Educational Vision Plan
Student Affairs Workgroup Committee Meeting #11
3/13/24
Minutes

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

- Resource Members: Rebecca Saffold, Keller Magenau

AGENDA ITEMS

1. Welcome

2. Review and approve previous meeting minutes
   3-6-24 Minutes - Draft
   No edits were needed to the minutes.

3. Ed Vision Plan Workshopping Continuation (Review priorities and develop strategies/activities for each area and map to institutional plans)
   a. Discussing potential strategies and activities for each priority
   b. Continuing to review priorities and develop strategies/activities for each area and to map to institutional plans

   Moises (page 6): For "Place: to meet students where they are," meeting students where they're at and where they feel more comfortable. For example, having a Financial Aid workshop at the Basic Needs Center, or, if it's feasible, to have academic counselors at our SAP workshops. That way if students need to meet with a counselor for their Student Education Plan, they can have somebody there in person or over Zoom to talk with right away. Building partnerships across different programs/departments to have more co-host opportunities.
   Paloma summarized, co-hosting and co-locating. Doing a little bit of both

where we are hosting with other programs in other spaces. Really trying to be where the students are and come to them instead of them coming to us. She liked that idea.

For 1.3, Moises also noted that the heat map shows most evening classes are on Tuesdays. He asked if it was possible to get more data so they could serve students in those classes if they need services (i.e. Financial Aid or Enrollment workshops). Something that will help students in the class instead of having them come to the Student Services building.

Paloma noted that part of what Moises said might fall under assessing student needs. She thinks it would be 1.2 and 1.3. To Moises' point, because 1.3 is thinking about, is there a need to be open late? What are the students' needs in the evenings? Once we know what the students' needs are in the evenings, how do we best meet that need? Does it mean being open until 6:00? Or does it mean going into those classes once or twice a semester? How many classes are there? It seems like it's both. It's both a time and location. Should location and time be the same strategy or two different ones? In some ways they are different, but there is an overlap. Because it may not be just about location or just about time. It might be about both.

Comments about location and time:

* Christina sees them as definitely related.

* Alyssa: In terms of time and location, it's really hard to disentangle the two, especially if, for example, there are potential implications for place utilization that tends to be tied to time. As you're thinking through the best timing to deliver services, and how when you think about time, that in many ways is going to be affected by access to physical space, if that is the strategy that you're looking at. It seems like it makes most sense to combine the two, unless you can think of instances where timing considerations are independent of place and locations.

* Linda thought of one. We've been offering services until 6:00 on Wednesdays for a long time. It worked really well during the pandemic, but we get almost no traffic on Wednesdays anymore. Yet we have had conversations with instructors on West Campus who said if you (Student Services) could set up at our picnic tables outside the math lab, you'd encounter students that never go [to the Student Services building. But Linda

doesn't know if 6:00 is enough. Maybe we start with changing the location, but leaving the time at 6:00.

* Paloma thought that that was a really good example of how they <u>are</u> connected, because, as Linda was saying, if we were over on West Campus, maybe our location would impact the time that we're offering services.

* Linda said, but if it doesn't, maybe we might find that it's really until 8:00 or aligning with their breaks. We have never strayed from the 6:00 time. She sees it as two. We could say, we're going to try West Campus, but we're not going to change the time. Or we change the time, but on East Campus. We'd have to assess some needs.

* Trying to assess some needs is the main activity that Paloma keeps seeing throughout all of these.

* Christina noted that we need to think about this separation between what we think students need in terms of time, location, modality, and what is actually being presented, because it still feels like a moving target. Ex: The Fridays that we were open more in person did not result in a lot of students coming in.

* Linda added that her information comes from staff of the math lab, not necessarily students. How we collect that data matters.

Paloma mentioned that the other thing that's being discussed a lot in Academic Affairs is that if you look at the heat map of how our classes are scheduled, it's very concentrated in a very small window of time. There's a lot of discussion right now about how we need to expand that so that students have an easier time building a schedule of classes, that's either fully in person, or meets their commuting needs or meets their work schedule.

