow college selection include traffic and drive time, programs, reputation, program offerings, and other influencers.
5. San Diego County with the three areas of the Palomar service area and the service area of the four other community college districts. The bulk of the population the college serves is along the I-15 corridor and along 78 and 76.
6. The locations of where Palomar students came from in the past three fall semesters; where students who reside in the Palomar service area are going to college; and the data further delineated by area of the college's service area.
7. Attendance by SDCCD educational site for students residing in the Palomar service area. Many students are still traveling to attend SDCCD; some attendance could be on-line courses.
8. A summary of the In-Flow and the Out-Flow of students over the past three years, showing an increasing trend of a net loss of students.

C. Breakout Group Discussion

The task force broke out into 6 small groups and discussed the external data scans presented on the college's service area and the enrollment flow. Groups were asked to identify salient points and then report out. Salient points reported out included the following:

1. Group 1 reported out:
 - a. Correlation of Palomar's service area to income and educational level – it is different in the 3 areas of the college's service area. It is low in the north compared to the south.
 - b. Potential growth area for students could be 20-29 age bracket.
 - c. There are strong programs at Palomar like the Promise Program and Dual Enrollment, and this is a draw for high school students. These need to continue.
 - d. Other strong programs are recognized by CSSM.

2. Group 2 reported out:
 - a. How can Palomar rethink age group target for students?
 - b. Are we matching what the high schools are doing with instruction, for example, having a discussion around relevant government topics and issues? The SMUSD video presentation at the board meeting highlighted the progress that high schools are making in instruction.
 - c. How do we create upward mobility?
 - d. The college needs wrap around services for our students.
 - e. Create a sense of community for students. Students will spread the word if their experience is positive. That will market Palomar to other potential students.

3. Group 3 reported out:
 - a. Challenges:
 - Projected population changes with increase in older population.
 - Underutilized building space
 - b. Opportunities:
 - Create classes/programs for older adults – possibly green technologies.
 - Push outreach to those with HS diploma or less.
 - Create certificate programs to improve income potential.
 - Utilize Rancho Bernardo for graduate degree partnerships.

4. Group 4 reported out:
 - a. Middle College and dual enrollment could help increase college's enrollment.
 - b. Unique programs may bring more students from the south.
 - c. Consider programs for older adults (20-29 & 40-49) such as CTE and Non-credit.
 - d. Rethink modality and scheduling of classes.
 - e. Look at impacted classes at other colleges and consider offering those courses.

5. Group 5 reported out:
 - a. Modality is critical.
 - b. Will on-line courses make geographical boundaries negligible? Growth potential?
 - c. Need connections with high schools and building community bridges. Could work on more connections with business and industry and generate internships.
 - d. Show students a potential employment pathway in addition to curriculum pathway.
 - e. Guarantee schedule leading to a timely completion at Palomar.

3.4 Workforce Data and Program

A. Presentation on data on the Labor Market and Gap Analysis.

Dan Rosenberg presented data on the labor market in the area and what programs are offered in the area with completion rates of programs. Data and information included:

1. Unemployment and College Enrollment
2. Employment by Industry in San Diego County

3. Occupations with the most openings regardless of education level in San Diego County
4. Gap Analysis, comparing data on the number of job openings compared to the number of completions annually in the county. Data was provided for each level of education typically required for the occupation.

B. Breakout Discussion on Gap Analysis

Discussions were again held in small groups, with each group identifying salient points and reporting out. The on-line group reported out first since they missed reporting out after the last discussion.

1. Group 1 (online group) reported out for both discussions since missed reporting last time:
 - a. Look at populations that Palomar has not targeted previously for enrollment as high school enrollment levels out including the 20-29 age group and how can Palomar serve them.
 - b. Look at ways to serve the older 70-79 age group with additional skills like when students could take repeat classes in art and music.
 - c. Create ways to engage all age levels on campus, not just students right out of high school.
 - d. College group to focus on students who are close to completion but haven't applied for them and making sure they finish. Could be a group in Student Services.
 - e. Encourage students to look at all of Palomar's programs, especially apprenticeship programs and CTE programs which lead to good paying jobs. Help eliminate the bias in our culture that everyone has to get a degree to get ahead in our society.
2. Group 2 reported out:
 - a. How can Palomar really help students get into the workforce and better connect them to employers.
 - b. Build more connections with community businesses.
 - c. Create the crosswalk for students from training to career.
3. Group 3 reported out:
 - a. Advanced certificates for jobs in high demand.
 - b. Regional analysis for specialized programs (such as a fire academy) and coordinate with other CC districts so programs are not duplicated in the region.
4. Group 4 reported out:
 - a. Create an infrastructure for targeted programs that include internships and close connections to industry. This takes a lot of systematic planning and need a division with enough resources to do this.
 - b. Build the programs that will draw students to Palomar intentionally.
 - c. Consider giving credit to those who have work experience in their field.
 - d. Target economically challenged populations who feel they need to work to provide income for their family and cater program options to their schedules.
5. Group 5 reported out:
 - a. Create a process for thinking such as an annual "think tank" session where the college looks at continual planning needs for current jobs and programs for students.

- b. Rethink career planning services for students
 - c. Promote the idea that not all students need bachelor's degree.
6. Group 6 reported out:
- a. Look at where the industry will be going based on population growth and community trends.
 - b. Example would be offering truck driving at Fallbrook – an affordable option. The truck driving industry is changing and currently might require more than just a high school diploma.
 - c. Look at how the industries are changing over time and therefore training/educational needs will change as well.

3.5 Up Next

- A. December 15th Task Force Work Session via Zoom 2:00 - 4:30
 1. Focus will be on two areas:
 - College survey results
 - Listening / Visioning session themes
- B. January 18th & 19th Task Force - EVP Goal-Setting Work Session (in-person)
 1. Facilitated, interactive, in person EVP goal-setting session
 - January 18th 1:00 – 5:00 pm
 - January 19th 8:30 – 12:30 pm
- C. February 16th Work Session 2:00 - 4:30 (in person)
 1. EVP content feedback
 2. EVP content begins: Interactive review and small group input on Environmental Analysis of all Palomar sites
- D. March Work Session 2:00 - 4:30 (in person)
 1. Final discussion on Draft EVP revisions – March 31st Draft EVP completes
 2. Discussion on implications of EVP on FVP – identify projects and campus development

The above notes document our understanding of items discussed in the above-referenced meeting. Unless notice to the contrary is received, the notations will be considered acceptable and accurate and HMC will proceed with work based on these understandings. Any discrepancies should be brought to our attention within three (3) working days of receipt.

Submitted by,

HMC Architects/CBT team

Attachments:
Distribution: Attendees:
File: C: