Educational Vision Plan
Student Affairs Workgroup Committee Meeting #8 - Minutes
January 24, 2024

Workgroup Committee Members:
- Camila Acosta, Linda Beers, Angelica Contreras, Chantille Marquez, Moises Cardenas, Christina Llerena, Christopher Johnson, Paloma Arnold, Rebecca Saffold (resource member), Alyssa Nguyen (RP Group),
- Guest: Keller Magenau

AGENDA ITEMS

1. **Welcome and Introductions- Keller Magenau**
   The committee members introduced themselves to Keller Magenau.

2. **Review and approve previous meeting minutes**
   12-6-23 Minutes - Draft **(the minutes were not reviewed at the 12-13 meeting)**
   12-13-23 Minutes - Draft
   Angelica Contreras made a motion to approve both minutes. Everyone approved.

3. Presentation of key findings and implications based on college-level data

   Alyssa Nguyen shared slides to help lift up some of the key and salient findings from the college level scan information that we shared before the break, as well as implications based on the college's local data.

4. Triangulating the data from the college-, regional-, and national-level data

   Alyssa prefaced the presentation by saying the slide deck essentially bullets out some of the key findings we are documenting, based on all of the various college-level data that we shared before the break. There will be a technical report that accompanies this that will be shared. It is close to being finalized (hopefully this week). It's a lengthy document, with about 80 pages worth of tables and figures.
   College Trends:

   - **Enrollment Management:**
   * opportunities to streamline the enrollment process
   * the need to identify patterns of student modality preferences based on what we have seen in the course enrollments by modality
   * look at more student-centered scheduling and delivery of classes and services based on the

evolving needs of the students.
- **Human Resources and Professional Development**
* Look at office open hours, class schedules and faculty and staff work schedules
* With all of the need in technology, there will likely be a need to provide professional development among academic and student support services staff to effectively leverage technology to better serve students inside and outside of the classroom. Training would likely need to focus on building employees' awareness of some of the business processes and services and use of technology, as well as external sources of support for students. As we have seen growing basic needs as well as mental health needs, that will likely increase the number of services and types of services and resources that students need.
- **Student Success and Equity**
* Going back to the student–centered scheduling, the needs that were identified in Enrollment Management, expand evening and virtual academic support services for part-time, evening and online students. Thinking comprehensively of all of the different ways we need to meet students
* There is, based on Vision 2030 goals and the system-wide goals, the need to include strategies focused on expanding access and increasing success via equity strategies, such as expanding Dual Enrollment and workforce preparation that will trickle down to the colleges because of the priorities that the system office and the state has in terms of how it envisions equity and success for community college students. Because of that, it will have trickle down effects related to any future funding, as well as priorities and reporting requirements.
- **Continuous Improvement and Data Collection**
* Taking a look at all the data we have at the college level and information to support decision making processes, not only for credit and non-credit, will be critical as well as for student support services. We saw in the college level data that the types of information that would be most useful and relevant for student support services are lacking.
* In the public-facing tools, there is really only information about counts of specific services, like the number of Financial Aid recipients, EOPS participation… Student Affairs shared the need for more robust data and information to help with things like determining modality, usage, and utilization…, all of which is not currently available.
* Student Affairs is making strides to be able to access the information needed to really be able to measure progress moving forward. Increasing research capacity to support the SEL. Non-credit also has similar needs. They need to have conversations about data tracking and collection mechanisms that are going to help set them up for success as they work through this planning process:

5. **Implications for Students Affairs and EVP**
   How does this all plug in with everything else we've been talking about? There has been quite a bit of overlap in terms of what we are seeing and finding in terms of the implications of our college level patterns and trends, as it relates to regional trends.
   Regional Trends:
   - Challenges students and employees face: housing, transportation, and meeting basic needs. It's even more heightened in Santa Barbara county relative to other states, especially housing, because of the high cost of living.

