

Educational Vision Plan

Student Affairs Workgroup Committee Meeting #9 - Agenda & Minutes February 14, 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

Linda Beers was absent from today's meeting.

AGENDA ITEMS

1. Welcome
2. Review and approve previous meeting minutes
[1-24-24 Minutes - Draft](#)
No changes were needed to the minutes.

DISCUSSION ITEMS

3. Review Ed Vision Plan priorities
 - Modalities that meet student 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

- One of the concerns raised at the last meeting when we reviewed these priorities was technology. Technology is a critical component to our being able to meet these priorities. The Steering Committee (the three Chairs and the RP group) said that technology was brought up in the other workgroups, too. The Ed Vision Plan is identifying our priorities, and the priorities that we are identifying are going to shape what the Technology Master Plan (and other Plans) look like.

- Camila noted that technology plays an essential role in what we do. Her

concern is by not making this a spelled out priority, that it might not happen as well as it should.

- Paloma said this is the first time we have made a real effort in having our plans inform each other. For example, we made sure that our Strategic Enrollment Management Plan informed our Student Equity Plan. And we're using the Strategic Plan goals to help align with the Ed Vision Plan.
- Trying to be intentional to make sure these are not standalone plans that we write, and then we never look at them again. The same thing is true for our planning processes, to make sure that they're aligned and informing each other.
- If we feel like we really need to ensure that technology is spelled out, then let's find ways that we're including that in some of our activities that we're about to go through. Maybe find a way to incorporate technology somehow in the Ed Vision Plan so that it doesn't get lost or forgotten.

Alyssa hears the concerns around technology, if it isn't uplifted as a priority, that in and of itself may get lost in the shuffle. She wanted to preface today's conversation around that specific point, that for all of the activities and priorities that have been laid out so far in support of Ed Vision Planning, one of the guiding principles that we have taken to heart in supporting this work is the need to really ensure alignment with existing and other priorities at the institution, which includes as a part of that, technology.

Alyssa shared with the workgroup the template that the RP Group has been preparing to document the priorities, strategies, activities, that they're currently going through with each of the areas (Student Affairs, Academic Affairs, and the School of Extended Learning) to show where they see the direct and explicit connection to technology and the other institutional planning, as a way to help provide some additional context and framing for what we're hoping to cover today.

Alyssa put the slide deck up, and skipped ahead to a mock-up of the template.

- In today's discussion, we were hoping to revisit the five priorities we talked about, and then have a conversation about the various strategies and activities that Student Affairs specifically would be prioritizing or hoping to plan towards, in order to meet the priority, and ultimately, the Strategic Planning goals.
- It might be really helpful after you've identified the activities, to think through the timing of when these different activities would take place. Since the Strategic Plan is a five year plan, identify what year that specific activity for that strategy and priority would take place, and then identify the specific initiatives

that would be needed or that would have implications for that activity.

- We went through and gave a sample based on what we were hearing from prior work group meetings of what a potential activity could look like, what connection to other various plans and initiatives it would have, and the implications for it.

- Technology: The thinking is, going through the exercise, all of the ways that the priorities that Student Affairs has to actualize or advance the strategic goals, could be then collated across the entire plan for Student Affairs to identify all of the different ways this work will impact technology and the technology planning. Because we're doing this across each of the areas (SA, AA, SEL), we'll be able to do at a very high level, look across all three areas to see where there's intersections and variances as it relates to each of these other areas. At the end of this, you would have a compilation of all of the different ways these activities will impact technology so that you can take this compilation of impacts or implications for technology back to your Technology Planning team to help inform their planning processes and priorities.

- This plan will help inform more than just the Technology Plan. Based on what we heard in the work groups, the other implications for this work are going to touch on Human Resources as another area that can be compiled and shared with HR around recruitment and hiring considerations. We have Facilities, Distance Education, and Professional Development identified.

- We're hoping that this plan, in going through this exercise will help uplift and identify all of the different ways these activities and these priorities will inform these other planning efforts at the institution. And by making the connection explicit that way, we're hoping that you wouldn't lose the technology piece, but instead you would have a coordinated compilation of technology priorities and considerations for that group to use to start prioritizing and planning technology efforts to support the institution at large.

Reactions to plan process:

- It's well thought out.

- It's realistic that it's multi-year because at least in Student Services in terms of getting Starfish resources, for example, it took at least an academic year to get that rolling, and Christina would imagine even longer to bear the fruits of such efforts. We definitely need a staggered approach.

- The main piece Christina is interested in looking at is, what are our outcomes, what would be our major takeaways for those years for each area? Anytime you're having a staggered approach like this, and you're monitoring, you're shining a light and then increasing accountability.

