MINUTES
Gavilan College
STEM Center Educational Master Plan Taskforce
Thursday, May 18, 2023; 2:00-3:00 pm
ZOOM: https://us02web.zoom.us/j/81146065899?pwd=QWMyTWdPVkRVWnpjZDJuazRWMUwvQT09

Taskforce Members Present: Jennifer Nari, Maria Quist-Shorey, Rey Morales, Lelannie Mann, David Argudo, Esteban Talavera, Joseph Carey, Rachel Moller

Taskforce Members Absent: Dr. Craig-Marius, Vania Parakati, Kyle Billups, Victoria Masey, Eddy Medal, Erik Medina, Peter Howell, Alex Stoykov, Marla Dresch, McCay Rhodebeck, Sabrina Lawrence, Patrick Yuh

Consultants Present: Katie Brewer (Volz Company), Diane White (Integrated Academic Solutions), Dr. Sally Montemayor Lenz (Integrated Academic Solutions)

Documents for Review: 1) Gavilan STEM Center EMP Objectives; 2) Gavilan STEM Center EMP Workplan and Timeline; 3) Gavilan STEM Center EMP Draft Survey (Internal Stakeholders)

Item 1: Welcome and Agenda Overview
- Diane, Katie B., and Jennifer lead welcome
- Quick review of Workplan and Timeline

Item 2: Stakeholder Survey: Key Findings and Themes
- Strengths
  - Faculty and Staff
    - Expertise, Helpful, Supportive, Diverse
  - Academic and Support Services
    - Tutoring, Workshops, Student Services, Basic Needs
  - Connections
    - Students with Faculty and Staff
    - Students with Students
  - Results of the Program:
    - Providing STEM Students with clear pathways and the support services needed to complete certificates and degrees and successfully transition to 4 year colleges/universities or to high paying stem careers or career advancement – 92% AGREED
  - Highest Priorities for Fulfilling the Vision – Strategic Priorities
    - Outreach:
      - Enrollment of Hispanic and low-income students in STEM pathways
      - STEM programs/activities for all K-12 students via of expanded learning (e.g., in school, after school, summer programs)

- Communicate importance of STEM education and Gavilan's STEM pathways that lead to in-demand/high-wage jobs and transfer
  - High Quality Experiences
    - New innovative degree/certificate programs in high demand, STEM, or related and transfer fields
    - STEM courses in multiple modalities (in-person, synchronous, and asynchronous) – how can we do this and also comply with College partners and external funding?
    - Hands-on learning experiences to create and sustain interest in STEM (create a creative learning playground/playroom)
  - Supports for Success
    - Partner with non-profit and social services agencies to address basic needs
    - Ensure access to the technology needed to succeed
    - Increase academic and professional opportunities for all STEM students (e.g., apprenticeships, internships, mentorships, work-based learning programs) – need to assess how to do this successfully within budget, etc.
    - Develop long-term articulation agreements with 4 year institutions that supply STEM talent to the region's top employers
      - Needs certificates – 1 to MANY pathways
- Focus on Priorities
  - Pathways – Continue to analyze and refine pathway practices
    - 1-2 year predictable schedule that all students to balance work, school, life
    - Scheduling to support timely completion of degrees and certificates (prerequisite courses align term to term without conflicting course patterns)
  - People – Continue to advance
    - Professional learning opportunities for ALL faculty and staff to help them maintain superior knowledge and skills
    - To successfully serve diverse learners, especially Hispanic and low income students
  - Resources – Invest in:
    - State-of-of-the-art technology
    - Facilities needed to deliver the excellent STEM courses and programs
    - Optimize current spaces
    - Enhance welcoming and sense of belonging

Item 3: Student Listening Sessions: Key Findings and Themes
- Highlights
  - Excellent Instruction
    - Dual enrollment pathway, strong program, excellent and caring faculty and staff
  - Pathway Supports
    - Connections: MESA, STEM Center, Clubs, Transfer resources; Tutors; Workshops
  - Technology

- Cell and Broadband Limitations; Spaces and supplies for individual and group work
  - Spatial Features
    - Like "natural" outdoor spaces; Shaded spaces with trellises and add Gavilan student art pieces; Create a playground/playroom environment; Want collaboration and individual spaces; Want makerspace; Better lighting and "populated" food, coffee, gathering space
  - Students want more open time to work on projects – longer open hours of study spaces
- Student Advice and Perspectives:
  - More advertisement of events and opportunities
  - Mix of modalities
  - More classes in Hollister
  - Mix of challenges: Scheduling and transportation, space
  - Study spaces available
  - More hands on learning
  - Outside: more shade, trellis for arboretum, Gavilan student art

Item 4: STEM Faculty and Classified Professionals Focus Groups: Key Findings and Themes

- Key Highlights:
  - Optimize Gavilan's proximity to regional industry hub
  - Future Directions
    - Electrical Engineering
    - Computer Science Integrated
    - Data Scientist program
    - Biotech cert
    - Cyber Security
    - More dual enrollment
  - Instructional modalities mixes
  - Space
    - Supportive of discussion formats
    - Hyflex
    - Space for adjunct faculty
    - Makerspace
    - Enhance outdoor spaces
    - Collaboration, small group spaces
    - Hands-on learning
    - Proctoring room
  - Spatial Considerations
    - Broadband
    - Acoustics
    - Mounted Cameras
  - Other:
    - These are all suggestions of future directions
    - UC Davis is a good biotech partner for the future
- Session 2: Fall 2023
- Preferred timing: Mid-September, in afternoons is preferable.

- Topics:
    - Findings and feedback
    - Connections; programs, space, technology
    - Planning Principles for IEFP

Item 5: Common Themes: Survey, Focus Group, and Listening Sessions
- Common Themes
    - Excellence
        - Instructional Programs; Student Support; Focus on DEIB
    - Outreach and Communication
        - Community and Partners (K12, transfer, industry, students); Hispanic and low-income students
    - Technology
        - Computing and Broadband needs; Spaces that support access state-of-the-art technology for classrooms and labs
    - Opportunities
        - Dual enrollment; Industry and academic internships; mentorships; professional learning
    - Pathways
        - Multiple modalities; scheduling for timely completion and work-life balance needs
    - Space
        - Collaboration; individual; makerspace/play space; warm, welcoming, safe; optimize natural surroundings

Item 6: External Stakeholder Survey: Participants; Areas of Inquiry; Outreach; Timeline
- Tentative Dates: May 12-26
- Strategy
    - Participants: K12, HS Dual enrollment partners, transfer, pathway partners
        - **Other: Please send IAS names and emails for outreach**
    - Goals to increase partnerships and internships

Item 7: Exploring Possible Career Education Programs in STEM
- Dialogue and Guidance
- How can IAS support you?
    - IAS will provide environmental scan and vocational data for Gavilan

Item 8: Next Steps
- Drop Box for all project documents – Katie Brewer sent the link out.
- Spring/Summer 2023
    - External Stakeholder Survey (May-Early June) – **Please send IAS contact information as soon as possible**
    - Environmental Scan, including Program Review, and Data Portfolio (early June)
    - Identify Key Planning Principles (mid-June)

- o   Outline for Integrated Educational and Facility Plan (IEFP) for the College's STEM program (mid-June)
- Fall 2023
  - o   Faculty Focus Group #2 (Data and Planning Principles)
- Pending
  - o   CC STEM Facility Tours
  - o   Additional Taskforce Meeting(s)