- Greater focus on adult learners as the high school population declines and employment opportunities in the region change. Hard conversations are going to have to be made in terms of what are going to be the recruitment and outreach changes and our strategies that we do as the demographics of our service area is changing, as well as the employment opportunities. How do you balance program offerings in relation to training for occupations that provide students with a livable wage, recognizing that a lot of the jobs available in the region are actually lower paying jobs. Hard discussions that need to take place in terms of how we balance need with preparation etc.

National Trends:
- Students demand for flexible courses and support options.
The pandemic showed students all of the different possibilities of imagining and completing their education and the way they access services and resources. Before the pandemic, there were a lot of things that we said no to: "No, we can't do remote." Or "No, we can't offer these courses online." The pandemic showed students there are a lot of possibilities and alternative experiences they can have to complete their educational pathways.
- Related to that is the ever-changing and evolving advances in technology. The rise in AI and machine learning to support teaching and learning is kind of fueling a lot of that in terms of what students need and are expecting from the institutions.
- Rising cost of living and the impact on college affordability for our students. The rising cost of living is not unique to SBCC, although, based on where SBCC sits and its local community, the cost of living is much more exacerbated for individuals and students and community members than it is relative to other parts of the state. This is a very important consideration for the college, and will likely impact other efforts like enrollment management…
- Need for more flexible and accelerated skills training and preparation for employment. Because of the high cost of living, students are looking to be able to have livable wages so that they can live comfortably to pay for housing, food… Because of the reality of students needing to work and support themselves and/or their families, this is forcing the system to really think strategically about how it is offering training and preparation for employment for students so that they can enter the workforce as soon as possible to be able to support themselves and their families.
- Increasing attention to meeting students' basic needs such as food and housing, and mental health. We don't know if it's because of the pandemic that there has been an increased awareness of mental health, or it's because of the pandemic that we have rising issues related to mental health, but either way, mental health continues to be a challenge that many of our students are facing in terms of it really impacting their ability to focus on and attend college during this time.

All of these factors are going to impact whether or not students decide to attend SBCC or not.

6. Review of EVP priorities
   Alyssa said, based on all of these implications that we have discussed, what they tried to do was triangulate what they saw in the data and what they heard in the workgroups to elevate these five priorities. These five priorities are summarized based on those sources of

information (college level, regional level, and national level) data, and what implications they had specifically for each of the respective areas (Academic Affairs, Student Affairs, and School of Extended Learning).

    a. Modalities that meet student needs. These can be modalities related to course offerings and/or student support services. They kept it broad to reflect that the issue of modalities and the consideration modalities cuts across academic and non-academic considerations and needs.

    b. Meeting basic needs of all constituencies. They purposely did not just say students, because what they have heard in having these conversations with the work groups is that there are also basic needs considerations for staff and faculty, not only in terms of their own needs, but also in terms of how they will support their students with those needs.

    c. Equity in student and employee success and access

    d. Program and course offerings that meet employment/workforce needs

    e. Sustainable and climate-centered practices

They're trying to reflect back what they were hearing in terms of what those overarching priorities are and what implications they may have for the Ed Vision Plan itself.

Alyssa displayed our strategic planning goals (Goal 1: Student Learning & Completion; Goal 2: Care & Stewardship; Goal 3: Campus Climate; Goal 4: Community Partnerships)

Alyssa explained that in an effort to make sure it was mapping back to our strategic planning goals, they went through the exercise of taking a look at these 5 potential Ed Vision Plan priorities. They asked, do they map to our Strategic Plan goals, and if they do, where do they map? This visualization provides a mock-up of, if these were the 5 Ed Vision Plan priorities, where do they connect to, and to what goal, within our Strategic Plan?

