Educational Vision Plan

Student Affairs Workgroup Committee Meeting #10 - Minutes

3/6/2024

SA WORKGROUP MEMBERS: Christina Llerena, Christopher Johnson, Chantille Marquez, Moises Cardenas, Linda Beers, Camila Acosta, Angelica Contreras, Paloma Arnold

- Resource Member: Rebecca Saffold, Keller Magenau

AGENDA ITEMS

1. **Welcome**

   It was noted that Christina would be arriving late due to a prior commitment.

2. **Review and Approve Previous Meeting Minutes**

   a. [2/14/24](#)

   Let us know if there are any changes.

3. **Discussion:**

   a. WorkShopping:
      i. Review work done at 2/28/24 Workgroup meeting
      ii. Continue Workshopping [SA EVP Template](#)

4. Priorities, Strategies, Activities

   As a reminder, last week we had a 1.5 hour in-person meeting. We started going through the priorities, and thinking about what strategies meant for Student Services/Affairs, and adding them to the template. It's definitely still in a rough draft form. Hopefully we can continue some of that work today. We have scheduled a follow up in-person meeting because we felt that the meeting last week was a productive one.

   Paloma shared her screen and went through the slide deck. For Strategy 1.1, which talks about "right-sizing," one of the first things the group discussed was, what does right-sizing mean? Are we talking literally about right-sizing the number of students at the college? Or are we using it more figuratively to talk about making sure the services that we're providing are meeting the students' needs? After further conversation, we decided it was the latter.
   We broke it down quite a bit. For Student Affairs, modality is:
   * Remote or in-person.
   * Time of day and cycle of the semester of the academic calendar, potentially the weekends and evenings,

* Place and location
* Language and accommodations (access). Are we providing sufficient material in a language and in a way that's accessible to our students?
Strategy 1.2, in keeping with right-sizing, looking at the location of where we are providing services. Should we be thinking about how to incorporate services more at the high schools, and more in community centers?

Strategy 1.3, we said the availability of services during off-peak days and hours based on students. Paloma said it might make more sense to say the time. Camila added with that expansion of availability when there's a greater need nearing the beginning of the semester around certain deadlines. We didn't break it down in terms of activities or adjusting, potentially coming up with a proposal of how to adjust the schedule. Adjusting the time of our availability to match the cycle.
Angelica said they had talked about using spring break to close down and use that time for IT to do all the upgrades they need so that it's not interfering with students and staff needing access etc.
Also, two weeks before the semester starts is probably one of the busiest times of the semester, so right-sizing our hours and services based on the cycle of the calendar. How do we put the people's resources to those really busy times? Camila added, recognizing that different departments within Student Affairs will look different.
Paloma added right-sizing "time of day." For example, she was looking at the heat map of when most of our classes are offered. The majority of our classes are offered from 10:00 am to 2:00 pm., which she thinks is going to hopefully be modified so students can register for more in-person classes. But most of our evening classes are on Tuesdays. It got her thinking that our late hours in Student Services should also be on Tuesdays. The map is on Tableau, which everyone has access to.

Right-sizing our services knowing when we're going to be busy. How do we put the people-resources to those busy times? And recognizing departments within Student Affairs.

Paloma explained to Alyssa that we ended up unintentionally taking the approach where we looked at each EVP priority and started to talk about what does that mean for us (strategies)? We did not really get into the activities, except for a couple of them. We also realized that there's a lot of integration and overlap. We thought it might be better to do the strategies first.

Activity 1 for each area: Assessing student need.

Priority 2: Meeting the Basic Needs. Strategy 1: Identifying all of the resources. We added an activity.

Activity 2.1 We thought it might be helpful to do an inventory or an audit of some of the external best practices at other colleges. How do they do Basic Needs? What are some of the things that they're offering? How successful are they?

Develop a strategy that effectively gets the information that students need, to them. How do they know about all of the incredible resources that we have on campus and in our community, in a way that's not a burden to the students? It's our responsibility to be providing that information to students in an accessible, effective, and streamlined way.

Activities: Resource fairs; doing what we're talking about with some of the categorial and special programs: one common application for all of them, and then we distribute to all of the appropriate programs that the student may be eligible for.

