Cerro Coso Community College

Cross-functional Inquiry Team Proposal

Updated 09/19/23

CFIT Title

Developing the First Generation Student Experience

Charge

The purpose of this CFIT is to conduct inquiry into the experience and particular needs of our first generation students. As of the 22-23 Fast Facts for Cerro Coso, first generation students make up 38% of the population of students. While this percentage is lower than for Bakersfield College (47%) and Porterville (56%), this is up for Cerro Coso 10% from the prior year. We know from our Equity Data, that first generation students have equity gaps in outcomes like Persistence from One Primary Term to Another (45% FG VS 59% Overall) and gaps exist for FG students in all of the following metrics:

- Completed Transfer Math and English in First Year
- Attained Vision for Success Goal in 3 Years
- Transferred to a Four-Year School in 3 years

In this context, SEAC has recommended this CFIT to conduct research and inquiry into our first-generation student populations and recommend strategies along the continuum of the student experience for improving outcomes for this student population.

First Generation Definition- There are many definitions out there for first generation. For the purposes of this CFIT, we would align with the Chancellor's Office definition of any student whose parents never attended college.

Note to Jess- is this how it asked on CCC Apply?

Anticipated Research and Discussion

This CFIT will include:

- Review of local, state and national data
- Student inquiry, including surveys, quick polls and student focus groups
- Literature and research review

What sub questions will you answer?

1. What data do we currently have on FG students?
2. What data do we need to assess outcomes along the continuum of the student experience?
3. What are the unique needs of FG students?
4. What do we currently have in place for FG students?
5. What are the momentum and loss points for FG students?
6. What are the unique challenges FG students?

Data needs-

First generation student data disaggregated by-

1. Age
2. Ethnicity
3. Socia-economic status
4. Location
5. Modes of delivery (online/onground)
6. Major

Anticipated Output / Recommendations

Specific strategy recommendations to improve the experience and outcomes identified above for First Generation Students.

Possible deliverables-

1. Designed support pathway
2. Communication plan
3. Mentorship models
4. Cohort models
5. Instructional strategies
6. Additional resources or supports, including learning supports

A process

CFIT defined, but needs to include a focus on gathering input and the student voice of SG students

A product

CFIT defined

Action items

CFIT defined

Team Composition

Volunteers-

1. Katie Bachman- Chair
2. Debilyn Kinzler- English faculty, SEAC Rep
3. Franki Gregor- Director of Outreach
4. Julie Cornet- Librarian Faculty, SEAC Rep
5. Marilyn Turrietta-A&R Tech (classified), First Gen
1. Ivan Ibarra-Outreach Program Coordinator, Spanish speaking
2. Faculty- I will be asking Yvonne for two more
3. Alex Muya- FA Technician

4. Melody-FA Student Worker
5. Amie Becker
6. Student- Need to recruit 3-4
- Frank Guevara?
- Representation from counseling and Access

Resources-

https://firstgen.naspa.org/

https://www.kccd.edu/_resources/assets/documents/Institutional%20Research/IR%20Reports/fast-facts/2022-2023/CC%20Fast%20Facts%202022-23%20First%20Draft.pdf

Body of literature review from Andrew- available in Sharepoint

Final Report: Cerro Coso's Cross-Functional Team-Developing the First-Generation Student Experience.

Introduction:

Charge

The purpose of this CFIT is to conduct an inquiry into the experience and particular needs of our first-generation students. As of the 22-23 Fast Facts for Cerro Coso, first-generation students make up 38% of the population of students. While this percentage is lower than for Bakersfield College (47%) and Porterville (56%), this is up for Cerro Coso 10% from the prior year. We know from our Equity Data, that first-generation students have equity gaps in outcomes like Persistence from One Primary Term to Another (45% FG VS 59% Overall) and gaps exist for FG students in all the following metrics:

- Completed Transfer Math and English in First Year

- Attained Vision for Success Goal in 3 Years

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In this context, SEAC has recommended this CFIT to conduct research and inquiry into our first-generation student populations and recommend strategies along the continuum of the student experience for improving outcomes for this student population.

Cerro Coso's Cross Functional Team embarked on a comprehensive research project conducted over the fall and spring terms, focusing on the experiences and support mechanisms for first-generation college students. The team conducted research into four crucial areas: student data analysis, student communication strategies, website research on resources, and conducting a student poll to gather first-hand insights, including conducting two student focus groups. This report encapsulates the findings, recommendations, and actions undertaken by the team.

Student Data Analysis:

The backbone of our research was the meticulous analysis of student data provided by the Institutional Research (IR) Team. This data provided valuable insights into the demographics of our first-generation student population and their success rates. Through this analysis, we gained a deeper understanding of the unique challenges faced by first-generation students and identified areas for targeted support interventions.

