

Educational Vision Plan
Meeting #4
Student Affairs Workgroup Committee Minutes
Wednesday, October 25, 2023

Workgroup Committee Members:

- Christina Llerena, Christopher Johnson, Chantille Marquez, Moises Cardenas, Linda Beers, Camila Acosta, Ramon Borunda, Angelica Contreras, Paloma Arnold
- Resource Member: Rebecca Saffold
- Alyssa Nguyen

Member Unable to Attend: Ramon Borunda

AGENDA ITEMS

1. **Welcome**
2. **Review and approve 10/11/23 meeting [minutes](#)**
No corrections were needed to the minutes.
3. **Catch Up Meeting!**
 - a. Ed. Vision Plan Envisioning
 - b. [National Trends](#) and Other Topics Relevant to **Student Affairs**
 - c. Integration of Plans

The Steering committee for the Ed Vision Plan met last week, and we realized each group had spent time on different areas. We had gotten a bit off track in trying to ensure that we were staying consistent within our 3 different workgroups (Student Affairs, SEL, and Academic Affairs). What we decided to do today, instead of moving on to some in-depth data review, is to play catch-up. We are going to finish up trend number 5. Hopefully you had some time to put in some additional thoughts about how that impacts Student Affairs, and respond to the prompt that Alyssa had written on that Google doc.

We'll finish up that discussion, and then talk about envisioning what the Ed Vision Plan looks like. That's going to be tied to the integration of our different plans in some ways. What we didn't spend time on last week, and the other groups did, is envisioning what the Ed Vision Plan looks like, particularly for us in Student Affairs.

Paloma thought it might make sense to actually take "b" first to wrap up the discussion from when we met two weeks ago, and then go into the Ed Vision Plan Envisioning. Paloma created a document with some guiding questions about envisioning the Ed Vision Plan to help frame that conversation. Paloma

welcomes Alyssa's thoughts and leadership with that conversation as well.

As a review, the last time we met, we talked about the five different major national trends in higher education: student demand for flexible courses and support options; rise in AI and machine learning to support teaching and learning; rising cost of living and the impact of college affordability, need for more flexible and accelerated skills, training, and preparation for employment; and increasing attention to meeting students' basic needs, such as food, housing, and mental health.

Questions and comments:

* For the basic needs, does that include technology? Paloma said it can. What we're doing here is moving some of the way to access technology for students into the Basic Needs Center. That's where students check out the hotspots and wi-fi. We're actually getting a program started for students to check out little emergency electricity pods for housing insecure or homeless students, which would provide them electricity to charge their phones.

* **Comments regarding daycare:**

- From an EOPS perspective, Camila sees it as an area of high need, and it often is a barrier. Even when students qualify for services, finding convenient daycare (full and part time) is not easily accessible.

- Paloma added, even for students who don't qualify for childcare assistance through EOPS and CARE, it's a major need for most parents, especially for parents who don't qualify for the additional assistance.

- High cost of living in Santa Barbara.

- Many childcare centers closed in SB County due to the pandemic.

EFC and SAI:

* Moises saw that somebody added the county backed- housing stipends for foster youth and potentially 0 EFC students (that's family contribution for the FAFSA). He wanted to clarify that the EFC is going away starting next year, and we'll be working with what's called the Student Aid Index (SAI). What's good about it, and what Moises could potentially foresee is that this new formula is going to look for students that can also receive what is called negative SAI or Student Index or EFC. So using this number from -5,000 to 0 can potentially drive, for example, students being able to be part of the EOPS program... We can do some outreach or some direct grants for these students, because this will be a new way to identify students that are considered even more needy than a 0 EFC.

* Paloma said a part of the conversation she's been hearing is, because of the cost of housing in Santa Barbara County, does looking at students, for example, who just have a 0 EFC really capture for EOPS purposes..., the number of students truly in need in our county, because housing and cost of living is so high? Should we be trying to look at students who might have a slightly higher income because our cost of living is so high? That's a tough one, because a lot of this is federally and state mandated, and we don't have a lot of control. How

do we factor that into our conversations?

