

Educational Vision Plan Meeting #3
Student Affairs Workgroup Committee Minutes
October 11, 2023

Workgroup Committee Members:

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

All of the members were in attendance.

AGENDA ITEMS

1. Welcome

Paloma reminded folks that if you are here as a CSEA, ESD faculty, or ALA rep, please remember to report out to your constituencies about the work we're doing and what we've covered in each meeting.

Becky is also working [with Hong Lieu] on creating an EVP link on the VP Student Affairs website that will have our information about the Educational Vision Plan – general information about what it is and what we're doing. We'll also link our meeting minutes.

The EVP meetings are not open, as it would be difficult for somebody to come in who hasn't been at the last few meetings, and hasn't gotten all of the information that we've been discussing... Instead of making these open meetings, Paloma is relying on all of you to report out. In addition, we'll make the minutes and agendas available on the EVP website. She will report out to the Student Services leadership group.

2. Review and approve [previous meeting minutes](#)

There were no corrections needed to the minutes.

3. [National Trends](#): Discussion and reflection on national trends in higher education and implications for planning in Student Affairs.

*Alyssa reminded everyone that at the last meeting, we talked broadly about what are some of the pieces and levels of information we're looking at to help facilitate discussions around what and how Student Affairs specifically plugs into, and we'll need to think about to inform the Educational Vision Plan? We laid out information that would be at the **local level**. This would be access to course and program level information you have access to on a regular day-to-day basis, such as headcount, enrollment, etc.*

The next level of information helpful in informing this process is **community/regional** data. This is data related to what your immediate surrounding area looks like, what the community looks like, and how that information and the patterns and trends there impact what happens locally at the institution.

At the very highest level, are patterns and trends happening at the **national level** that will have trickling down effects, not only to the community and state level, but also the local level. **We had proposed starting at the national level, to talk about and think through what these national trends and patterns look like, and have some discussion around what implications, if any, these national trends will have for SBCC overall, but more specifically for Student Affairs, so that we can begin documenting some of the things to consider for Student Affairs as it relates to the Educational Vision Plan.**

This document lays out the **five specific trends** that we had noted in the presentation last week. The thinking was that we would walk through each of these trends and then have some initial dialogue around what implications each specific trend has for SBCC, and for Student Affairs specifically. Alyssa also has additional prompting questions to help deepen our thinking around what all of this means for Student Affairs. This is just a brainstorm session, in terms of how these things directly implicate what you do in Student Affairs.

The **first trend** that we're seeing across the nation is around **students' demand for more flexible course offerings**. We included support options because what we're seeing in the literature as well as in national surveys is that in the same way students are demanding more flexible course offerings by way of schedules as well as modalities, students are seeking the same type of flexibility as it relates to the resources and support services they're receiving.

If we reflect back to 2015 in California, for example, the State Chancellor's Office invested millions of dollars in the online education initiative, the Ed Planning initiative, and a whole suite of other technology initiatives, all in an effort to try to improve what the student experience and matriculation-related services looked like for students. With the rise of investment in technology, and then now, with students experiencing what it looks like to receive services in a remote environment, we're seeing a stronger desire from students wanting and demanding flexible and more options for how they receive the specific support services (e.g. online counseling and advising services)..

In local statewide surveys that we've administered across the state to the community colleges, we're also finding that there's a split in terms of what students want in terms

of in-person versus online or remote services and courses. This is a preview into the 2023 college attendance survey that is currently live right now at the California community colleges (these findings have not been released yet, and are preliminary findings). 37% of students who have responded to the survey so far, say they prefer in-person. 30% prefer any form of online options (synchronous or asynchronous). 44% prefer some online (either fully online or hybrid – partially online courses). This is going to have implications for how we think about the ways we're providing, delivering, and connecting students with the student support services for their courses.

Paloma said that one of the things that was pointed out at the CSSO conference last week is that there's a lot of focus on distance education (courses), and trying to incorporate support services into the conversation of distance education. Another differentiation is that it's not just about supporting students in online classes or supporting classes. It's providing support services in the modality that students prefer, whether that's in person or remote, regardless of where they're actually physically located, and regardless of where they're actually choosing to do their classes. It's not always consistent that online students want remote services or vice versa. There's a lot of circumstances where a student taking an in-person class might want an online counseling appointment during their lunch break, just because it gives them more time etc.