Data Points: First-day, census, headcount, retention & SCC Rate, Special Program (Disaggregate), Primary Language, GPA, SAP-status (disaggregate), Financial Aid, EOPS, matriculated- counseling, Attended orientation, Campus, student demographics.

Minutes

Committee Name: Student Equity and Achievement Committee
Date: 08/30/2023
Time: 12:30pm - 2:30pm
Location: MB 318 | Zoom
Present: Heather Ostash, Tyson Huffman, Betzabel Martinez, Rebecca Pang, Jessica Kawelmacher, Franki Gregor, Vivian Baker, Kim Blackwell, Lisa Stephens, Anthony Briseno, Debilyn Kinzler, Bryan King, Yvonne Mills, Corey Marvin, Andrew Burch, Katie Bachman, Missy Gross, Christine Small, Julie Cornett

Absent:

1. **Call to Order**

   Time: 12:35PM by Vice President Ostash

2. **Approval of [Agenda](#)**

3. **Approval of [Minutes](#) and Action Items**

   - **VP Ostash to work with Academic Senate President to identify a Math Faculty Representative.**
     - Email sent.
   - **VP Ostash, Tyson Huffman, and Institutional Research to work to gather available data regarding part-time students.**
     - Will be discussed today, student profiles to be presented by Jaclyn Kessler in a future meeting.
   - **Tyson Huffman to take FIG concept to Academic Senate.**
     - To be discussed today.
   - **Tanner Barnett to send out information regarding Strengthening Student Success Conference**
     - This has been sent out.

4. **Introductions**

   - **Welcome to Betzabel Martinez, Director of Equity and Inclusion**

5. **Discussion Items**

   - **CFIT Focused on First-Gen Students**
     - Heather has worked on the charge for the CFIT ([CFIT Draft Charge – First Generation](#)) about First Generation students, a group now about 38% (a near 10% increase year-over-year). We are using the Chancellor's Office definition of any student whose parents never attended college. This CFIT will utilize student feedback/inquiry as part of the process, as well as considerations of other groupings

such as major, location, modality. The committee discussed that it is important to also consider group intersections such as first generation and student parent, etc. Age is also an important factor as the experiences of a returning student versus a high-school age student could be wildly different. Some of these characteristics are pulled into Navigate and can allow counselors to shape the conversations they have with students.

- The committee indicates that strategic communications for first-generation students are also important for necessary touchpoints and resources like tutoring. Classroom strategies that benefit first-generation students can also be explored. Andrew Burch provided some review materials from his graduate program research that has been uploaded to the SharePoint (From Burch – First Generation Student Project).

- Outcomes:
  - The committee discussed a few potential outcomes to include support service pathways, communication plan, instructional strategies, and a mentorship model (that can be more broadly applied once conceived more fully) that helps students connect with peers and resources more effectively.

- Suggested Composition
  - Frank Guevara (Spanish Language Child Development Program)
  - Marilyn Turrietta for A&R/Veteran Services
  - Ivan Ibarra for Outreach
  - Bryan King for Institutional Research
  - Instructional programs should be reviewed to determine which have high first-generation populations
  - Counseling representation
  - Heather and Katie to work on identifying students

- **Potential FIG Focused on Career Development College Preparation (CDCP)**
  - FIG Proposal – CDCP document was presented. CDCP is a non-credit program offering that is fully-funded and is a regular load for faculty. After committee discussion, Tyson Huffman will be presenting the topic to Senate but will be holding off until the new faculty contract becomes available for review as there is a change that could impact this (load considerations for faculty). Heather sees this as a handoff from SEAC to Faculty with support of the committee in the work. The committee also discussed that connections between this topic and Credit for Prior Learning should be explored as the interplay between them could become impactful.

- **How to Approach Committee-Wide Topics**
  - The committee discussed ways to approach the broader discussions identified in the planning meeting, such as student profiles/part-time student data and strategies for transfer level English/math improvements. It is indicated that the next meeting will have a presentation of the part-time student data and viewing the breakdown of part-time students (9 units vs 3 units, online vs on-ground, etc.). The committee also is interested in seeing data around why students are not completing English and math in the first year, whether to do with success rates, limited enrollment opportunity, or not completing/following an education plan.