Also thinking about our email system, our new campus portal, when we communicate with students, texting... all those types of opportunities we have to connect with students and how we might be doing it more effectively.

Strategy 2.3: It's critical to get the entire institution on board with understanding the impact that Basic Needs has on student success and retention. We need buy-in from teachers and everybody, because it can't just be Student Services telling students this is what you need to do, this is where you go. It may be something we can roll into the previous strategy, but really just making sure that everyone on campus understands the importance of basic needs and how to access them so that everybody on campus can be a touchpoint and resource for students.

Strategy 2.4 was an assessment of need. Paloma moved 2.1.2 down to 2.4, but just ensuring we have adequate resources to meet the needs and recognizing where we don't. Also, doing an assessment on how we're doing. Do we need a social worker on campus? Do we need one centralized location where students can go for all basic needs? Really trying to identify if we're meeting the students' needs, and if we're not, how could we improve it? And what would that look like?

Priority 3: Equity in student and employee success and access

3.1: Streamline the enrollment process so more students make it through the point of application to census. One of the activities we wanted to highlight is that at some point, what Student Affairs can do to help students stay through census is no longer under our control. We don't have control over the schedule

of classes. If a class is not available that the student needs, that's not necessarily something that we have control over, although we can work to collaborate with Academic Affairs on scheduling. We all have a part to play in making sure that students stay enrolled through census. It's huge that we are outreach, and the application, and assessment or placement and class planning and degree planning. But there's also that piece that's the schedule of classes. We pulled out Dual Enrollment and potentially looked into making that its own strategy. We didn't necessarily identify what the strategy is, but recognizing that Dual Enrollment is playing such a significant role. We had some activities we discussed for Dual Enrollment.

Also, thinking about the success piece. We don't have the money right now to develop a first year experience. How might we incorporate some of the components of a first year experience program? Ex: Guided Pathways work that's being done with the guides. Enrollment Services is doing a lot of work with developing Enrollment Coaches, which are student peers who help students through the whole process and beyond. Having a functioning degree audit system, which we are actively working on. That can help students and us see how close students are to completing certificates and degrees.

We did not get to Priority 4 or 5.

Comments:

Angelica: *I think Starfish and EVP Priority 3, that's ongoing. Paloma said Starfish is probably in all of the priorities, because she thinks we're going to need Starfish to do a lot of the audits of student needs and access. A lot of the engagement is going to need to come through Starfish, so Starfish might be one that we need to add to all of them.*

Alyssa: *It was helpful to hear some of the thinking behind some of the strategies. Initial thoughts are that a few of the items flagged as strategies, maybe some of them may actually be activities under a larger overarching strategy. It felt like you were going back and forth, and that is why you put them outside of the table, to try and work through that. Regarding the conversations about the various technologies to support the work. One of the things we have been discussing internally is the potential overlap in terms of thinking through the activities to support the strategies in relation to the implications or connections to other plans and initiatives. Ex: Degree Audit: the technology pieces of it seem to be a great example of where there might be some tension there in terms of, is it something about Starfish that is an activity? Or is it something about what you need out of Starfish that you're flagging as a potential implication for the thinking behind the technology? In other words,*

what you need the technology to do isn't so much the activity, but a critical consideration for how the institution maintains and leverages the technology to ensure that you can do X, Y, and Z. As you unpack some of this more, you'll likely be in a space where you're asking yourself, is this something that Student Affairs does, or is this something that the technology group has to think through and provide support for? If the answer to that question is, SA can't do it, Technology has to do it, then it's likely the case that it's more an implication and not an activity. Working backwards, what is it that SA can do to advance this priority, thinking through what the activity would be? In other words, to further simplify this **in this template, everything on the left should be activities or things that Student Affairs has control or the ability to actually move on, and everything on the right are things that you all need in order to successfully and effectively carry out the activities that you lay out on the right.**

Paloma: *If we're thinking about technology, the activity that Student Affairs would like to be able to do or that we think would be beneficial to help us meet this strategy, would be–*

Angelica: *– to find different opportunities and ways to engage with students. Something along those lines?*

Paloma: *How do we proactively inreach and engage students who are close to degree completion? We need a functioning degree audit system to automate reports that would provide Student Affairs with lists of students who have either completed degrees or are near degree completion.*