Alyssa said that's an important point in terms of when we're talking about online support or distance education. It really should be at this point in time referred to broadly, and not just focused on online courses, programs, or online students, because now we're also seeing students who are taking in-person classes with the demand for online remote services as well.

Camila asked if this survey was disaggregated by discipline. Alyssa said no, but the student ID is being collected, so discipline information can be matched thereafter by the college.

California has also invested several million dollars in efforts to close equity gaps. There are going to be some huge implications for Student Affairs in terms of how Student Affairs at SBCC, as well as across the state, start thinking about how to: 1) address some of this new funding that's coming in for special populations, and 2) thinking about how to better coordinate these services in light of students' demand for more flexible and just in time resources and supports.

One of the key questions for the college and Student Affairs to consider is, how is the college set up to differentiate between the different modalities for courses and delivery

of supports it is doing? Especially since we know there's a growing demand for the various types of modality options, is the college set up in a way to collect that information so you can track and monitor where and how students are accessing services as a way to make sure you're meeting students' needs and demands?

Christina noted that it still looks mystifying in terms of there's not a polarity being presented for a lot of us, especially at SBCC. We currently have a lot less in-person offerings than our neighboring colleges. There has been lots of discussion happening around what is actually motivating students when they enroll. Surveys are going to be coming out more specifically around that.

These numbers are interesting because they're leveled off. And there isn't a strong contrast. It shows the tricky terrain of really having to measure again and again, and being real intentional in finding out and assessing students' needs in real time, and not going on past assumptions, not using outdated schedules as a precedent. Perhaps we have to really look at enrollment patterns, at least here in terms of modality very carefully and over time to understand trends. It's interesting that there isn't this one linear student experience of Student Affairs, where you come in, wait in line, get something stamped or you move to the next window. It's a whole new arena. There are a lot more options.

Christina referred to the article Alyssa offered up at the last meeting around the trends. Our technology, resources, and staffing aren't built structurally in our infrastructure to be able to have that swift response time. If we have this flexibility, then that makes her want to rethink everything in how we do it in terms of those pieces of staffing and structure, and how we organize.

Chantille wanted to know regarding the data for preferred in-person, does it tell you if it is, for example, a returning student, a first time student, or a Dual Enrollment student?

Alyssa said it will. At the survey, you could split out to see what percentages are coming from the prospective versus returning students.

Paloma added that the survey went out to prospective students or students who had stopped out and are coming back. It didn't necessarily go out to students who have been here all along. It went out to students who, for whatever reason had maybe expressed some interest and hadn't continued through or left and came back.

Alyssa added that it's prospective students and anyone who previously enrolled in your spring and summer terms, whether or not they come back in the fall. You'll be

able to locally disaggregate however you want. She's simply providing a statewide snapshot of all of the students who complete it, regardless of whether they were currently or previously enrolled at the community colleges, or the prospective students who have either enrolled or applied, but didn't enroll.

Chantille thought it would be interesting to see what type of student was behind that percentage, because that would give us more information on how we could be serving our students. For example, Dual Enrollment students like more in-person than online. Paloma added that's a shift that we've seen recently, that our students just graduating from high school are tending to have a much stronger desire to be in-person.

Alyssa said we are seeing that statewide, where the percentage of preferred in-person is slightly higher than it is for prospective, than currently enrolled students.

In the chat, Alyssa said feel free to go ahead and type in the document directly.

Angelica mentioned that COVID shook things up for all of us in regard to the online world and how overnight we turned on the switch and now we had online services. At that point we were running on, 'what can we do to help students, to really best serve them?' She thinks it's great taking a step back and seeing, now that we're out of the emergency situation, now what is it that students really need and want?

With that comes staffing, because it's hard as a staff member who serves primarily in-person students coming into the office. How are we going to serve them? How are we going to break up our services? How is our current staff structure really going to be able to fill both of those worlds? How do we rethink our structures and how do we work to effectively and successfully serve students both in-person and remotely? Because we may be doing a good job one way, and a less good job the other way or vice versa. Or we may feel like we're being pulled in too many directions at one time to do both.