Minutes

- **Strengthening Student Success**
  - We have 10 signed up so far. Will be opening this opportunity up for other faculty and staff.
- **Other?**
  - NASSSP Funding Received
    - Betzabel shares about the NASSSP grant that we have received, which is a cohort program for Native American students with intentional support strategies. Betzabel also shares that we are planning an initial Indigenous Peoples Day recognition along with Native American Heritage Month. Once the NASSSP program coordinator is recruited, more meaningful activities will be planned.
  - Student Success Grant
    - District is pursuing a student success grant that is very consistent with the work we are currently doing and will help further support the work.
  - Open For Anti-Racism (OFAR) Program
    - Rebecca Pang shares about a program started by College of the Canyons with the goal of training faculty on anti-racism classroom practices. More information can be found: https://www.canyons.edu/administration/pio/news/2021-09-14-oer.php

6. Review of Action Items

- **Tanner Barnett and Denise Allen to work to identify new Classified member**
- **VP Ostash, Tyson Huffman, Institutional Research to work on gathering part-time student data**

7. Future Agenda Items

- **Student Profiles – Jaclyn Kessler**
- **Umoja Program Updates – Betzabel Martinez**

8. Future Meeting Dates

- 9/20/2023
- 9/27/2023
- 10/25/2023
- 11/8/2023
- 11/29/2023
- 12/6/2023

9. Adjournment at 2:30pm.

Meeting Chair: Heather Ostash, Tyson Huffman
Recorder: Tanner Barnett

CFIT - First Generation Committee

Post-Survey: Follow Up Questions for Focus Groups

Topics:

Communication

Add questions below: Press Enter to create a new line to insert your question(s).

- How do you best obtain information while attending Cerro Coso? Such as flyers, emails, websites, faculty or other to understand what services or events are available on campus.
    - How do you prefer emails, text, Canvas, or Pronto when receiving information from faculty or college?
    - How often do you prefer to receive this information? Frequency.

Tutoring

Add questions below: Press Enter to create a new line to insert your question(s).

- Survey responses indicated that although students were aware of tutoring services, few used them. Can you share any barriers/obstacles or reasons for not accessing the tutoring services?
- Imbedded tutoring support services are available within classes, was this a feature you were aware of if you needed tutoring support?
- Did you know that there's a 1-unit class you can take that teaches you research, and citation called LIBR C100: Introduction to Library Research? Have you taken the course? If not, why?

Faculty Support

Add questions below: Press Enter to create a new line to insert your question(s).

- How can faculty support first generation students?
- Several students identified Faculty as a big part of their support within their first year, would you like to see a list of faculty who are also first-generation college students for an additional resource?
- From your perspective, what were some of the strategies faculty used to make you feel supported?

Peer to Peer Engagement / Student Activities

Add questions below: Press Enter to create a new line to insert your question(s).

- What new experiences can we create to build community among First Gen students?
    - Maybe: If we were to create a community for first-generation college students, would you like to see a peer-to-peer support group that meets monthly in person and online? (KB)
    - Or possibly a first-generation summer bridge experience where students can meet other students, bring family members and obtain important information about CC? (KB)
- Would offering an information session regarding "things you should know" before the fall and spring semesters be helpful? Topics discussed in these sessions can be preparing for class, financial aid, tutoring, Marketplace, and more. (KB)

Knowledge of resources vs utilization of resources

Add questions below: Press Enter to create a new line to insert your question(s).

- What factors do you consider when thinking about utilizing a support service? (II)
    - In our survey, 51.6% of students indicated they struggled with Physical or Mental health during their first year. As a first-year student, how familiar were you with our mental health support services offered at CC? (II)
    - Furthermore, in our survey, 9.52% of students indicated that they used our mental health services. How can we encourage students to seek support services when they need it? (II)
    - How can we help you make the most of the support services offered to you as a student such as mental health, tutoring, faculty office hours and so on?
- When you need support for tutoring, financial aid, or something else, how do you best find this information or what do you do? (KB)

New Topic

Add questions below: Press Enter to create a new line to insert your question(s).

- What recommendations / hints / tips would you give to a new student based on your experience at Cerro Coso (to be successful)? (FG)
- What were your top 3-5 questions/uncertainties/challenges when you first started school? What would have been helpful to ease those concerns? (FG)
- What has been the MOST important resource/support/tool for your success as a First-Gen student? (FG)
- Would the website be helpful if we created a site specific to first-generation students and the resources, we have available at the college? (KB) What would be some useful information you may want to see on the site? (KB)
-

<div align="center">CFIT 4/10/24 Focus Group</div>

Communication

How do you best obtain information while attending Cerro Coso? Such as flyers, emails, websites, faculty or other to understand what services or events are available on campus.

> **Gina**- In human service certification in the 2022 year. Gina has used EOPS Leaning resources center
>
> **Harvey**- receives emails from access and EOP&S, as a senator likes to receive up to date information.

