EFP Task Force - December 15, 2022

Salient Points

EFP Survey

Surprises

- Education Centers
  - Students are not selecting education centers enrollment based on convenience of location
  - Over half of our students said they would not take a class at one of our Centers
- Students voice strong support for face-to-face classes
- Mental health as primary reason for stop-out or near stop-out
- Difference between staff/faculty/admin and students in if they felt comfortable on campus
- Would recommend Palomar to a friend or family member
- Number of students who took classes from another college within 2 years
- Lack of survey response / survey fatigue

Curiosity

- Representation of students in this survey
  - Are full-time students more engaged and more represented in this survey?
  - Looking at data based on major (e.g., CompSci – 100% online vs. Dance 100% F2F)
  - Understanding what majors are answering these questions and comments
  - May have missed feedback from Dual enrollment population
    - Age of Students – how many students are we not servicing if we are focusing on an 18-25 student population
- Instruction / Course Scheduling
  - Fifty percent of our students want online, so we should offer, considering data
  - Courses in major were preferred F2F with gen ed preferring online
  - Need a better understanding of the modality that students want/need
  - Student #1 concern is availability of classes / Student #2 Strength is availability of classes?
  - Consider success rates for students in asynchronous courses
- Education Centers
  - Would you ever consider taking a course/class at a Center? Slide 14
  - Center would be attractive if it were in a convenient location (are respondents located closer to San Marcos Campus)
  - Younger students towards larger campus (San Marcos), with older students towards what will get program done

Challenges

- Instruction / Course Scheduling
  - Respondents are looking for evening courses
  - Revamp scheduling and programming? Offering eight-week courses to increase completions?
  - Availability of classes: need to dig in and figure out what do our students mean by this? How can we offer classes they want and need?
  - RB: only three bio labs and those courses all fill
- Education Centers
  - Increasing Enrollments
  - Scheduling at Centers for students who are not looking to transfer? Or serving continuing ed / older / working / evening students?
- Counseling appointment availability
- Registration process
- Food services

Opportunities

- Instruction / Course Scheduling
  - Zoom courses (nearly 2/3rds of respondents want or are open to it synchronous, yet we offer very few).
  - Improvement of online course delivery
  - More time with instructor
    - Reduction in class size so that access is available
  - Training/Evaluation
    - Need more high-touch support / feedback / expert reviewers (what an Instructional Designer would do)
    - Evaluations of faculty in each modality they teach? Currently for probationary faculty only.
    - POET serves as the Title 5 fulfillment, but it does not focus on the courses that come out of it.
    - Instructors need more instruction in Canvas
    - Instructional Designers to assist in course set-up.
- Support Services
  - Number of students who intend to transfer is high. We need to take advantage of this.
  - Do students know about the study rooms?
  - Provide better services for night and weekend students (food, scantrons, etc.)

Listening Sessions

Surprises

- Only 50% of staff feel valued, 75-80% of faculty and students feel valued
- Survey and Listening session themes read as improvement plan and not a vision plan

Curiosity

- Instruction / Course Scheduling
    - Discussion focused on programs/services expansion, no discussion on reduction of programs/services
- Organizational Culture – what is meant by "fear-based"?
- Can we survey students more regularly for better awareness of their needs?

Challenges

- Building a Vision Plan from the presented improvement plan
    - What is the vision for instructional programs?
    - What does plan tell us about reduction of programs/services where appropriate?
- Implementing the Vision Plan
    - Resistance to change
    - Reorganization – negative connotation vs. opportunity for improvement
    - Not yet post-COVID
    - Administrative leadership vacancies
    - Staffing
- Post-secondary education post-COVID
- Recapturing enrollments
- Campus navigation (buildings and signage)
- Education Center
    - Creating an identity
    - Expanding awareness to community partners
- Technology
    - Online courses being accessible
    - AI Chat, search functions, phone services, Palomar App
    - HyFlex capabilities (not available in all classrooms)
        - Awareness of which classes are HyFlex
        - Need HyFlex tracking cameras – moves with the instructor

Opportunities

- Bring in a Futurist
- Use data frequently for continuous improvement

- Visual Inclusion (cultural art on campus)
- Celebrating school spirit (i.e., Athletic programs)
- Instruction
  - Pathways
    - Realignment of pathways and better understanding of pathways for faculty, and current and high school students
    - Pathways success coach(es)
    - Creating spaces designed around Pillars 1 and 2 on Guided Pathways.
  - More robust course offering for different modalities
  - Designated position for business and industry advisory boards for our various programs, etc., on campus
  - Increased opportunities for work-based experiences (internships, etc.)
- Support Services
  - Degree Audit
  - Utilization of Student Success Coaches (high touch program for all students (replicating services in EOPS, Veterans, etc.).
  - Library and Tutoring Services expansion of availability up through finals week; expanded tutoring for executive functioning (e.g., time management)
  - One-stop place for student services and student organizations
  - Creating the Information Desk for students.
  - Drop-in childcare
  - Counseling Services
    - Expansion of services/appointment availability, and dissemination of general information
    - Bring in more support to bolster awareness of services increase student usage (Transfer and Career Centers)
    - Dedicating a Counselor to a program, such as Puente, EOPS, Veterans, is highly effective.
- Education Centers
  - Centers offer more specialized programs
  - Enhance services (food, scantrons, etc.) to Center students, evening students, weekend students. Also including library services.
- Community
  - Build on the interest expressed by community partners to expand relations
  - Interesting that local businesses want to get involved for training related to their industry.