** Even with financial aid, let's say a student has a full Pell Grant and is receiving a Student Success Completion Grant and EOPS Grant. All these grants are great. But if the cost of living is too low for the Financial Aid for that, we cannot award the student that money, and now we're telling students to submit what's called a Cost of Attendance appeal, just to see if we can increase it in order to afford them that money that they are eligible to receive.*

**** The expectation in a way that we in Student Services have literally become social service agencies:***

- Over the past 10-12 years, has fundamentally changed the work that we do.

- We provide food, medical care, mental health, education, community, belonging, housing resources and support, and technology support.

- We are asked to fill in where counties or states, for students even historically in K - 12, haven't had their needs met. That really changes the way we do work and the level of work that we do.

- It's impacted our own personal burnout in the work we do.

- Our level of engagement with students has really changed dramatically over the last few years, and of course, exacerbated by COVID. COVID accelerated it, but we were already on this path anyway. That's a big piece to this one particular question, and probably the question that impacts us in terms of the higher trend, in Paloma's opinion, currently impacts us the most.

- We have grown in huge ways, like in Basic Needs, we have gotten lots of money and support for that.

- Affordable Student Housing Grant:

~ We are one of the 41 colleges that got it.

~ We received about a million dollars, and we are working to implement it ASAP.

~ Roxane Byrne just went to a conference, and learned that we're supposed to be doing it now— and we just got the money!

~ We have to hire new people and find new spaces, expand our technology, and rethink the way we're reaching out to students. We have to think about hiring people who have different skills. We haven't talked a lot about hiring social workers, literally to work in Student Services. We're not always confident that this money's going to stay with us permanently. We're put in these really unique positions where we need to do it, and we need to do it fast.

- The expectation now is that Student Services as a whole, understand the basic needs' opportunities that we have on campus, because students are coming from every direction. We need to, at the very least, at every level, have a basic knowledge of what is available to students, so that we can do referrals and support students.

- We've seen that internally in Admissions, with the new legislation that passed with the EW. It requires us to be social workers and really dig in to see what is happening with the students, and what can we do to help them be successful?

- It reiterates the importance of us not working in silos and the importance of us really collaborating, so that the responsibility is on us to provide the service to the student, and not the student to go try to find where they can be helped. That's a fundamental shift for us, too.

- Having to be intentional about being in those spaces. Ex: Having Admissions staff make sure they are in the Umoja and Raices spaces.

- Christina said there are a couple of competing needs or interests. Unfortunately providing for our students in this emergency response kind of way can be a little short sighted and also sabotage some of the long standing work that really needs to be done around intentional collaboration, bulking up our infrastructure, really getting much more quicker turnaround time on our operational services, whether that be Purchasing or HR, or hiring, or just getting reimbursements.

-The Higher Education paradigm and the culture of the industry has been very slow to change. Now we have this drastically moving landscape, and not only is it around the needs in Student Services particularly, but it's really about our students staying with us. If their basic needs aren't being met, they'll go somewhere else— another college that does it better

- We need to undo the silos, but they've been going on for a long time in most cases, so there is a little bit of this urgency. It's really the social capital— the collaboratives, the relationships. It's the departments figuring out how they can continually sustainably work together to wrap around in the services. Those are capital gains, but there needs to be the infrastructure to actually make that work. People don't have a lot of extra time in their already packed workday or job description.

There's also "cultural resistance," such as 'Our institution has always done it this way.' ' That's not my job.' etc.

Alyssa said to many of the points, what this is surfacing is again the need for stronger and more aligned coordination efforts across. There's going to be very clear implications around how Student Affairs thinks about its workload, the skills and training that are going to be needed in order to carry out some of the current work, as well as some of the future work that is being planned and envisioned. From this exercise alone, looking at the national landscape, and how it impacts and will impact Student Affairs, she thinks there are some very clear lines around, what are some of the potential technology needs the institution will have, as well as human resources future staffing and professional development and training, that is going to be needed in order to not only facilitate the work, but just as importantly, to sustain the work?