Regarding the article, Paloma also mentioned that we're finding it's really a compounded issue, because at the same time that we're trying to understand how to better serve students both remotely and in-person in this hybrid/hyflex format, we also don't have any money. And our technology is suffering – our staff in those key areas is very hard to hire and recruit for because there's such a competitive job market right now. We tend to be in an environment that is less flexible with our work environment because of the nature of the work we do. Fully IT companies might have the ability to be more flexible than we are. It's not only how do we do the work well, but how do we do the work well with limited financial, human, and technology resources on top of it?

The nature of the work in Student Services aside from remote and in-person has changed pretty dramatically over the last 10 years, and we have been expected to provide much more comprehensive services. We are functioning in many ways like social service agencies, and our staffing hasn't necessarily changed as much to reflect that. It has in some areas – we've gotten Basic Needs funding, Dream Center funding, and expanded mental health funding. The future of that funding doesn't feel 100% certain right now. But, the role that we play in students' lives has really increased significantly.

Angelica added that also with switching over to that online environment, students now have an expectation that things are instant, because a lot of those lines were blurred during COVID. Oftentimes, when they contact us and it's not something that we reply to right away, especially on a weekend, two days later they're messaging everyone else just to try and get that instant gratification.

Camila mentioned that as we think about how best to effectively operate in this hyflex environment as it relates to Student Services, it is being creative as a potential action item of how to restructure our staffing to be all hands on deck for certain days that are crucial (e.g. deadlines). Often, students will say, "I'm still within the deadline," even if it's due that day. It has always been that way. It's an invitation for us to restructure our coverage in those crucial days. And what does that look like? Is that overload?

So, really inviting all of us to think about how to amplify coverage in both hyflex modalities to meet that demand and need. And what does that look like?

Paloma said it's thinking about it in the ebbs and flows of Student Services. And how do we restructure or rethink to support the high need times in different ways? That's different from what we're used to where it's been 8:00 to 4:30 in your office. It's just not that way anymore. It's hard because that's how our contracts and schedules are set.

How do we live within wanting to be flexible (ex: going to pick up my child at 2:00, and I'll come back to work)? But then that half hour doesn't always coincide with the schedule. How do we do both?

Christina noted that our paradigm is totally shifting because we are a heavily bureaucratic siloed system that's been static and passive with our students. We've expected them to come to us on our terms, our hours. And having the work be very siloed, segmented, not at all streamlined, collaborative, or intuitive.

There was a meeting with Allan Hancock College today. They were reassessing their outreach and realizing for their staffing they needed to draw some lines around, where are we putting our energy? It needs to be everyone hands on deck, the entire college, offering up accessibility for students to the student registration event. That's a huge paradigm shift around student services. The lines between instruction and student services are getting blurred more and more. It's really all our jobs to support our students, to give them more handoffs, to find the answers to their questions, to lead them, whether it be virtually or in-person, to the right information. It's forcing us to be much more cross-trained in general to respond to this need for flexibility, and to have a much more overarching, helping institutional lens as an educational system. These are big sweeping changes.

Alyssa was glad Christina brought up the need to further break down the silos that often take place, which decrease efficiency and effectiveness in supporting students. It not only happens within Student Affairs, but those silos also need to be broken down with Academic Affairs as well .

*Alyssa noted that a lot of what was talked about as the group reflected on the various ways students are needing support, whether in person or online, has a lot to do with technology. The **second trend** in the national landscape is about how there has been an **incredible rise in artificial intelligence and machine learning**, and how that is affecting what teaching and learning looks like for students today. AI is not new. Colleges have been leveraging AI for some time now, for example, chatbots, plagiarism detection tools. ChatGPT took it to a whole other level. With ChatGPT and digital content, creation and knowledge access has made it more accessible to people. We're also seeing more of a broad adoption as well as willingness to explore, use, and leverage technology for things like open educational resources and related technologies, to some of the common issues we're seeing across institutions and colleges in terms of affordability. Textbook costs, for example, are always top three of college affordability concerns that students have. These types of technologies are helping us address some of the common challenges that systems have been experiencing.*

A key question for Student Affairs, as it continues to think about leveraging technology, access to technology needs to do your work, how does the rise in AI machine learning impact service delivery for all of you? What technology and resources are needed to keep up and to keep Student Affairs up with the changes that are taking place not only inside the classroom, but outside of it?

