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**Educational Master Planning Task Force**

**Kick-off Meeting**

**April 14, 2021**

**MEETING MINUTES**

**Meeting Participants:** Jeanne Stalker, Diana Tedone-Goldstone, Karen Engel, Jamillah Moore, Joshua Foreman-Ortiz, Nimsi Garcia, Allison Hughes, Max Hartman, Matt Lee, Hyla Lacefield, Alicia Aguirre, Rebekah Taveau-Sidman, Jessica Kaven, Sarita Santos, Mary Ho, Roslind Young, David Reed, Ameer Thompson

Task Force Members were welcomed and introduced to each other by the Tri-Chairs of the Task Force (Stalker, Tedone, Engel).

Tri Chairs reviewed and answered Task Force questions about the purpose of the Task Force, the meeting schedule and anticipated structure of the year of effort.

Tri Chairs opened the discussion about major issues and topics the external and internal “scans” should consider. The following points were highlighted in the discussion:

1. Cañada College's service area is witnessing significant demographic changes, largely as a result of long-term socio-economic shifts that continue to affect our service population.
	1. Displacement. Families and younger adults continue to move out of the region. This was likely exacerbated by the pandemic due to the continued rise in home prices.
	2. Unaffordable housing lies at the heart of a trend of relocations out of the Bay Area. Important to note that faculty and staff recruitment is also negatively impacted by skyrocketing housing costs. Will tech workers leaving the region because they can work remotely help stability housing prices or not?
	3. The County population aged above 60 years is projected to increase steadily while we will see a commensurate decline in the population of children. High School graduates are projected to start declining significantly in 2026.
2. Cañada College has to adapt to the challenges posed by the current demographic dynamics. Adaptation will require the college to look for students beyond San Mateo county. Innovative approaches to teaching and learning are vital. Hybrid forms of delivery featuring online and in-person will offer the necessary flexibility to students. Online classes should be robust and of high quality.
3. Equity gaps in enrollment and success in college persist. These disparities and policies aimed at redressing them should be viewed from a broad perspective encompassing race, gender, income etc..
4. Antiracism and the role of social justice in the college mission.
5. Barriers to student momentum – how can we better understand them and address them? (eg., textbook costs)
6. Changing student preferences for higher education formats must be considered:
	1. Demographic shifts indicate our students will more often be non-traditional students, older, working adults with varying educational needs, and less often traditional students coming right from high school. How can we better serve non-traditional students? How can we continue to serve traditional students effectively and provide a vibrant, on-campus experience?
	2. Asynchronous, hybrid and synchronous online and face-to-face class options may all be desirable – how can a college offer a variety of modalities to meet working students’ needs?
	3. Should we provide more short-term (non-credit and credit) options for those seeking employable skills in a shorter timeframe (unemployed adults, career changers, skills-builders)
	4. Stackable certificates - a modular format that allows students to achieve their higher education goals in discrete, shorter-term chunks that build towards a 2 and/or 4-year degree.
	5. How can we get much more information about what students want and need?
7. Continuously improving teaching and learning.
	1. How can we be innovative in our teaching and learning practices to provide more effective educational experiences for our students who may be facing very different, more extreme life challenges.
	2. Is HyFlex a viable option? What would it take for it to work?
	3. If we continue to offer a significant amount of our teaching and learning online, how can we ensure that the quality is high? Our online options should be robust, effective, and provided in a variety of formats – with Hybrid possibly playing a much more important role.
8. Faculty and staff needs. Higher cost of living makes it challenging to recruit and keep faculty and staff. Can we offer flexible work options to them as well? Online, hybrid, continued remote work? Impacts on campus life and relationships should be considered.
9. Changes in higher education – some of which were accelerated by the pandemic – need to be understood and included in our strategic thinking:
	1. Technology and the ability to provide remote access to teaching and learning in a variety of ways online (Asynch., Hyrbid, HyFlex, California Virtual Campus)
	2. Some private 4-year colleges in our region (de Namur, Mills, others) are closing. Is this an opportunity for us?
	3. If more of our instruction is online or hybrid, how does this impact our partnerships with universities (4-years)? Some 4-years (like San Diego State) are starting to offer 100% online pathways/degrees.
	4. Should we be offering more 100% online programs/degrees? How could these articulate with 100% BA programs?
	5. Which courses do we continue to offer online and why? What role does the CVC play?
10. Campus life may be at risk. Even before the pandemic, we saw a decline of students and faculty on campus due to our offering 30%+ sections online. How can we build and sustain a vibrant campus life will also offering teaching and learning remotely and asynchronously? What impact does this have on our athletic program? Our facilities?
11. There continues to be a push for free college. Are there steps Cañada should take to plan for the possibility of tuition-free education?
12. The EMP should be crafted such that it can guide us during changing times. There will many more changes over the next five years – how can we create a durable document that allows us to be guided by its vision and principles, even during change.