Chantille mentioned staff training, because all of our jobs are evolving just as everything around us is evolving. She mentioned to Angelica the other day, it would be nice to get everybody who's working directly with students (Student Program Advisors, Coordinators...) to see how our processes are aligned and what they mean, so that we clearly understand our jobs. A lot of us have just hit the ground running, and got on-the-job hands-on training. But we haven't

received training ourselves to understand what the backend is. For us to help each other, that would be really helpful to do our job better, because we are trying to assist the student as best we can when we're with the student, and we need to understand how that coincides with the student.

Envisioning the Ed Vision Plan:

Paloma brought up some questions we might want to think about:

- * How will the Plan help us?*
- * What are some of the major concerns for Student Services that this could help us address?*
- * What are major initiatives and programs that are impacting Student Services?*
- * How do we continue to support the needs around these new initiatives and programs?*
- * What does Distance Education mean for Student Services?*
- * How are we incorporating the Distance Education Plan into Student Services?*
- * How does this correlate with a lot of the work that we're doing with Program Review?*
- * Should the cycle of the Educational Vision Plan be in parallel with Program Review cycles?*
- * What priorities and strategies do we need to consider?*
- * How will this plan feed into Facilities, Technology, and People Plans?*
- * How do our needs/priorities/goals/vision also interact /interface/impact the Academic Affairs and noncredit piece?*
- * How does what we're talking about interface with those so that if we're able to do a fantastic job and remove silos between our programs where it makes sense and is intentional, that we're not just creating a silo between Academic Affairs and Student Affairs?*
- * What does that mean together with the other divisions of the college?*

Examples: What does the plan look like? How is it being used? Who? When? Where? What are some of the major concerns in Student Services, ones that we've already talked about? Serving students in hybrid modalities. What does that look like? What is best for students in terms of onboarding, supporting, being intrusive and proactive, collaborating intentionally with other departments?

** One of the questions that we just raised was thinking about the infrastructure that we need to build to support all of the changes that have been coming to Student Services. How do we do that intentionally and not respond to the urgency, and also try to balance our normal workload? In addition, the continued legislative, programmatic, legal changes that keep coming down from the State of California.*

** Alyssa mentioned an overarching question, as folks are thinking about this is, how should Student Affairs' priorities and activities, all the things we've talked about so far, interface with the EVP?*

- You have this Strategic Plan that lays out some goals and strategies that the college will be prioritizing for the next 5 years.

- How does that "north star" intersect with the work and priorities you all

have?

- *What would be helpful with ensuring that the Student Affairs' needs and priorities are also being supported, but also in support and service of the Ed Vision Plan?*

- *How should Student Affairs' priorities and activities interface with the Ed Vision Plan?*

- *Part of this requires that the units, the areas needs and priorities don't get lost in the shuffle, but that you all are working towards the same end. When we think about the tasks of each of these areas (Student Affairs, Academic Affairs, and the School of Extended Learning) coming together, we're all trying to think through, how does our piece of the pie fit into this larger pie?*

* *Christina noted that there has to be more active collaboration, and she's hoping with the Educational Vision Plan, this is where we're headed in terms of instruction and Student Services. Specifically in Santa Barbara, one of our challenges has been having a more student-centered approach to scheduling and really making the campus and the actual teaching (our product) accessible and working for our student population post pandemic. That's one of the things that is key to Student Services, is to both sides, we're wanting to move to a much more holistic collaborative model of service delivery within our division. That also should be on point in coordination with looking at student-centered practices in all areas of the college— similar to what we're talking about, technology and availability of resources, so there isn't this stark contrast of, 'Okay we're open. We're available. We're trying to mix up all these modalities and give you guys access.' But at the same time, this whole department is online. And you can only take those classes online.*