Angelica: *I would take it a step further. We would need it by specific categories as well, especially for being intentional with the inreach. For example, our Umoja population, we want to be sure that they're engaging with their students to do that inreach since they already have the trust with those students. Raices… Certain populations, we want to be sure that that is categorized specifically where possible.*

Alyssa: *The level of specificity here then allows the technology folks who are working on Starfish to know exactly what you need. If they were to build a report, what is the specific report they need to build in order for you to be able to proactively do the inreach and the engagement? This also documents for you the case making. You need these things to do X, and here's why. This one activity, "proactive inreach and engage," also has implications for Strategic Enrollment Management, because if you are doing an audit and you're trying to identify students who are close to completion, we all need to know, do we even have the courses available for student to be able to take so that they can complete? For you to be able to successfully, proactively do this, this also requires that the course scheduling is adequately providing the courses that*

students need to complete.

Camila: Along those lines, also add some sort of query option to pull a report of students who have not yet met with their counselor, or students who have not met with their counselor and have an endanger of failing flag in Starfish. We need to engage to ensure they're on track to get their goal...

Paloma: This would be an implication for technology and Starfish, right?

Angelica; Back when we had Arleen Hallosy here, she would run a job with all students with the easiest degree to fill (Liberal Studies). Although they're going to get a degree in their specific major, let's also run an audit on Liberal Studies. See how many have completed or are close to completing so we can do some inreach there.

Moises: If we are asking students to come back to complete their degree, can we offer them Financial Aid? Is that still available? Is there a tuition waiver to help them pay for their courses that they may need to complete their degrees?

Paloma: Again, that's also going back to thinking about how are we streamlining on our end instead of on the students' responsibility? That could even be tied to SEA and Student Enrollment Management in some ways, if we're thinking about financial aid access.

Camila: Students on dismissal status. On the one hand we're encouraging and supportive of those in the underlying status to return or to stay on campus. And when they get to the financial aid piece of it, they hit a roadblock because often their SAP appeal is denied. There's an equity barrier for our students. Financial Aid has stricter guidelines that they have to follow, especially at the federal level, but what can we as an institution do when it comes to equity? If we're approving their dismissal petition to stay enrolled in the next semester, how can we then offer aid? Can we tap into some other funding source to support that student looking through the lens of basic needs? If that's not there, how can that student be successful?

Angelica: Even before they're going to be on dismissal, when they are on that progress, let's do some engagement early on. What tools can we provide students? What support can we provide students with before they even get to that point, especially now with the changes? Now the GPA is even lower. We are really going to have to communicate to students that although we're allowing them to come back, that doesn't necessarily mean that they'll qualify for financial aid. They'll still have to go through that SAP appeal. More than ever, we're going to need to have somebody in retention to support these students through that process.

Paloma: I think it makes sense for all of these to fall under activities in Equity and employee success and access. I almost wonder if a first year experience

model is not the strategy, if that's one of our activities. We make our strategy a little bit more broad.

Angelica: Our strategy is supporting students holistically through all the processes, i.e. first year experience through graduation.

Paloma: Supporting student success.

Alyssa: For the first year experience and access to success, is the thinking about orientation and support beyond the beginning, orienting and support, through the students' entire first year or through the entire entire experience at the college?

Paloma: We recognize that one of the big benefits of some of the special programs, is that when students don't know where to go to get their question answered, they can go to an EOPS counselor or advisor. Or a DSPS counselor. Even if that person can't answer the question, that person knows where the question can be answered. But students who are not in a special program, that person doesn't exist for them. The idea around the first year experience is to provide a place that exists – people of peers, who can be that person for all of their students who are not in a special program. Enrollment coaches are also providing regular, relevant, and current information... The peer can be a point person for when the student doesn't know where to go. Right now, what happens for students who aren't in a special program, they go to the Welcome Center, Admissions & Records... before they get to the right spot.

Angelica: And students don't read their emails.

Alyssa: In a first year experience, is the thinking that that ambassador or the person who's helping them navigate or be the point person, is that a dedicated counselor?

Paloma: Right now the approach we're considering is a peer mentor model, so other students who are trained to help point students in the right direction.