How do you prefer emails, text, Canvas, or Pronto when receiving information from faculty or college?
How often do you prefer to receive this information? Frequency.

> **Steve**- gets all kinds of notifications- feel redundancy
>   Receiving too many notifications would like less stressful contact
>
> **Gina**-Gina like email
>   Gina used her own email address only I don't have Pronto.
>   Gina is great in history class for the semester

Tutoring

Survey responses indicated that although students were aware of tutoring services, few used them. Can you share any barriers/obstacles or reasons for not accessing the tutoring services?

> **Steven**- would like to have someone assist in tutoring, cant make it to campus lately
>   Knows about it but doesn't use it, because he is unfamiliar with how to
>
> **Gina**- NO
>   Gina says no problem.
>   Gina Martinez use all the projects for four years

Imbedded tutoring support services are available within classes, was this a feature you were aware of if you needed tutoring support?

> **Steven**- don know what it is or how to access it
>
> **Gina**- Gina has used all touring. Yes I did.

Did you know that there's a 1-unit class you can take that teaches you research, and citation called LIBR C100: Introduction to Library Research? Have you taken the course? If not, why?

> **Steven**- I am aware of the course, but haven't signed up for it yet
>
> **Gina**- I have taken this class

Faculty Support

How can faculty support first generation students?

> **Steven**- felt support from Davis Kunz
> Mr Welsh has been very helpful
> Making faculty aware of who these first gen students are
>
> **Gina**- I have learned how to use the library and used MLA and APA. Gina
> I have learned all this
> Staff had helped me and I did pick it up all and did it each day.

Several students identified Faculty as a big part of their support within their first year, would you like to see a list of faculty who are also first-generation college students for an additional resource?

> **Steven**- Not necessarily, has enough people as a resource, but sees the value of
> that resource for first gen students
>
> **Gina**- I say if they need it

From your perspective, what were some of the strategies faculty used to make you feel supported?

Steven- was originally uncomfortable returning to school, and no faculty gave up on him

Gina- My best teacher was English 102 teacher Melissa and Art

All my case management teacher

Online computer class

Peer to Peer Engagement / Student Activities

What new experiences can we create to build community among First Gen students?

Steven- As a representative they agree. Ian Seiter was helpful with online support. Would like something at Tehachapi

Maybe: If we were to create a community for first-generation college students, would you like to see a peer-to-peer support group that meets monthly in person and online? (KB)

Steven- can recall a message about this recently, each campus needs special events meeting like this for each campus

Gina- I say yes

It will help the students

Or possibly a first-generation summer bridge experience where students can meet other students, bring family members and obtain important information about CC? (KB)

Steven- local advertising in the town, for the Tehachapi campus a lot of student don't know where it is or how to get to offices. Possibly a sign in front of campus.

Gina- communities and groups all help and meeting people

Newspapers, articles

Would offering an information session regarding "things you should know" before the fall and spring semesters be helpful? Topics discussed in these sessions can be preparing for class, financial aid, tutoring, Marketplace, and more. (KB)

> **Steven**- would like to have more advertising
> **Gina**- that what I know, They need all this things, students need to use them

Knowledge of resources vs utilization of resources

What factors do you consider when thinking about utilizing a support service? (II)

> **Steven**- Had no idea what these services are in their first year
> **Gina**- I would use Access program, EOPS

In our survey, 51.6% of students indicated they struggled with Physical or Mental health during their first year. As a first-year student, how familiar were you with our mental health support services offered at CC? (II)

> **Steven**- was struggling with mental health, wishes they had know more about
>   mental health services
>   There was no real help, needed more support
> **Gina**- I was okay I had gotten myself prepared and read to learn,
>   great time in 2017

Furthermore, in our survey, 9.52% of students indicated that they used our mental health services. How can we encourage students to seek support services when they need it? (II)

How can we help you make the most of the support services offered to you as a student such as mental health, tutoring, faculty office hours and so on?

When you need support for tutoring, financial aid, or something else, how do you best find this information or what do you do? (KB)

Steven- reached out for support from Dean of Enrollment and Retention

Gina- I plan my appointment with Train Tobey

New Topic

What recommendations / hints / tips would you give to a new student based on your experience at Cerro Coso (to be successful)? (FG)

What were your top 3-5 questions/uncertainties/challenges when you first started school? What would have been helpful to ease those concerns? (FG)

Steven- had issues at first but once Heather made them aware of the college rules things changed

Wants to make sure they can make students aware of all the resources

What has been the MOST important resource/support/tool for your success as a First-Gen student? (FG)

Steven- Staff at Tehachapi campus

Gina- I would use to me on time

Would the website be helpful if we created a site specific to first-generation students and the resources, we have available at the college? (KB) What would be some useful information you may want to see on the site? (KB)

Steven- yes, but how do you let them know about it. An email as soon as you enroll that lists all the resources that are available.