	GOAL 1 STUDENT LEARNING & COMPLETION	GOAL 2 CARE & STEWARDSHIP	GOAL 3 CAMPUS CLIMATE	GOAL 4 COMMUNITY PARTNERSHIPS
Modalities that meet students needs				
Meeting basic needs of all constituencies				
Equity in student and employee success and access				
Program and course offerings that meet employment/workforce needs				

7. Reaction to priorities

Potential Ed Vision Plan Priorities

- Modalities that meet students needs
- Meeting basic needs of all constituencies
- Equity in student and employee success and access
- Program and course offerings that meet employment/workforce needs
- Sustainable and climate-centered practices

Angelica: It's going to be tricky with some of these things that we don't have a lot of control over. But we need to figure out how we're going to meet the students' needs.

Paloma: Follow-up questions: Do we feel these priorities cover a lot of the concerns, issues, or ideas that we have discussed for how to improve Student Services/Student Affairs? Do you feel that some of the priorities that have been most important to you, in thinking about what the future of Student Affairs looks like, would fall under one of these more broad areas? These are the priorities for the entire Ed Vision Plan.

Christina: For Student Services, for modalities that meet student needs, there's a huge continual workaround and exploration of examining traffic patterns, both in person and remote, and trying to figure out hours.

Christina had a question about the third bullet, around employee success and access. She wasn't sure where the employee success came from. Was that around the living wage, fiscal, being able to live in this community?

Alyssa: Equity in student and employee success   Alyssa explained, we added in employee specifically, because many of the topics and discussions we've had seemed to lean into the need for professional development as well as resources for employees to be able to deliver on the types of support that students need. We felt it was important that in the priorities, that we made sure that we identified and gave space to identify ways that the college could be supporting its employees, staff and faculty, to ensure that they can effectively support students. Because, yes, we need to support students, but the college is comprised of people, so we need to make sure there's equity in the way the college is thinking about how it ensures student equity and success, and part of that planning requires that the college is also making sure it is thinking about equity for employee success and access.

Christina: We're trying to create a paradigm shift in what all access or open access Higher Ed is in the public sphere. Christina was talking to an EOPS Director from a sister college, talking about all of the mental health needs in our EOPS program… significant crisis…That's representative of a very changing landscape that is somewhat exacerbated by the pandemic. There's obviously a lot of economic need around that and hardship.

Christina: Redefining Higher Ed and a cultural shift. Instruction lives in a very siloed, very specific role world, and student Services is designed in a lot of ways to pick up the slack. That's really tough because there's limitations for employees to understand and be successful in supporting students in the classroom per se, because they don't have that kind of holistic thinking.We feel this real tension and our mission and vision around what our students are coming to our institution with, and how we're actually serving them as whole people.

Camila: In order to truly be able to meet the priorities here in terms of student equity, we need to merge more. I think we have been trying and doing that work, and scaling it up is going to be important.

Camila: Technology. To truly have access to clear data around the services we provide, and how to best meet students' needs, I think technology needs to be at the forefront. We need to have more access to it, and we're not quite there. Do we want to consider having it as its own separate bullet point? To really amplify the need for it and clearly communicate that it's important to be able to deliver the other priorities that are related to it.

Paloma asked a clarifying question: Would the separate bullet point be the need for technology systems to facilitate this work and to facilitate our ability to collect data? Or is the bullet point more around the need for data?

Camila: Both. How do we integrate our systems? And how do we optimize the usage of our system to collect better, more comprehensive data to inform our needs? How do we actually put it in practice sooner rather than later?

Paloma: Thinking about the workload for Student Services staff during summer sessions and winter intersessions, and how that correlates to the way that we offer summer school classes. Part of what Dr. Endrijonas said was that it's really important that our systems are running as efficiently as possible in order to facilitate staff being able to do their best work. In that same vein of what Camila is referring to, that everything needs to be working really well to give us the information that we need and to allow us to be doing the best work we can do.

Camila: The existing systems that we have (ex: Pipeline). We heard that there will be a new system in place. Once that happens, we'll be able to meet students' needs more effectively. Because currently, it's really clunky and messy to navigate that system.

Paloma: And we spend a lot of our time helping students navigate that system.