* *We need to have more of a unified student-centered understanding, and that should be with a lot of the availability of our classes as well as our resources, because the students, if they're not needing to come to campus, they are left a lot of times to figure it out on their own, and there's less of an opportunity to interface, intervene, interact. And they will not get what they need in the shorter time span, It actually delays their ability to get their needs met.*

* *Angelica reiterated what Chantille said earlier. As a whole, with the Educational Vision Plan, there needs to be a buy-in from all areas and all groups. We have to adhere to that responsibility that we're all here for that same vision and plan. Once we get to that, we need to kind of do what they used to do in HR. They would have a consultant come in and say, 'when you click this button on this form, it does this. When you do this, it does that,' so we all understand, there's a cause and effect to what's happening. We can no longer say, 'Well that is Admissions and Enrollment Services.' We are all helping students through the application, whether it be personally, with our guides... We all need to have a similar understanding of what is happening and what it does. That comes from all ends. Once we get there, we will naturally take down those silos because we're all having that same vision and goal. There needs to be more intentional group collaboration and spaces, as Chantille mentioned, with our SPAs and our Coordinators. We don't have a manual for them, and every single SPA on this campus has a different role, expectation, goal etc. How do we work together to*

say, this is what that shared vision is, this is what our area— this is where our warm handoff can be? We all lean on specific people on campus that we know that we trust, that we've gained that trust, that we've done that warm handoff with. We need to create more opportunities for that. COVID took us a few steps back because there were more silos created. We need to really be intentional and get more spaces to be together, to do some more collaboration for that shared vision. What is that shared vision at every level? We all need to understand what we want for the college, and where the needs are.

* Camila added, we need to collaborate and be on the same page, first, before we start helping everyone else out. She's gone out with Enrollment Services and from that has gained some knowledge on how they're doing their process. But there are other areas such as ESL, that are also doing an application, same exact thing that Enrollment Services is doing, but they're just doing it with ESL students.

* A shared interest on how we're working together and coming together maybe once a month saying, 'These are the issues that we're seeing with students. Are you seeing this with students?' Because right now, we're not collaborating at all. And that's what's creating the silos. We don't come together as groups of SPAs or Coordinators to really hash out all of these things, to make a better situation for our students, a warmer handoff. If we were collaborating more, and learning more together as a college, that just makes the student experience a lot better. This is a good time for us to come together in a group meeting and go through these processes. What does this look like for your area? What are the same similar experiences that we're seeing across all students? So that this way, it creates a better understanding of how we're able to assist those students, and we know who to reach out to.

* Camila gave an example:

- Once we establish our shared vision, and enough buy-in is made, creating a map so-to-speak.

- How do we link students in accomplishing their goals? And through that map creation, how do we all get involved?

- Even in that map is a shared space/location on campus. This is not new— some colleges already do this. We have a lot of departments in our Student Services building.

- Creatively, could we have somewhere on the West Campus, where a representative from each key area within that map is holding spaces for meetings, to get updated.? That happens in some areas, but not consistently in other areas, like for example, SPAs...

- Creating a map, and within that map, what are the areas that need to come together? What does that link/path look like to help students move their way through that map?

- The map could be virtual as well. Ex: we do that in class planning, where different folks from different areas come in and participate to help students take care of their needs in a one-shot kind of concept.

- Two options— one is a map that helps students and the second option is how do we help ourselves collaborate better and take down those silos?

Paloma tried to synthesize some of the thoughts and ideas that she just heard.

- It's intentional collaboration to improve the student experience.

- What are examples of ways we can do that?

~ Like-positions come together to understand each other's roles and processes.

~ Understand, what are our shared processes and shared experiences? For example, how and when are we all helping students do the same thing? And are we doing it the same way, or are we providing the same information? Or are we doing it totally differently? Do we need to be doing it totally differently? Should we be doing it the same? Etc. So trying to identify our shared processes, and how we could be doing that a little bit more collaboratively.