If they had know about the free laptop

Knowing what the work load was like for 4 classes

Would like addiction awareness brought to students

Gina- Yes

Gina had a wonderful time my first year and all the teacher that I would taken

online help very much

and letting the student use the online computer use it

Participants

Gina Martinez- 2014-Social work -to transfer
Steven Harvey- January 2023 -Second year Addiction studies

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Minutes of the CFIT First Generation Committee Meeting

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Date: September 28, 2023

Time: 8:00 am

Introductions

In person: Katie Bachman, Franki Gregor, Marilyn Turrietta, Ivan Ibarra, Alex Muya, Ana Mora, Patricia Morland and Renee Robertson

Via Zoom: Melody Yiwen Liang, Frank Guevara, Sandra Tapsik, Alesia Von Feldt, Julie Cornet, Melissa Bowen, Jaclyn Kessler and Debilyn Kinzler

Apologies: Amie Becker

1. **Call to order**

    Time 8:00 am by Dean Katie Bachman

2. **Approval of Agenda** Agenda 9-28-23 Compatibility Mode.docx

3. **Review of Previous Minutes**

N/A

4. **Consideration of Open Issues**

    a. SEAC SharePoint permissions need to be given to the group. Katie to Ask that of Tanner.

    b. What does this committee look like?

    c. Renee to make sure the zoom links are active.

5. **CFIT Charges** CFIT Draft Charge- First Generation.docx

    a. Review of Definition of First-Generation Students

    - UC's Definition: Neither Parent(s) ever attended college.

    - Chancellor's Definition: Parent(s) went to college but never graduated.

    - Katie (Cerro Coso) Definition: Parent(s) went to college but didn't help student; student did it all on their own.

6. **Goal of Committee**

    - Support student through their who time at Cerro Coso

7. **Data Needs**

    a. Jaclyn shared her data on different student populations.

    - Able to filer different ages, first Generation, ethnicity

    - Group discussed variations form previous years and current data

    - Group discussed how to apply this data to Cerro Coso with Spanish/English with steps to apply and what to expect.

b. Dean Bachman asked each Department to think about what the needs and success are they seeing in their departments.

- Financial Aid
- Counseling
- Faculty
- Admissions and Records
- Athletics
- Basic Needs
- Students
- Outreach

c. Dean Bachman asked each member to put what they are seeing in CFIT file in SharePoint (Tanner to provide access to the group)

d. Onboarding

- The group discussed where are we losing student and how we can reduce students from dropping and which students we ae losing.
- Positive and negatives for current students.
- What support they are needing and what is their experience
- How many of full and part time are First Generation students
- What is the percentage of First Generation students are we losing
- What are the rates of Math and English completion rates for Fist Generation students
- What is the data for the Chancellors definition and for the UC's definition?
- The group agreed that Fall is the best time to reach out to students.
- The group discussed the need to find out why are students not going on in their studies, is it lack of support, class availability or home issues
- Jaclyn to develop a quick poll survey to find out student barriers.
  - Jaclyn noted that it is the students self-identifying where there could be an issue. They don't understand what the definition is, so they misidentify themselves. Jaclyn will add the decided definition to the application point.
- Dean Bachman to confirm with Marlyn which appropriate definition to be used.
- Jaclyn to do a quick poll to see with clear definitions to students have not completed Math and English in the Fall or Summer.
- The group categorized the student by age (i.e., 18-25, 25-35 etc.) and the benefits.

- Frank brought up filtering by ethnicity and the need for a First-Generation Club on campus like other clubs on campus.

e. Promise

- Ivan shared the work he has been doing with First-Generation students
  - o Cast a wide net
  - o First-Generation Spanish students

f. Academic Stading

- What was the GPA of First-Generation students form Fall (2022) and Spring (2023)
- Jaclyn to pull data for Fall and Spring
- Spanish Speaking First-Generation support
  - o Help them know where to start and where they can go for support
- Dean Bachman informed the group that she met with a group from a Charity in Bakersfield that offers a one stop support charity that students can take advantage of.

g. The group is tasked with adding in what they are doing in their departments into the SharePoint by our next meeting.

8.   Agenda and Time of Next Meeting

The next meeting will be held on Monday October 2, at 4:00 pm.