> **They're looking at:**
> *- Adding more classes back on Friday, which is what we're supposed to have.*
> *- Adding classes on Saturday, which is what we're supposed to have by being a 16-week semester.*
> *- Adding more late afternoon and early evening classes.*

That's also the kind of data that we're going to need, because if all of a sudden, there are a hundred classes on Fridays, there are going to be a lot

more students on campus on Fridays. That's where another example of a partnership with Academic Affairs comes in because how they decide to change their schedule of classes is going to impact us.

Paloma added that the expectation isn't and shouldn't ever be that we're available 24 hours a day. Can we, within reason, find ways to be as accessible as we can be to students where and when they need it? Could it mean that for the first two weeks of the semester, and the first two weeks prior to the start of the semester that we're open until 8:00 one night a week? Once those first couple of weeks pass, students are not necessarily coming in the evenings anymore because they've gotten things done. After that, they're just looking for a place to study, and the Library is open. Those are the kind of conversations Paloma hopes we can have as a result of this project and plan. That's the kind of assessment that is really important to do, to understand what is it that the students need? And then looking at the heat map. There are way more classes on Tuesday nights than Wednesday nights, so why are we open on Wednesday nights instead of Tuesday nights until 6:00?

Let's use data to inform what we're doing.
*   - Does it mean we need to be open the entire semester until 6:00? Maybe not.*
*   - Does it mean that we need to increase more in certain places at certain times of the year? Potentially.*
*   - Really trying to assess where can we be doing a better job meeting the students where they are: time, place, language. That's one we haven't' really touched on: accessibility, both ADA accessibility and language accessibility. Do those need to be different strategies, or can those all be combined into one strategy? Because there is going to be a lot of overlap with assessing those needs with determining what, where, when is going to work most effectively for students and us.*

Moises asked in the chat, can we use chatbot data to help us look at peak times? Paloma thinks we can. It's looking at that, looking at the schedule of classes. When are students emailing us? Let's survey students and ask them,

what do they see as the needs? Paloma thinks it would make sense to do a variety of different evaluations of the data, both that we already have available to us, and then maybe trying to find some other ways to ask students, what do they see as their needs? Do a variety of different evaluations of the data, both that we already have available to us, and then maybe try to find some other ways to ask students what they need.

***EVP Priority 5:** Sustainable and climate-centered practices. This was one that was pulled over from our Strategic Plan that the college just finished. The Steering committee discussed this last week because some of us were thinking it may be challenging for us to think of what some strategies are. For example, what does it mean for Student Affairs to be sustainable and climate-centered? Academic Affairs? SEL? We were all questioning what strategies we would develop around this. Does it make sense to keep this as one of our primary priorities? Or should there be any modifications to this priority? What would a strategy or activity be for Student Affairs?*

Comments about EVP Priority 5:

*   - Use Google docs. We don't print. We don't use paper files anymore. All of our offices have gone pretty much paperless.*

*   - Are we saving energy cost for electricity by not opening some Fridays of the year? Paloma's understanding is that the whole building needs to be shut down. She's not sure that doing that one day of week does that, but she can ask.*

*   - Alyssa noted that if any of these priorities feel like they're a stretch and you're having to 'come up with' strategies to try to fit, then this may not be the right priority, because these priorities should be really viewed as a frame to help categorize the priorities that Student Affairs has around how it is going to meet the strategic goals.*

*   -Bus pass fee, and how that sometimes can have negative effects for students that can't pay, and they're dropped for classes. Has that fee been recently reviewed? Is it fair for the student to pay? We added a bus line recently.*

*   - Christina doesn't see Priority 5 as a huge priority for our area. She sees it more for Facilities or Operations. She mentioned an example from the*

City of Palo Alto that had a campaign where they had large recycling bins and very small trash cans. Paloma said that Student Services did a similar thing not that long ago. She doesn't think any of these things rise to the level of being a priority for us when you compare it to things like modality in person versus remote, and time and location and basic needs. Maybe this is something we gently move over to the Facilities Vision Planning workgroup.

- A & R is trying really hard to have all of the old student transcripts scanned. That could be an activity to make sure all of our offices are paperless offices.