Keller: If we think about these priorities and the purpose of having these broad priorities is to then align with the Strategic Plan and inform the operational plans, is that level of identifying the right technology, securing that technology, having the appropriate training so that people know how to use those systems etc., is that maybe more downstream activity that would align to these broad priorities? For example, the appropriate modalities. When we're talking about modalities for both instruction and Student Services, being able to be successful at that priority, and operational or program level, Program Review, might address it from the perspective of these are the technology needs that we need and the data that we need in order to meet that one priority and probably other of the five priorities. Do we need a 6, or is the broad concern that would touch lots of places on the campus, does it align with these, some place that's already existing in these points?

Paloma: In other words, does the need that Camila identified fall under one of these 5 priorities, or do we need to consider adding a 6? Paloma can see it possibly falling under "meeting basic needs of all constituencies." Technology can be considered a fundamental need in some ways, and in order for us to do our jobs. She can kind of see it following equity in student and employee success. It's a little bit of a stretch, but she could see it potentially falling under both of those.

Alyssa: As a preview into what we'll be sharing at the next workgroup, what we're hoping to be able to provide are some prompts to be thinking about. **Based on these priorities, what are some strategies and specific activities that Student Affairs would be doing to help realize these priorities? Subsequently, what are the operational plan considerations those activities have?**

As Paloma noted, there may be a number of strategies and activities you identify under these priorities that will have very clear technology implications that you will be able to flag, because for these priorities, they're going to not only have implications for technology, but they will have implications for Human Resources, for example. How do you think about your hiring and recruitment and employment needs for each of these areas?

Likewise, some of these will also have implications for enrollment management. We're hoping to be able to create a working document where you'll be able to sit down with these priorities, discuss among yourselves the various strategies and activities to address these priorities, and where they are plugged in directly to your infrastructure, and what implications it has for that infrastructure, one of which will include technology and the needs around technology. In this next workgroup meeting, we're hoping you'll be able to flag what those needs and what those considerations for the technology plan broadly will have, based on identifying strategies and activities.

Paloma: Because ultimately, this is going to inform our Technology Plan, our Distance

Education Plan, and our Human Resources Plan. If we can be thinking about that as we continue to work through this, then hopefully the Technology Plan will speak to the needs that we've identified.

Camila: The word "priority" touches on a lot of different bullet points here, and if it's not considered a priority, it will be really hard for us to actually implement these goals.

Alyssa: The comment wasn't to say, let's not consider it. The comment was to say it will be surfaced in these different ways. What we're wanting to hear from you is, we have these five, what are some other considerations to include?

Alyssa noted that in her and Paloma's conversation, technology as a priority surfaced. Maybe have a larger conversation with the Ed Vision Plan Steering committee to hear what their perspectives are and reactions to that alongside what their workgroups are discussing.

Paloma: I have a hunch that once we say that this was a big topic of conversation in our group, everyone else is going to agree that the needs around technology are really fundamental and really impact our ability to do our jobs well, or the lack of streamlined technology makes our job a little bit harder.

Christopher: I am on the District Technology Committee. Technology should be a part of every goal, and underlying everything. There is no reason to actually put it in a strategic goal or in the Ed Vision Plan because it's something that underlies it all. What I was more interested in was how it fits into the Strategic Plan. I heard Alyssa say, let's think about how these things fit in that, begin to map how each strategic goal does match up with the modalities. Modalities that meet student needs work with student learning and completion. It works with making sure we adjust to our campus climate and what the needs are and how we're meeting them inside and outside of the classroom… If we're looking at Equity and employee success and access, that's what we're talking about, not just completion, but career goals. How are we getting people prepared for completion? How are we getting them into careers that could actually make money? Community partnerships. We want to make sure that we are setting people up for success. We want to make sure in our degree programs, make sure that the students are the top candidate in the nation to get that position… How can we fit things into what the current structure, our current plans are, rather than creating a new wheel, adding onto what we currently have in place, and how can we make it work?