9.   Future Meeting dates

- 10/02/2023
- 10/11/2023
- 10/18/2023
- 10/26/2023
- 11/02/2023
- 11/06/2023
- 11/15/2023
- 11/28/2023
- 12/04/2023

10.   Adjournment at 9:00 am

Meeting Chair: Katie Bachman

Recorder: Renee Robertson

Minutes of the CFIT First Generation Committee

Date: October 2, 2023

Time: 4:00 pm

Introductions

In person: Katie Bachman, Marilyn Turrietta, Ivan Ibarra, Alex Muya, Ana Mora, Patricia Morland and Renee Robertson

Via Zoom: Melody Yiwen Liang, Frank Guevara, Julie Cornett, Brian and Amie Becker

Apologies: Franki Gregor, Sandra Tapsik, Alesia Von Feldt, Melissa Bowen, Jaclyn Kessler and Debilyn Kinzler

1. **Call to order**

   Time 4:00 am by Katie Bachman

2. **Approval of Agenda** Agenda 10-2-2023 CFIT First Generation Committee Meeting_10_02_23.docx

3. **Review of Previous Minutes** 9-28-2023 Minutes of the CFIT First Generation Committee Meeting.docx

4. **Consideration of Open Issues**

   a. What is the Purpose of meeting, to frequency and should length be extended.

   b. Subgroups

   c. We are only making recommendations to SEAC not implementing.

   d. What are we doing for students?

   e. What are our communications?

   f. Surveys?

   g. Current Outreach work?

5. **CFIT Charges** CFIT Draft Charge- First Generation.docx

   a. Focus on Charge itself and what communications.

      • Survey categorized as First Generation Poll survey

      • Decide as a group what areas and who is willing to do what, report that back to Katie and Katie to report out to SEAC.

      • Group to add all findings into SharePoint

      • Bryan to provide data

   b. Ana asked for specific Definition of First-Generation Students

      • Chancellor's Definition: Parent(s) no college at all.

      • Bryan to pull data with programs

- Julie asked if we can aggregate college wide – success metrics
- Alex can pull data from Financial Aid data
- Bryan to prepare data around student population identifying First Generation Students and if they applied for financial aid.

6. **Data Needs**
   a. Fill date data
   - What percentage attending from Fall 2022 – Spring 2023
   - Bryan to send Katie and Katie to send to group data for
   - Support (EOPS, DSPS) – Overall GPA
   - Retention rate
   - Subgroup – identify preferred language.
     o Bryan to review and report to group 1st and 2nd language
   b. Work on as a group
   - Deliverables
   c. Poll survey – How are we doing?
   - Poll should be more intentional with clear starting point by having the pulse of the college. Identify what areas need support in poll as well as provide clear definition in poll.
   d. Julie inquired as to how many students use Navigate.
   - Katie to check with Christine who categorizes this.

7. **Student Needs**
   a. Website
   - Make inclusive with parents
   - Alex – If parents are search website and not easily accessible students most likely wont attend.
   b. Students need step by step instruction/direction
   - Provide Banners at entries
   - Student Communication
     o Where are we losing students 1st day/Census date
     o Course load?

8. **Action Items**
   a. Identify 3 or 4 items to work on.
   b. Best way to communicate it out.

Minutes of the CFIT First Generation Committee

      c.   Create a better website with specifically for 1st generation

      d.   develop communication points for 1st and 2nd generation students

      e.   Input from committee and tack back to SEAC

      f.   Share information in Canvas with populated for 1st Generation

      g.   Get Faculty involved i.e. syllabi, PowerPoint slide

      h.   Patricia to look at other colleges (UC, CU, Community College) how are they supporting 1st Generation students

      i.   Revamp website to be more user friendly

      j.   Quick Poll to get pulse of college

      k.   Renee and Katie to build questions for surveys.

9.   Agenda and Time of Next Meeting

The next meeting will be held on Monday October 18 at 8:15 – 10:30 am.

9.   **Future Meeting dates**

- 10/18/2023   8:15–1030 am
- 11/02/2023   10:30 - 12:30 pm
- 11/15/2023   3:00 – 5:00 pm
- 12/04/2023   10":00 - 12:00 pm

10.   **Adjournment at 5:00 pm**

     Meeting Chair: Katie Bachman

     Recorder: Renee Robertson

Final Recommendations

Data dashboard link: https://us-west-2b.online.tableau.com/t/kerncommunitycollegedistrictinstitiutionalresearchreporting/views/Spring2024FirstGenerationExperienceSurveyResults/Results

Data Visuals: Along with the dashboard information, visuals were created to show examples of how we can share and easily explain data annually.

https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:715689c4-ec17-3030-aef4-085786baf012

https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:ab0aa2b5-052e-3ca7-8436-d496b61c8db8

Recommendation: Continuous collaboration with the IR Team to regularly update and refine our understanding of first-generation student demographics and student success metrics. Provide information to SEAC committee members to assess and target areas of improvement and strategies around supporting our first-generation college students. It's also recommended to provide updated data and visuals for faculty during flex and presentations to better inform faculty of specific student success areas students are struggling in. SEAC can support and recommend interventions to faculty and staff, supporting many areas of the data provided by the IR Team.