- And to Chantille's point, what are the backend implications when some things happen? And a way that we could do that is creating a kind of map that identifies these common points that we have, and these common touch points and processes where we serve students. That can help us identify opportunities to collaborate more. Ex: Is it around the application? Class planning? Outreach? Where are these points along the map that we can collaborate and come together? And how do we do that intentionally?

- Making sure that we are all on the same page— not only reiterating that among ourselves, but reiterating that across campus, too. And making sure that always remains our guiding light: really centering, or the decisions that we make in the processes that we develop around improving the student experience and their success at SBCC.

- Shared goals, shared vision, shared understanding, and then making sure that we have the structural, technological people/support and infrastructure to be able to do that and do that well.

One example for Camila that came to mind as it relates to academic counseling is how she shepherds EOPS students through the beginning of their time here. Things shifted post-COVID with students attending EOPS workshops. For the first time this semester, EOPS stopped offering them because they were really low attended. However, knowing EOPS students are still in need of that service, Camila started to go out and help with the UCs and CSUs application workshops. She talks to students about EOPS and pushes out that communication. She's stepping out of EOPS, knowing that EOPS students will most likely also be attending these workshops. She feels like it's her job and duty to offer help. How can we expand on that? Would it be class planning? More collaborators? More team members? Whether you're staff or faculty, just coming in on different points of the map in helping students.

Paloma asked, does it make sense to have an EOPS-only workshop, or does it make more sense to have a UC Transfer application workshop where counselors from EOPS and Umoja are also present? And it's one

shared workshop together. Camila thinks it's heading that direction. Paloma said that's really a cultural shift. We've always had sort of a more almost territorial perspective in some ways on things.

* Going back to the training for overall staff, Chantille thinks there should also be social and emotional training, because students come with a lot of social and emotional issues. We're there to sign students up and register..., but she also feels like in this time, where there has been a pandemic, and where we are coming back from a pandemic— there are still those fears and insecurities among all of the students coming back onto campus and being in closed spaces... or trauma they had to go through with families and friends. Those are the skills that a lot of us need, too, so we can recognize and address them. We have a vested shared interest in the student, not just because we want them to come to our college, but because we care for them.

* Another thing is a warm hand-off. Having worked with Dual Enrollment students for four years, Chantille thinks having shared lists among each other would be helpful, saying 'These are the kids I've been talking to these four years, so go ahead and check in with them. They're getting ready to graduate. They look like they want to go to SBCC. Maybe you want to talk with them a little bit more.' She uses Google Sheets that she shares with all of her high school, college and career counselors and career techs, so that we're all on the same page with students. That's something we could do internally as well to keep track of students.

* Also, case management. We're all doing our job of registering the students and getting them to where they need to be...But then sometimes there's not really a check-in. There's no case management just to even say, 'How are you doing? How's the semester going?' Etc. Even if it's just an email checking in with them., just because she feels like then we leave them off to fly on their own, and their reaction is, 'Wait what just happened? You gave me all this help during a workshop, and now you've left...' [Dual Enrollment] students should be able to come to Chantille, for example, and say, 'I don't know, I'm lost. What can I do?' And then we could still do warm handoffs to the other areas and vice versa.

Paloma added, or at least have someone where they know they can go ask.

This way we build a community here, because once they are here, they feel more comfortable in the spaces that they're in, and they start gravitating to those people that have this shared interest in them...

Broad Themes:

* Intentional collaboration. What does that look like? How do we do it well? How do we build it out? How do we support the staff to be able to support the student in the way that we know we want to? How do we identify commonalities?