Alyssa sees her role as the facilitator of this process, making sure she's reflecting back what this group's and the college's needs are around the planning process, and offering ideas for how you might document the planning.

- By going through the activities and then saying, in order to make sure that we actually get this activity done, we need to be thinking about professional development, personnel, technology..., it gives us a way to actually track it. And when we're done, let's pull all of the things we pulled for technology to give to the Technology work group... It gives a clear process of how we're going to make sure this message gets conveyed to these other work groups.
- Keller said there's a 'close the loop' element. There's another column or a part B to this kind of structure, which says, it's the end of the evaluation period, what did we accomplish? And making sure we're always going back to doing that, and having some public way, whether it's an annual spring retreat that reviews both at the institutional level and projects work plans for the coming year, or something like that. We all need to make sure we're holding ourselves accountable.
- Alyssa said we can definitely have a conversation about what needs to be added or included so that you all have that piece around documenting the progress, and closing up the loop. What was shared was the front end of that piece in terms of we're going through a process and using what Alyssa just shared with you as a tool to begin documenting what the "it" is before thinking about how you will evaluate and track progress etc. As part of this entire process, it will be very important for the college to also think about, how will you begin documenting, evaluating, and tracking the progress of these activities that have been identified through this process?

4. Ed Vision Plan Workshopping

a. [Discussion of EVP Priorities, Strategies, and Activities](#)

Alyssa prefaced this presentation of content and information to say that this is just a sample and examples of what strategies and activities can look like based on trying to reflect back what she heard in past conversations, and using this as a starting place to begin thinking through the appropriate strategies and activities for Student Affairs broadly.

The workshopping part, where we really start documenting and thinking through what the activities and strategies will look like under this priority, is to think about the various strategies and activities to help us get to actualization of that priority.

EVP Priority 1: Modalities that meet students' academic and support services needs

- **SA Strategy 1.1:** Right-sizing the modality offerings based on students' needs and preferences
 - **Activity 1.1.1:** Work schedules audit
 - **Activity 1.1.2:** Audit of technology and needs
 - **Activity 1.1.3:** Identification of skills and knowledge gaps and relevant training and resources

- What we have heard in the different spaces was this need to right-size the modality offerings that you are providing in Student Support Services based on students' needs and preferences. The strategy that's been identified on this slide deck reflects that as a way to help address and respond to EVP Priority 1 around modalities that meet students' academic and support service needs.

- Once we identify the strategy, the thinking was, you would go through and think through the various activities that would be needed to carry out the strategy. How do you operationalize this strategy to meet this specific priority? What we have here are examples of what we heard in the various work group meetings. Alyssa read the activities from Strategy 1.1.

- Alyssa then read from each of the Priorities, asking what are the strategies that Student Affairs will employ to fulfill or meet this priority? And what are all of the various activities that will need to be implemented in order to carry out the strategy? The strategies are not set in stone, and are simply being shared with you to give an example of how this could play out and an opportunity to react to how we've documented what we've heard.

EVP Priority 2: Meeting basic needs of all constituencies

- **SA Strategy 2.1:** Identifying internal and external resources and services to address and meet the basic needs of students and employees
 - **Activity 2.1.1:** Mapping internal and external resources and supports
 - **Activity 2.1.2:** Ensuring there are adequate resources and training for staff to support students with basic needs
 - **Activity 2.1.3:** Establishing and maintaining external partnerships with relevant community services and organizations to support students' and employees' basic needs

Alyssa went through the rest of the Priorities. She asked if they had right-sized some of this thinking in terms of strategies and activities? And what other strategies and activities are needed in order to actualize these priorities that have been identified? What is going to be needed so that you have the time and space to be able to think through the relevant strategies and activities?

What Alyssa is sharing here is an initial set of strategies and activities based on what she had heard in the workgroups. The thinking is you all would take some time to look

at this, react to it and scratch it off and/or add to it... She explained, it's much easier if you give people explicit examples of what it could look like, to begin the workshopping and brainstorming process. Paloma noted that it doesn't mean we're tied to these examples.

EVP Priority 3: Equity in student and employee success and access

- **SA Strategy 3.1:** Streamline the enrollment process so more students make it through from the point of application to Census
 - **Activity 3.1.1:** Conduct a process map and examine the steps involved in onboarding and registration and identify/remove institutional roadblocks

EVP Priority 4: Program and course offerings that meet employment/workforce needs

- **SA Strategy 4.1:** Design and implement innovative student support services delivery and schedules that align with academic program offerings and needs
 - **Activity:**

There was some conversation here about the School of Extended Learning. There are some innovations taking place in terms of how best to serve their student populations, and then across the entire institution, a strategy around increasing or expanding your Dual Enrollment. Because there are all of these pockets of innovations happening across the institution serving different student populations and likely different schedules, this priority and strategy was really just to uplift the need and the conversations around, how does Student Support Services fit in all of this? And how do we plan around ensuring that our student populations are getting the student support services they need?

