Complete this form for initiative and funding approval decisions on Guided Pathways proposals. Submit the completed form and accompanying documentation to Kim Palmore and Lydia Hearn with a request for a briefing meeting **at least seven days in advance of the planned Core Team Presentation date**.

2021-22 submission deadlines vary per team; Core Team presentation opportunities are available the first and third Tuesdays of each month from 2:00 -3:30pm.

Team Name	GP-Student Focus Group
Date	August 16, 2021
Team Specialty	Ongoing qualitative data/narratives/input from students not connected to a learning cohort
Initiative Name	GP-MVP (Missing Valuable Perspectives)
Team Leads	Hyon Chu Yi-Baker & Adriana Garcia
Initiative Lead	Hyon Chu Yi-Baker
Contact Information	Yibakerhyonchu@fhda.edu/669-287-6871
Resources / Initiative Team Members	Erika Flores, Mary Medrano, Liliana Rivera, Hyon Chu Yi-Baker + support from the other Student Focus Group team members: Diana Alves de Lima, Lakshmi Auroprem, Lisa Castro and Adriana Garcia

Associated Initiatives / Prior Decisions

N/A

Alignment to Objectives

Brief description of how this initiative supports one of the Seven Core Equity Values of Guided Pathways.

Equity Values #4 & 5:
4. We are committed to both listening to and hearing students' stories, counting them as valuable experiences that must be considered both quantitatively and qualitatively in supporting student success.
5. We aspire to create a culture of engagement, mutual respect, and meaningful interaction that will benefit our entire campus community.

This initiative aims to identify and collect robust information from students who are not engaged with a learning community, program, or activity that has a dedicated staff or faculty therefore this proposal supports Equity Core values number 4 and 5 by creating and implementing intentional strategies to connect with students who have not been equitably engaged for the purpose of collecting qualitative data about their experiences and needs.

Equity Values #1,2,3, & 6:
1. We embrace the institutional responsibility to be student-ready and to proactively assist students in obtaining necessary resources.
2. We are dedicated to providing clear and direct information to students to "stop the bounce."
3. We acknowledge and advocate for the multiple access points and varying educational goals that exist for students.
6. We pledge to eliminate any unnecessary bureaucratic barriers that are within local control.

This initiative may have the additional benefit of producing data that supports Core Equity Values 1, 2, 3, and 6 by revealing how students learn about and access resources, and barriers to resources. For example, data may reveal that disconnected students heavily rely on website information to learn about processes and resources for assistance. Qualitative data on how students experience navigating the website may point to how guided pathways can streamline information and eliminate points of disconnect, confusion, and barriers.

Purpose and Solution

Describe the purpose behind this project/initiative. Include what problem is being solved and how this project will solve the problem. Indicate benefits and risks of proposed solution.

Purpose:

Students who are not a part of a learning community are often lost during the on boarding process. All students should receive support from the very start regardless if they are connected to a learning cohort. Research shows that students who are engaged early on in their academic journey develops a sense of belonging which plays a critical role in retention.

The purpose of our sub-group, GP-MVP (Missing Valuable Perspectives) is to gather student's stories and experiences as it relates to their on-boarding experience. We hope to target students who are disengaged, uninvolved, or have no affiliation with a learning cohort at De Anza. This may include students who are not involved in any official student groups/activities (i.e., ICC/DASG) or not affiliated with any learning cohort on campus. More specifically, we are interested in targeting new first-time students (frosh) and students who are in the certificate (CTE) programs.

Why this subgroup?
According to the National Student Clearinghouse, just 74% of all first-time, full-time students are retained into their second year, and this number drops precipitously for part-time (46.1%) and non-degree-seeking student populations (33.2%). Seeking to understand this subgroup will help to identify gaps within our programs, services, and possibly infrastructure so that we can better address these problems. We hope our data will inform the work of other GP initiatives, such as GPSWAG and forthcoming initiatives from Villages, Intersegmental and Rapid Response teams.

Problem:
- Student surveys and quantitative data collection models and outcomes are limited in terms of both content and participation and are inadequate to help inform and shape improvements.
- Student participation in shared governance and the GP Core team is limited and inadequate, in that it is often superficial, temporary, and not representative of all students, particularly those from underserved groups.
- There is no systemic, ongoing structure to engage, gather and amplify student voices.
- Current participation and input from students do not elicit the kind of deeper narratives, especially from underrepresented groups, that can best inform our decisions and efforts.

Solution:
- Gather student feedback in the form of student focus groups to help inform our work with the guided pathway framework. Hearing student voices about what they deem helpful to complete their goal is how we will help solve the problem.
- Using other existing data from research, IR, faculty, and programs

Benefits:
- The goal is to increase equitable learning opportunities for ALL students, especially those that are not part of a cohort learning experience.
- Hear from students who we may not typically hear from.
- This is an opportunity for our campus to have students lead and provide insight for campus-wide initiatives. It also gives students the opportunity to change or improve aspects of the on boarding process and other processes on campus.

- Often community colleges have lots of quantitative data which informs the "what", but qualitative data (focus groups) will inform us "why" students felt lost during the on- boarding process.