- Angelica said we still have at least 15 paper forms that need to be electronic, but because of not enough resources due to IT bandwidth, we have not been able to do that. If we could put that as an activity, that would help us leverage getting that done. The vault is still an ongoing project to clean that up so we can have additional space for staff.

- Fully implement electronic forms and processes. A lot of our offices have created workarounds like using Google forms as applications for programs, and using pdfs instead of having truly electronic forms, applications, and processes. And then finish the process to scan all of the previous student records.

- Paloma recommended sitting on it, and not making a final decision right now. If something comes to mind, please reach out.

Priority # 4: Program and course offerings that meet employment workers' needs.

Strategy 4.1: Design and implement innovating student support services delivery and schedules that align with academic program offerings and needs. Assessing student interest & developing relevant degrees & programs.

Paloma asked, when folks read, "program and course offerings that meet employment and workforce needs," what is your response or reaction to the priority?

Christopher: How we're tying folks into CTE things like strong workforce; how are we getting folks in jobs with certificates with the skill set in order to be employable? And how Student Affairs supports and partners with those kinds of programs.

Camila asked in the chat, wouldn't this live under Academic Affairs?

Paloma: How are we developing programs and courses to meet community workforce needs? If we see that there's a real need for nurses, how are we increasing our nursing department?

Angelica also sees it as our community that is working and gets off of work at 5:00 pm. How are we offering a full program that they can complete, either in the evenings or online to get them a certificate or degree? And how are we providing them with those resources to be successful? Are we going to provide a partnership for a daycare in the evenings for them to go to class, have tutoring support and the daycare and be sure that their kids are taken care of so that they can truly invest in their education?

Camila agreed. Would that pertain to one of the earlier strategies when we talked about location and modality? Let's say, once the college within Academic Affairs division have identified to meet the need of a new trend or employment area, create a new degree or certificate, then Student Affairs figures out what's the best way to support by providing childcare, providing personnel to assist with the student services side of supporting students within those programs. With that priority, are we expected to come up with those ideas if we're not going to be the ones involved with the development of the curriculum and in teaching it?

*Paloma agreed. If we're coming in after the fact, then it's really about, what is the new need based on this new program that was developed? And how does Student Services help support the need for the students in the program? She wonders if our strategy around this one is to partner with Academic Affairs on the development of these new program offerings to ensure that there's going to be comprehensive support and analysis of need as we're rolling these new programs out. **Our strategy is to collaborate with Academic Affairs.** We have an example where we tried to do the evening college before, and there was a lot of really good work that went into that. But Paloma thinks a piece that was missing was there wasn't a lot of collaboration with Student Affairs at the very beginning. There wasn't necessarily the intentionality to make sure that Student Affairs was going to be able to support those evening students when they were here. Maybe our strategy is collaboration early on. Part of that could be hearing from counselors. What are some of the needs that*

counselors are hearing from students about finding jobs and workforce? Finding ways to bring the Student Affairs voice and input early, and then making sure that we're going to be able to be a part of the program in terms of what services we can provide at those alternative times.

Christopher agrees with Angelica re: childcare... He also remembers the evening school push. Even before Academic Affairs decides to build that out, what's really hindering us from providing those programs? We still have students who take courses in the evening, especially ESL. Building processes and putting things in place so when there is a larger course offering in the evening, we're a step or two ahead instead of building it once they've agreed to set these things out. Essentially he's thinking of student services, resources. How do we have something available for Financial Aid, Admissions questions, Basic Needs, childcare? Setting those things up already so we're either there before it gets built into or we're only one or two steps ahead. Like switching on a light switch when it is ready for us.

Paloma agreed, saying that's the point she was trying to make as well. Let's be part of that conversation from the very beginning so that as soon as those classes are offered, we're already there. We've got the services set up, we've already assessed what the student need is going to be. We've already figured out how we're going to staff those new needs... and we're ready to go as soon as those new programs are launched. Trying to be really active and engaged in the beginning processes of those conversations.