EVP Priority 5: Sustainable and climate-centered practices

- **SA Strategy:**

This one was uplifted from conversations from the School of Extended Learning workgroup, but also from the Strategic Plan itself.

The other outcome we hope comes out of this exercise is whether these priorities make sense and whether there needs to be an adjustment.

Reactions, thoughts, and questions:

- Angelica noted that it's good to start realistically small then go big. Looking at goal 4, for example, she and Chantille have been working on getting a Dual Enrollment tutoring space for our community. That's a small win, having a space for our high school

students to come for tutoring in the evening hours, and then aligning our curriculum to meet that. In our Culinary program, we have students taking courses at the high school. But if they complete two more courses on our college campus, and we schedule them in the afternoons, and we have tutoring and support available for them those afternoons, they can have a certificate before they graduate.

- On the template you showed us, there were different years. We can think about it in terms of years, too. Let's make our baby goal, that we know we can accomplish in year one. How can we build on that for year two, so that by year 5, we've got something incredible accomplished? That's how you make more meaningful, intentional, and lasting change, is to do it kind of slowly. Another example is doing the common application for all special programs. That's one baby step that is already in the works, and we're starting to have discussions around it. And it can help us move toward streamlining the process for students. We are already doing a lot of work to do a lot of this. Let's name some of that, make those our wins, and continue to build on those for years 2, 3, 4, and 5 for some of our more long term and bigger goals.

- Christina said what Angelica alluded to represents a lot of different areas in the college that we need incremental updates and changes around modernizing, being more responsive to the community, being more receptive to the needs of the population that we're serving, but also building capacity around training, right-sizing departments, getting clear on the role and responsibility. We're going through a lot of reorgs, or that's our goal with the division of Student Services. A lot of times, you have unstable staffing. If you have unstable staffing, you can't train people because they're not consistent.

- It is a microcosm of this bigger experience with the college. Around technology, Christina thinks this is really important because we have these core areas, and technology being one of them, that if we're not constantly seeing the intersectionality, naming it, getting communication around what's being done, what's been accomplished, and what's on the dash to accomplish, people feel frustrated, they feel unsupported, and they also don't have real life dashboards or data points to know what they're doing in their job. She's glad we're being really intentional, blocking off these certain segments, creating certain plans that are scaffolded or staggered and then tracking accordingly and hopefully communicating out, because there are a lot of moving parts.

- Alyssa noted that through this process, you would be able to identify where there is overlap in priorities and activities with Academic Affairs and School of Extended Learning. It is going to be very important that you are able to work in close collaboration with Academic Affairs, especially the right-sizing of the modalities to ensure that you are being responsive and you are meeting the needs of students. You can't do that in silos. By setting up this structure in this process, we're hoping that through this exercise you'll be able to see where there's overlap and then identify those opportunities where partnership between the various areas are needed to make sure that you all can be successful in your specific areas.

- Getting the students' perspective. Paloma thinks, especially around modality, we need to figure out how to hear from students more and maybe more consistently. She would like this possibly highlighted as one of our activities. Is this the student perspective? Angelica noted that that's going to be important and maybe guide a lot of what the "after" is, especially as we start to ask students how they prefer to be served? Email? Phone? In person? That will help guide us where we need to shore up a little bit more to be sure that we're available and serving their needs.

After a brief discussion, it was determined that the Student Affairs workgroup (sans Alyssa) would meet together in person to brainstorm ideas. 2/28 1:30 - 3:00 pm. Becky will reserve a room.

Keller said the templates that have been developed are a good tool, and we could make good use of them. She has worked with the templates, and she offered to facilitate the record keeping in the discussion to fit that model on Feb. 28th.

A meeting was added on 3/6 at 2:00 pm for the workgroup and Alyssa to go over the strategies and activities that were developed from the Feb. 28th meeting.

Alyssa said, after you have a set draft of strategies and activities, the next part of the workshop is to begin mapping them or identifying the other institutional plans those activities have implications for. Working backwards, if we, for example, wanted to have a fully drafted Ed Vision Plan by the end of April, we would need all of the workgroups to have their templates completed, which includes identifying strategies and activities and identifying where they map to, by 3/22. That's our internal date. That gives the workgroup about a month to finish the template.

RESOURCES AND NEXT MEETING

5. [Resources](#)

6. Next Meeting Discussion

- a. Discussion of draft Ed Vision Plan outline

Future Meeting Dates:

Upcoming Meetings

Wednesday, February 28th from 1:30 to 3:00 pm (in-person workgroup meeting sans Alyssa)

Additional Meeting Added

Wednesday, March 6th 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