Risks & Limitations of Focus Group Studies:
- Gather data that is limited to one area of the college experience
- Getting students to respond and be a part of the focus groups; getting honest feedback; influenced by others in the group
- May not be true representation of the targeted group; results may be biased
- Incentivizing the experience and having access to funding, so that we can pay students for their time (I.E. gift cards)
- Potential challenges using zoom and other on-line resources

Key Activities, Timeline and Outputs (ALL)

Activities	Start Date	End Date	Deliverable/Metric of Success
List key activities and steps required to achieve the project goal.	Enter start date for each key activity/step.	Enter end date for each key activity/step.	List anticipated outcomes to result from this activity when successfully completed.
Identify students not connected to special programs	After fall census	Week 4	Have a list of students not connected to special programs to target for input collection
Identify subpopulations of students to focus on separately (i.e., frosh and certificate/CTE students) and further pare down if needed (whether by race, income, geographical location, etc.)	9/1/21	10/1/21	Have (2) clearly defined subpopulations
Develop individual strategies to engage the 2 subpopulations of disengaged students (i.e., surveys, focus groups, cold calls, mailed questionnaires, etc.)	10/1/21	11/1/21	Have 1-2 developed strategies for each subpopulation
Facilitate data collection strategies	11/1/21	12/15/21	Have raw data collected

Assumptions

Name processes / events that must happen / "go right" in order for this project to be successful, including processes outside of the project team's direct control.

1. We need to identify what we want to accomplish with the student voices (what is the purpose)?
2. We need to be able to agree upon distinct sets of students within a larger population of students not connected to special programs, questions to ask these students, and strategies for data collection.
3. Create a recruitment plan
4. We need to be able to get the contacts and identifying information on these students.
5. We need to be able to facilitate the data collection strategies whether they be surveying students, hosting focus groups, fishbowl approach or student panels in

person or via zoom, meet students where they are at, and have the needed compensation ready to distribute.

6. The targeted students will need to be willing to be engaged and respond/participate in the data collection process to be successful in this work.
7. We must have enough wo(man) power to complete the work of collecting data, contacting students, following up, host data collection sessions, and collect and analyze data.
8. Share student voices findings to GP team/campus at large.
9. Identify next steps for student engagement

Campus Consultation and Impact Assessment

If project includes integration or negotiation with a current campus program, requires another kind of campus participation, or impacts other campus services directly or indirectly, explain how campus representatives have been engaged, including dates, participants, and campus feedback. Attach all disseminated materials. Enter N/A if not applicable.

We anticipate that we will be working closely with our Institutional research and planning office, admissions & records, CTE program staff, and programs and departments that work with students during the on-boarding process.

Index of Supporting Documentation

List any supporting documentation accompanying this proposal to support the review process, such as the strategic plan goal, project assessment, project review, or campus materials. Enter N/A if not applicable.

References

De Anza College Office of Institutional Research and Planning; BIPOC Student Needs Survey, Spring 2021

Fenning, 2004. Cohort Based Learning: Application to Learning Organizations and Student Academic Success

Kramer, 1995. Using Student Focus Groups to Evaluate Academic Support Services

National Student Clearing House, Snapshot Report: First Year Persistence and Retention Rates Fall 2009-2017 Entering Cohorts

Student Experience Crosswalk: Where Student Support (Re)Defined and Guided Pathways meet (RP Group)

Internal Documents:

Student recruiting approach & methods (forthcoming)

Resources	Explanation
External Resources	Provide rationale for seeking external resources over current internal resources. Enter N/A if not applicable. Currently seeking external donations to use as an incentive for student participation to lessen the cost.

Project Funds – One-Time Funds						
In this section, break out expenses by line item for new/additional <u>one-time</u> project costs.						

- List estimated one-time costs for implementing project, for example: recruitment or training costs, new technology, software upgrades, and one-time meeting or travel costs.
- Do not include existing staff compensation or costs already incurred.

Expense Description	Y 21-22					Total
Describe expense.	$ 1500.00					$ 0.00
Describe expense.	$ 0.00					$ 0.00
Describe expense.	$ 0.00					$ 0.00
Describe expense.	$ 0.00					$ 0.00
Describe expense.	$ 0.00					$ 0.00
Total	**$ 0.00**					**$ 0.00**
Explain Expenses	Explain each expense listed. If this proposal intends to replace an existing solution / process, outline current costs of existing solution / process and how quickly it can be phased out. Enter N/A if not applicable. Book vouchers or another form of incentive for student participation. $500/quarter Total : $1,500.00/ year					

Project Sustainability	
Project Costs after Y2021-22	Explain any anticipated or ongoing project costs beyond Y 2021-22 including $ amount, length of time, and rationale. Enter N/A if not applicable. The only cost is the incentive gift for student participation
Sustainability after Y2021-22	Explain ways this initiative can be integrated into the fabric of the college without requiring ongoing funding. Enter N/A if not applicable. Develop collaborative partnerships with Institutional Research and Planning to establish on-going data collection.

Please do not complete the below sections during the submission process. These sections are reserved for ongoing information gathering between reviewers and project team, as needed.

Stakeholder Review	Reviewed?	Details
Guided Pathways Leadership Team	Yes or No	Detail engagement including dates, participants, and feedback. Enter N/A if not applicable.
Guided Pathways Core Team	Yes or No	Detail engagement including dates, participants, and feedback. Enter N/A if not applicable.
Other Reviews	Yes, No, or N/A	Detail any other groups who have been engaged or consulted, including dates, participants, and their feedback. Enter N/A if not applicable.

Final Determination on Initiative

Summary Recommendation from Review Committee:
Include proposal name, brief description, costs, funding source and division.

____   Approved

____   Not Approved

____   Approved with the following modifications:

_____

_____

_____

_____

Additional comments:

_____

_____

_____

_____

_____

_____

_____   _____

Final Approval Body   Date

Version 07/12/2021