Camila asked, wouldn't this live in strategy 1.2 and 2.3? There are certain support services that meet students' basic needs that should be what we ideally strive for. And when this new program eventually gets developed and offered in hopes that it's developed in partnership with listening to Student Affairs input, that these services are already in place. And if they are in place, wouldn't they be part of strategy 1.2 and 2.3?

To Paloma, Priority 4 is looking forward a little bit more to initiatives that are not happening yet. And how can we be a part of those conversations, thinking about all the things that we're learning through Priority 1? How can we apply what we learned there to these new initiatives that are being discussed, and making sure we're at the table when these things are being discussed so that we can be prepared, and we can also have input on whether or not it's actually

even feasible. Ex: If there's going to be a Saturday college developed, do we have staff who can work all day Saturdays? If, for example, that is something that comes out of Priority 4 for Academic Affairs that they really see a need for a Saturday college, the way Paloma sees this priority for Student Affairs is that we are at the table when that discussion is beginning, so that we can give input on whether or not it's possible for Student Services to be able to support a Saturday college. She sees Priority 4 looking more forward, and Priority 1 is looking at what we currently have on a continual basis.

Paloma added, whatever new initiatives are being proposed, let's work together on them. It's not really our decision to decide on new curriculum, but how we support the students in that new curriculum, is.

Camila mentioned something she wrote in strategy 1.3. Not sure it should go there. Working collaboratively with Academic Affairs, to have a Student Affairs module within their classes, where we go and present in classes. Present on really important topics that relate to supporting them. This can be tricky, as professors are understandably busy covering curriculum. But if there's a way for us to think about how we can be in the classrooms, if that's even possible. That could be a wonderful opportunity for partnership between the two sides of the college.

Paloma said that could go to time, location, all of the above.

Alyssa: We are supposed to have this mostly fleshed out by March 21st. What we were hoping the groups would be able to do is have your strategies and activities identified, and also begin to have ideas around what connections and implications for other plans and initiatives there are.

Paloma will look to see if there's another possible meeting date that we can have, or maybe she'll start to work on some proposed activities for the areas that we didn't do and ask you all to put input on it. Paloma asks all of you to add timelines, notes, thoughts, identify other plans that you think these activities need to connect to. Feel free to provide your input on this. Perhaps we can meet for half an hour and review all of the input that everybody has

put together before we turn it back over to Alyssa, Michelle, and Darla.

4. Report on and discussion around outcome of steering committee discussion of EVP priorities
   a. [Proposed changes to EVP priorities](#)

      Paloma shared with everyone that there was feedback given, based on the EVP priorities, that maybe the Ed Vision Plan should really focus more on students, and let the Strategic Plan focus more on employees the care and needs of employees. That feedback was brought to the Steering group last week, and there was some good consensus around it.

      Paloma shared the document with the suggested edits.

      EVP Potential Priorities

      i. Equity in student ~~and employee~~ success and access *and support of employee's~~'s~~ professional success*
      ii. Modalities that meet students' academic and support services needs
      iii. Program and course offerings that meet employment/workforce needs
      iv. Meeting basic ~~professional training~~ needs *of students and support and professional development for~~of~~* all constituencies
      v. Sustainable and climate-centered practices

      Paloma noted that the suggested changes don't really fundamentally change anything that we've done. It's talking about equity and student success and access. That's actually what we focused on. Numbers ii, iii are the same. Meeting basic needs of students and support, and then adding onto that one, professional development for constituencies (although Paloma thinks in some ways we've been adding professional development throughout our document, and where there might be professional development needs). That's number iv on here, and it is still being discussed. Number v. is staying the same.

      This is going to go back to CPC with some of the proposed changes. And the discussion around really centering students in the Ed Vision Plan, and using the Strategic Plan that we finish to include staff and employee needs as well.

Paloma: Homework: Continue to review the document. Continue to add your thoughts, notes. If you don't feel comfortable adding straight on there, feel free to do it in suggestion mode. She will add some activities, too, and she'll let you know when she's done that, so you can review and add input. Paloma welcomes your input, thoughts, and adjustments…

5. [Resources](#)

6. Next Meeting Discussion
    a.

Future Meeting Dates:
    a. Wednesday, April 3, 2024 (Tentative)