** How do we support that with technology? How do we support that with people? And how do we also support that with the infrastructure of literally our building? Looking at the Student Services building, how do we support that collaboration?*

** Another broad theme we haven't really addressed, but need to, is thinking and looking at some of our new programs, looking at the increase in Dual Enrollment. Do we have goals around some of these new programs? How do we continue to onboard new programs? How do we continue to support Dual Enrollment? What does that mean for Student Services? Dual Enrollment is here to stay. It's the Chancellor's Office Vision 2030. We are on board whether we like it or not. Thinking about the looking forward piece in terms of these new renewed priorities and programs.*

** Another broad theme is this hybrid modality discussion. We haven't talked a lot about what that means. How do we do it? How do we do it intentionally? And how do we do it well?*

** Alyssa would add to that, at least relate to the Ed Vision Plan. It sounds like that plan will really need to reflect what a **unified student centered approach** will look like. And so be able to reflect it in a way that provides that unified vision in a way that provides the flexibility for each of the areas to see themselves in it. It also sounds like the plan needs to be structured in a way that reinforces the need that there needs to be **cross collaboration**. If we're talking about **hybrid modality needs**, this hybrid modality isn't just about the courses that are being offered, it's also about the ways that student support services are delivered and provided to students. We need to be able in this plan, find those commonalities of those shared priorities in a way so that each of the areas can then identify spaces where you can have very concrete conversations about how each of the areas fit into that and provide the support, the visioning, and the actions and the implementation towards that specific priority or area. That seems very loud and clear from the comments that have been shared.*

** Paloma started a document that you can contribute and add to it, under these broader themes. Thinking about what Alyssa said:*

- How do we reflect what we want this to be in the Ed Vision Plan?*
- What does this look like in the Ed Vision Plan?*
- How does the Ed Vision Plan help guide us in this direction?*

Questions:

** Camila asked, at one point in the creation of this Ed Plan, do we align or look back at the Strategic Plan to see the goal number that lies more within Student Services? Or is that something we're going to do later down the line? Paloma said we haven't necessarily mapped that out yet. Could we do it at the next meeting, Alyssa? Alyssa thought we did some of that early on when Paloma had done the introduction for the Strategic Plan. To Camila's point, it sounds like some focused discussion looking at the*

specific areas would be helpful as well.

** Angelica was going to ask if it's possible to meet in person as a group to maybe go over the Ed Vision Plan and the Strategic Enrollment Management Plan together. She thought that may be helpful for us to really just dig in so that we're utilizing the time with Alyssa to meet what the needs are of the group.*

** Paloma said we can, but she wanted to remind everyone that the Strategic Enrollment Management Plan has a lot of very specific activities and processes laid out. The intention of the Ed Vision Plan isn't to get to that level in terms of processes and details. It's supposed to be one level higher than the Strategic Enrollment Management Plan and one level more detailed than our Strategic Plan. It's supposed to be between those two plans. The Strategic Enrollment Management Plan is a very detailed plan, with lots of activities and goals, and that's not necessarily where we need to get here. Where we need to get here is:*

- What do we want to be?*
- What do we want to do?*
- What do we want to be doing for students?*
- How do we want to be doing it?*
- How are we doing it best?*

Some of how we do it is going to be in the other plans. It will be in our Program Review. It will be in updating

- our Strategic Enrollment Management Plan*
- our Distance Education Plan*
- Human Resources Plan.*
- Technology Plan.*

It doesn't necessarily need to be in this plan. It's kind of hard to think about conceptually. It's the fun work of, what would we like to be without really having to figure out how to do it. It's like our dream list. We don't necessarily have to solve it all right now. Try to think about it a little bit in that way, too. And a lot of the conversations have already been helping us frame that.

4. [Resources](#)

5. Next Meeting Discussion (Workgroup Meeting #5)

- a. Discussion of the community/regional data trends. What implications, if any, do these data have for **Student Affairs**? How do these implications plug in with the SP goals?

Future Meeting Dates

Meeting Dates (All meetings will be held at 2:00 with the exception of October 25)

Wednesday, November 8, 2023

Wednesday, November 22, 2023

Wednesday, December 13, 2023