Angelica: Almost like a caseworker model like we used to have in EOPS. We'd have a caseload. We'd get assigned our 30 students every semester, and it was our responsibility to give them all of those dates and deadlines and text messages and emails...

Alyssa: I wonder if the strategy is for you to identify or set up a structure that creates a peer mentor model that could be expanded to all students, somehow, with the idea of ensuring that students have a support structure. You're basically creating a support structure for students, whether it be through a peer person or a counselor. Maybe that's what the strategy is, to create a support structure for students so they have someone that they can reach out to ask questions or provide resources for students. That way, that allows you some flexibility in terms of what does that support structure look like? Is it a peer mentor model?

Trying to recreate what it would look like if they were in a special program where someone has access to a known entity or individual they feel comfortable reaching out to.

Paloma: *These activities could be under that. Add first year experience enrollment coaches model as another activity. Paloma explained to Christina, when she arrived, what they had been doing during today's meeting. We reviewed the work that we did at our workshop meeting that we had last week. We reviewed the different strategies that we started adding to each priority. What Alyssa was helping us do right now, using technology as an example, is, she reminded us that we don't necessarily have control over technology. But we know where technology can help us. If we're looking at this thinking about. what is it we want to do (over on the left), how would we need the technology to be able to support that activity? And then identifying Technology, Strategic Enrollment Management. This information would be given to IT, for example, as they're developing their Technology plan. It's a way to document, here's our need, and here's why we want to do it. They then know what is being asked of them and what they need to do to support the work that we need to do on our end.*

Paloma: Next steps. *We do have a regular meeting like this one next Wednesday. Christopher, Christina and I are all going to be at the CSSO conference. We will need to Zoom in from our hotel rooms for one hour. We have another workshopping meeting in person on Tuesday, where we can continue to do a lot of this work. My thought would be to ask all of you if you can, to add an activity or two under the strategies, so we can pick up from there next Tuesday. We can really focus on EVP Priority 4 and Priority 5. Priority 5 probably won't be a hugely significant one for us. 1, 2, and 3 are the ones that are really big for Student Affairs. **Develop some strategies for Priority 4 and Priority 5, and then go through activities. It could be helpful if you are willing to add a few activities to some of the strategies before we meet next Tuesday.***

Meetings next Tuesday (in-person without Alyssa). Our regular meeting next Wednesday, where we will hopefully have this more finalized.

    a. Discuss Order of Priorities
        i. Proposed Suggest Final Edits
        One of the other things that has been discussed is whether or not we want to change the order of the EVP priorities. To this point, we

had not really determined that the order of the priorities means order of importance.
Alyssa: Yes. They're all equally important.
Paloma: The discussion has come up as we've been sharing the EVP priorities out is, will people think that they are in order of priority? If that's what people's perception may be, does it make sense to do that [change the order of priorities to order of importance]? I'm not sure it makes sense to do that, because how important a priority is might change over time. It might be different for each person, and from Academic Affairs from School of Extended Learning.
Alyssa: It might be difficult to do that at the priority level, but it might be helpful to have a conversation once we take stock of all of the strategies and activities, if some prioritization at that level might be helpful for planning purposes. Recognizing that the numbers do suggest what's a high priority, but there are ways to address that by using other labeling (for example A, B, C), so it doesn't send the message that the first one is the highest priority.
Paloma: As we're rolling out the final versions of the Ed Vision Plan, we may want to look at labeling the priorities differently.

Do we want to change the order of the priorities If we were to do that, what would that look like

    b. Mapping/Triangulating EVP Priorities to Institutional Plans
        i. [EVP Template - SA](#)

5. **Next Meeting Discussion (Workgroup Meeting #11) 3/13/24**
    a. Final Workshopping EVP - Mapping and implications of strategies/activities to other institutional plans
    b. Final Details/Refinement

6. **Future Meetings**
    a. Tuesday, March 12, 2024 Workshopping Meeting- IN PERSON
    b. Wednesday, March 13, 2024 Regular meeting
    As a reminder, Paloma, Christina, and Christopher are at a conference, and will be joining remotely from their hotel. Also, Chantille and Angelica will be preparing for the Vaquero Roundup that afternoon, so they will try to have an earphone in and Zoom in from the cafeteria.

c. Wednesday, April 3, 2024 (Tentative)