Paloma: Are there additional areas that we think may need to be called out specifically? Do we think the groupings seem appropriate for the concerns, issues, and ideas that we've raised? Do we see all of the things that we've discussed represented in those priorities?

Chantille commented about technology. We can have all the technology in the world, but we also need staff to roll out some of these technologies. And that's where we're falling short. That is what's hurting a lot of programs, because we need our IT staff to implement these programs on the back end and get them running in order for us to be able to utilize them in our areas. If we don't have that, then that structure will not work for our technology, which then we are failing our programs, and then we are failing our students. How do we get that to work so we can utilize the technology pieces in our areas to support ourselves in what we do and entail supporting the students?

Keller: How these priorities are going to inform so many other sets of plans. Ex: If I'm in IT, and I'm writing my Program Review,... say, the campus needs x, y, and z. And these are the priorities that cannot be supported unless we have another headcount or this or that. What

Chantille said, if these are our priorities, it has implications for Human Resources,hiring, and budget etc. That's a great example of how the next step is to make sure, do these all align with the Strategic Plan? And then, how do they roll out at the level of how we get our work done? And how does everybody align to these priorities?

Chantille: I think the same thing for the programs and course offerings that meet employment and workforce needs. When does the college review our CTE programs? These reviews are supposed to happen every two years, but they're not. Hopefully they'll start back up in the spring. It's very important to keep up with what we're offering in our community and in our high schools so that we're keeping in line with what's going on right now rather than 10 years ago, because it's drastically changing.

Paloma: For us, in terms of that program and course offerings and doing those reviews, so much of that falls under Academic Affairs purview. And I think that all of you who are working with students have a lot of information and input that you can provide in those conversations. It's about how do we use data and information to help inform some of those decisions. And how do we do some of that cross collaboration between Academic Affairs and Student Affairs so that what you're learning and what you're seeing can help inform the decisions that those departments are making when reviewing, not just the CTE programs, but all of our programs? And what are students wanting to register for, that we didn't have? Those conversations and questions and input are really important and should be part of the conversation that we hold on to when we're thinking about the programs and course offerings to meet students' needs. How do we contribute to that conversation?

Camila: Often this concept of course offering is a bit backwards. It might be decided at the department level. That department has information about what students need. But it might not be as potentially comprehensive. In Student Services, counselors, for example, meet with students that take courses across disciplines, and we hear input from them. For example, an 8 week course might not be the best for a lot of our students. Those classes are more compressed, taught at a faster rate. I'd be really curious to see the success rate in those compared to a 14 or 12 week course. It would be wonderful if there was more input from ESD when course offerings are being decided. And input from students as well.

Paloma: Next time, as Alyssa said, we're going to start digging a little bit deeper into activities. If people want to go back and process everything, they can reach out to me and I will share that information with Alyssa. When we have our next Steering Committee, we've really given people an opportunity to provide input on these so that we can discuss what we're going to bring forward to our next work group.

Does this cover everything? Do all of the things we discussed fall under one of these areas? And what are some of the priorities that we want to make sure continue to be uplifted like technology, cross collaboration of input from Student Affairs into Academic Affairs and vice versa?

Alyssa will email the slidedeck presentation to everyone

Alyssa: As soon as the report is finalized, we'll send it to the chairs so you can distribute it to

your workgroup members.

Paloma: We'll forward the presentation to everyone. Continue to think and process and feel free to reach out to me or directly to Alyssa or both of us if you have additional feedback or questions.

8. **Resources**

9. **Next Meeting Discussion**
    a. Discussion of draft Ed Vision Plan outline

- ***Upcoming Meetings:***
Wednesday, February 28th from 2:00 to 3:00 pm

Tentative Upcoming Meetings:
Wednesday, March 20th from 2:00 to 3:00 pm
Wednesday, April 3rd from 2:00 to 3:00 pm
Wednesday, April 10th from 2:00 to 3:00 pm
Wednesday, April 24th from 2:00 to 3:00 pm