Student Communication Strategies:

Effective communication is important in providing support to first-generation college students. A sub-committee explored various communication channels including flyers, faculty interactions, Canvas emails, and website content to reach and assist students in need. By tailoring messages to resonate with the experiences and challenges of first-gen students, the goal is to enhance engagement and support mechanisms.

The sub-committee researched departments supporting students and the types of information being presented to students who identified as first-generation. The committee assessed ACCESS, Outreach, Counseling, Financial Aid, and Admissions flyers and email communications. Many of the items were similar in content but were not aligned with supportive information and or tone of the overall message and or flyer to students. The sub-committee determined it would be appropriate to align all communications and flyer content into one ongoing theme, which would be to guide and support students more effectively.

Flyer content was created as an example for SEAC:
https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:97283a5d-340b-3df9-8535-a5ead950d454

Another topic discussed was the idea of creating a Canvas course where all first-generation students and new students could be automatically enrolled in to provide real-time support and contacts for students. Like the Wellness Central course currently offered to students, this course would be tailored for this student demographic. In addition to Canvas, the committee discussed

other ways to communicate with students through Canvas such as Canvas inbox, Pronto, Syllabus statements, and class resource page. It was determined that students obtain several different communication methods that can be overwhelming to the student, specifically in their first year.

The final communication method was looking at the website and researching what information was available on the site. Currently, there is a lack of presence of first-generation support information, contacts, and resources for students. In addition, provide Spanish links and informational tabs for our Spanish-speaking population.

Communication strategies were informally discussed with the Academic Senate Executive Committee on Thursday, November 30, 2023, by Melissa Bowen, below are some of the suggested strategies:

· Faculty supported the idea of students being automatically enrolled in the Wellness Central Canvas course. The administrator of that course could potentially send messages to students using Canvas inboxes.

· Outreach could create a pamphlet with information about all resources, including the first generation, to be handed out or sent out virtually. These pamphlets could be given to all faculty. English and Math instructors could specifically be asked to pass these out as students are likely to take those courses in the first year.

· Succinct, standardized language about resources including Wellness Central could be provided to faculty for potential inclusion in syllabi.

· The Canvas alert system could potentially be used to communicate information about resources.

Recommendation: Implementing a multi-channel communication strategy with personalized messaging to cater to the diverse needs of first-generation students. Align the communication and messaging between faculty and students no matter the modality of communication and provide faculty with current resources and contacts to share with students. To build a cohesive college campaign around providing students with tips for success in their first year to better align departments with consistent information regarding support on campus.

Website Research:

A sub-committee dedicated to website research examined the online resources and support available for first-generation students at several California Community Colleges. This comparative analysis identified best practices and innovative approaches adopted by peer institutions. Insights gathered from this research informed our strategies for enhancing the accessibility and visibility of support services on Cerro Coso's website.

The committee research strategies from 5 colleges: 1. Research on all CCC.xlsx

Strategies included:

- Summer bridge program or summer mixer-Student and parent information, meet and greet, and mini resource fair.
- First-Gen Directory-Identify staff and faculty who were also first-generation college students. Add photos in the directory to better identify supportive staff to students.
- Student Club
- Peer to peer support
- Message from the President
- Transfer information.

Recommendation: Revamping the website to prominently feature resources and support services tailored to the needs of first-generation students, drawing inspiration from successful models at peer institutions, and adopting the recommended strategies from above. Provide staff and faculty contact information, with identifying photos for students to utilize for additional support. Also, provide helpful quick links such as registration information, FAFSA/CADAA links, scholarships, counseling, and more student support. Add Spanish links and informational tabs for our Spanish-speaking population.

Student and Student Focus Groups:

An important aspect of our research was the direct engagement with first-gen students through a comprehensive survey. By soliciting feedback on their experiences at Cerro Coso, we gained invaluable insights into the challenges, concerns, and support needs of this student demographic. The poll enabled us to tailor our support initiatives to address specific pain points and enhance the overall college experience for first-generation students.

