California Higher Education Recovery with Equity Taskforce
Meeting Agenda & Summary Notes
Friday, January 8, 2021 | 12-2pm PT/3-5pm ET

> **MEETING OBJECTIVES**
> - *Review final drafts of Taskforce recommendations*
> - *Provide feedback on recommendation drafts to revise for inclusion in the Taskforce Final Report*

12:00-12:15 PM PT **Welcome and Agenda**	**Attendees:** **Taskforce Members:** Lande Ajose, Loren Blanchard, Nathan Brostrom, Bridget Burns, Keith Curry, Bryan Daley, Daisy Gonzales, Shaun Harper, Michal Kurlaender, Monica Lozano, Tim Renick, Judy Sakaki, Deborah Santiago, Michele Siqueiros, Gabrielle Starr, Hayley Weddle, Michael Wiafe **Education First & Team** (supporting Taskforce efforts): Ria Bhatt, Susan Bodary, Carl Christopher, Ellie Feder, Mario Jackson, Jaci King, Meg Ramey, Varsha Sarveshwar - Lande Ajose (Chair) welcomed Taskforce members to the meeting. She shared updates on the new state budget and its implications for California higher education. - Carl Christopher reviewed the meeting agenda and the Taskforce timeline for the next month of work.
12:15-12:40 PM PT **Overview and Feedback on Taskforce Final Recommendation Drafts**	Carl Christopher shared a summary of the four final recommendations developed and honed by Taskforce members in teams in November and December. He invited Taskforce members to provide further detail into the recommendations they drafted, and opened the floor for questions about each recommendation. **Feedback for Recommendation 1: Equity-Focused Institutional Culture, Teaching and Learning** - The element "expand credit for prior learning, competency-based education and work-based learning" seems out of place with the other elements of the strategy. Perhaps this element belongs in a different recommendation, or otherwise, explain better how it connects to the strategy. - The problem definition and goal may be too vague. - Lean into the workforce element of this recommendation. - Keep in mind being research-based and evidence-based in the recommendation strategies. - Consider adding DEI training for administrators to the recommendation, in addition to faculty and staff. Administrators support faculty and staff who deal with racial issues. - Consider that local governing boards should review their policies as well. - Consider adding a strategy around system governing bodies pushing these priorities.

- Focus on the diversity of the graduate student population in order to further faculty and administrator diversity. UC has had success with programs like the President's Postdoctoral Fellows Program and partnerships with HBCUs.

Feedback for Recommendation 2: Advising and Early College Credit for K12/Higher Ed Alignment
- Can we launch the strategies in this recommendation before the Cradle-to-Career Data System is launched, or will we have to wait?
  - There is a lot that can be done now with existing data, which will be bolstered once the Cradle-to-Career Data System is put in place.
- Consider how K12 prepares students for college. Don't just focus on the transition to college, but preparation for college in K12. This includes preparing students for the financial aid process, and college prep curriculum, A-G, etc. Making higher education access part of K12 accountability.
- If we did this recommendation, it would be a game changer.
- Consider that a chatbot may be expensive. Would the state absorb the cost? Most likely a statewide contract.
- Consider how the advising structure is set up to be cross-segmental, and who is in charge of advisors.
- There is a need to provide support services for students to succeed in early college credit opportunities like dual enrollment.
- Ensure that the early college credit strategy doesn't create greater inequity, leaving some students out. There are inequities in dual enrollment and AP courses, currently.

Feedback for Recommendation 3: Basic Needs/Digital Equity and College Affordability
- Consider that the newly released state budget has $15M for basic needs, including technology and mental health.
- It is important to define what basic needs are.
- It is important to define who the "highest need students" are.
- It is important to make information available to students from multilingual families.
- Ensure the single technology platform is across segments, not just within a segment.
- The strategy element involving "advocacy" doesn't feel powerful enough.
- Consider adding the need for early award notifications and mandatory FAFSA/DREAM Act completion before high school graduation. Either here or in the previous K12 strategy.
- Perhaps call out financial aid advising as part of this strategy or the previous K12 strategy.

Feedback for Recommendation 4: Statewide System for Admissions, Transfer and Articulation
- Consider creating a common course numbering system at the community college level first, and then expand to all segments

	• This recommendation is a very necessary piece of the work. The entry space needs to be clean and clear, to avoid barriers. • It is important to shift blame off students. • The recommendation could benefit from more engagement from the systems themselves. • This recommendation aligns well with the other recommendations, like financial aid and data systems strategies in other recommendations.

12:40-1:50 PM PT
 	
Outcomes and Success Measures for Recommendations
	Taskforce members engaged in an activity in which they listed and discussed potential outcome measures and/or leading indicators for each recommendation.
	• **Overall suggestions for outcomes/success measures:**
	    o Add some indirect measures.
	    o Ensure metrics aren't so big that we are boiling the ocean.
	    o We need metrics to tell us we've made advancement on these recommendations. We need to be able to compare data.
	    o Consider data that's already being/been collected.
	    o Sharing data with faculty is important. It provides a base for faculty to make improvements and support students.
	    o Increased career goals should be an outcome.
	    o All metrics should be disaggregated by race, ethnicity, and other demographic categories. Within those categories, disaggregate to an even finer level, to be more responsible.
	    o Success might look like eliminating equity gaps for college access and completion.
	    o Consider degree attainment metrics.
	• **Recommendation 1: Equity-Focused Institutional Culture, Teaching and Learning**
	    o Climate surveys
	    o Student sense of belonging
	    o Student experiences of discrimination
	    o Course evaluations indicating inclusivity of learning environments
	    o Performance/completion gaps
	• **Recommendation 2: Advising and Early College Credit for K12/Higher Ed Alignment**
	    o Excess credits at degree completion, over time
	    o Increased FAFSA completions/inquiries through CSAC fairs
	    o Higher rates of college eligibility
	• **Recommendation 3: Basic Needs/Digital Equity and College Affordability**
	    o Debt on graduation
	    o Percentages of students experiencing food and housing insecurity over time
	    o Demographics of students who complete, and time to completion
	    o The types of services provided to students
	    o FAFSA awards
	    o Cal Grant awards
	• **Recommendation 4: Statewide System for Admissions, Transfer and Articulation**
	    o Excess credits at degree completion

	- Time to degree - Number of C-ID courses - Community college ADT who transfer (complete vs. enrolled) - Number of impacted degree programs at institutions - Debt at graduation - Dual admission success and retention
1:50-2:00 PM PT **Review Next Steps**	- Carl Christopher shared next steps for the Taskforce: - Feedback from today's meeting will be incorporated into the Final Report. - Each drafted recommendation in the Final Report will be sent to the Taskforce Team who was responsible for developing the recommendation for review and feedback. This will occur on January 13th. - The January 29th Taskforce meeting will be dedicated to review and feedback on the final draft of the Final Report.