Student Survey Results: https://us-west-2b.online.tableau.com/t/kerncommunitycollegedistrictinstitiutionalresearchreporting/views/Spring2024FirstGenerationExperienceSurveyResults/Results

The survey was sent out to every currently enrolled student attending CC in the Spring of 2024, we only had 113 students respond to the survey. 44% of students who took the survey identified as first-generation because neither parent had ever attended college. Within the survey, there was a particularly high awareness of student support services available to students, particularly with financial aid assistance (93.5%), academic advising (77.2%), Library Workshops (84.8%), and Tutoring Services (79.3%). But in comparison, the usage of all listed student support services was very low. Notably, Tutoring Services was rated high for awareness but for usage, the percentage was 17.86%. 7 of the 11 mentioned services are rated below 25%, very concerning to the committee.

Another focus of the survey was the different types of challenges the student may have faced during their first year. 51.6% of students surveyed stated physical or mental health was a primary challenge during the first year, again referring to the student usage question, only 9.52% of students used Coyote Care/Telehealth services, which was alarming.

In addition to awareness and usage, the committee wanted to ask students what they felt would be most beneficial to them within their first year if it was available to them. Seven different recommendations for support were asked, and the three highest experiences or support were Library Support (Research Skills Course, 45.59%), Workshops (scholarships, transfer, internships, career, study skills, 42.65%), and Student Activities (clubs, athletics, on-campus events, student government, 42.65%).

The survey also allowed for responses to two open-ended questions asking how faculty can support the student inside and outside the classroom and if the student wanted to provide additional feedback regarding their experience. The responses are in the survey link above.

The last piece of the research was to talk to the students who took this survey and ask additional questions about the results of the survey. The committee established focus group questions, see the attachment in the CFIT Final Recommendations Folder within SEAC SharePoint.

Two separate focus groups were held on 04/09/24 and 04/10/24 at 6 pm. Students who attended were previously identified when they took the survey and indicated they would participate in a follow-up communication. The student responses from both focus groups are in SharePoint.

Five topics were focused on in these student discussions: Communications, Tutoring/Library, Faculty Support, Knowledge of Resources/Utilization, and Student Activities. Notable recommendations from each topic include:

- **Communication:** Canvas communication from Faculty weekly and occasional emails/texts regarding events and information is preferred. Website created specifically for first-generation college students with faculty names, photos, a list of resources, ESL support, easy support quick links.
- **Tutoring/Library:** Imbedded tutoring is not known, all students in focus groups were not aware. Confusion about what it is and how it works. Possibly add in Canvas a clear resource tab specific for tutoring.
- **Faculty Support:** Have a resource list of faculty members who are first-generation and will support other first-generation college students. Faculty to be more encouraging of office hours and clear on why students should attend. Open to responsive communication for students in need of support.
- **Knowledge of Resources/Utilization:** Making more resources available online. Appreciates counseling and one single point of contact to ask questions but wishes counselors reached out more. Ask faculty to remind students more regarding on and off-campus resources. All stated finding information on the website was too complicated.
- **Student Activities:** Summer bridge program for students and families to be better informed regarding resources and services on campus. More encouragement for on-campus engagement for first-generation students and first-of-the-semester "need to know" information.

Recommendation: Conducting regular student polls to gauge the evolving needs and sentiments of first-gen students, facilitating responsive and adaptive support mechanisms where students are indicating the most needs. Particularly focusing on website information, improving student engagement and awareness, identifying supportive faculty who were first-generation college

students to work with students and groups of students, and creating in Canvas a clear channel of support and resources students can utilize.

Conclusion:

The collaborative efforts of Cerro Coso's Cross Functional Team have produced invaluable insights and actionable recommendations to better support first-generation college students at all our campus locations. By leveraging data analysis, targeted communication strategies, website enhancements, and direct student engagement, we are eager to create a more inclusive and supportive environment for all students, regardless of their background or circumstances. Moving forward, sustained commitment and collaboration across departments will be pivotal in realizing our vision of fostering academic success and holistic development for first-generation college students here at Cerro Coso.

Team Composition
Volunteers-
1. Katie Bachman- Chair
2. Debilyn Kinzler- English faculty, SEAC Rep
3. Franki Gregor- Director of Outreach
4. Julie Cornet- Librarian Faculty, SEAC Rep
5. Ana Mora-ACCESS Faculty Counselor, Spanish-(Bilingual)
6. Patricia Morland-Ed Advisor, ESCC Campus
7. Marilyn Turrietta-A&R Tech (classified), First Gen
8. Ivan Ibarra-Outreach Program Coordinator, Spanish-(Bilingual)
9. Melissa Bowen- Psychology and Human Services Faculty
10. Frank Guevara- Child Development Faculty, Spanish (Bilingual)
11. Alex Muya- FA Technician
12. Melody (Yiwen Liang)-FA Student Worker
13. Amie Becker-Basic Needs Student Worker
14. Alesia Von-ACCESS Student Worker
15. Bryan King-IR Analyst