Paloma noted that in a positive way, using the AI chatbot is a way we can increase our ability and availability to serve students on weekends and the evenings. It's not the ideal service, but it is better than nothing. Can it potentially help alleviate the duplicate questions that our staff get over and over again from students and be a time saver? What we're facing is that same technology issue, that we don't necessarily have the staff in our IT department to help us fully implement a lot of these systems. We have a lot of robust systems that we have not been able to fully implement because of the challenges with resources (people and financial resources).

The other two areas where AI is impacting Student Services is the increase in fraudulent enrollments. A lot of them are fraud rings and are real people. But a lot of them are using different forms of AI to enroll and get financial aid. That has been a huge drain from Admissions and Records, Financial Aid, and IT financial resources to respond to that. Also, we don't necessarily have academic integrity policies that have really fleshed out what happens when students use AI like ChatGPT. We have general policies that address it. But in terms of student discipline, how do we address it? How do we respond to it? It's a little bit different conversation for Student Affairs than it is for the instructional side of the house.

Camila hopes that higher education can be creative in leveraging AI. It's not going away. Many private sector industries are using it to improve the efficiency of what they do. Students are going to go onto jobs that they need to know how to use AI. It's a broad statement in support of how we can incorporate and how we can use it in our work to make us more efficient.

Christopher responded saying, using it in an appropriate way. We're having this conversation in the District Technology committee, that it is a great tool, a wonderful resource. But any tool can be used in a poor way. So definitely embracing it in a way that we can teach students this could be a wonderful resource to make your grocery list, your email sound better..., but understanding that there is a place where it is plagiarism and it is cheating, and it is not your own material when you use it for adverse situations.

Trend three is the rising cost of living and the impact on college affordability. *We're seeing things such as in the Student College Attendance survey results, referencing last year's results, that college affordability and the need to work were the top reasons that were affecting students' decision to enroll in college. This was both equally impacting prospective students, as well as students who had previously enrolled at a community college. There are efforts both at the state and federal level to address some of these college affordability concerns, such as Cal Grants and financial*

aid reforms that are taking place across the nation. In addition to financial aid, what are other Student Affairs areas that would be impacted in the college affordability landscape and related changes?

Overall, Paloma said the difficulty of college affordability and the costs of living has impacted our mental health centers because it causes a lot of stress, anxiety and depression for students. Also, there is an increase in usage in our Basic Needs Centers that are needed to provide food and housing resources. And the increase in our need to provide emergency funding immediately to students when they become unexpectedly houseless or unsheltered, has grown exponentially.

A little more of an indirect that we are seeing is, SBCC has historically been a destination college. We have never had to recruit hard. We have always had a lot of students coming to SBCC because we're on the beach, close to UCSB, and a vacation destination. But the cost of living and housing in Santa Barbara is so high, that we are not seeing the same number of out-of-area students coming to SBCC. And our local Santa Barbara Unified demographic is declining because families are leaving Santa Barbara because of the cost of living. We're faced with this challenge of our enrollment going down. What does that mean for our Enrollment Services team who are out there recruiting really hard locally, out-of-area, and out of state? Do we have the staffing capacity to be able to support that level of recruitment? Philosophically, do we want to continue that level of recruitment? Or do we focus more on our local area students? A lot of that can be tied to increased cost of college and specifically cost of living in our area.

Moises mentioned a few local students he was working with. Their rent has doubled. The students were thinking they were going to be able to survive on a tuition waiver, and maybe some kind of a grant. Now they're thinking about not only taking out student loans, but some alternative loans, too. That means more debt that they have to go into just because they are physically here in Santa Barbara.

Paloma asked, how are we making sure that that debt is worth it for them? Is that debt worth it for them if they're coming here and having to take two online classes when they're here physically?

Ramon said that part of the requirement for being an EOPS is an expected income contribution of zero. Relative to our working class families in the area, that's not a reality for a lot of folks. While the EFC is not necessarily a zero, that doesn't mean that they can afford to send their students to school. A question he is going to explore at the EOPS conference is what are the inroads and what are the barriers that prevent

us to be more contemporary of how we check in with what our students' needs are? Ramon thinks there should be more room for the gray aspect of what our families are going through.

Paloma added that the other reality is commuting. A lot of our students and staff commute in. What does that mean for providing remote services and work environments, and providing alternative solutions to commute at lower costs? MTD recently opened up a new direct shuttle from Carpinteria. But if we aren't building the on-campus infrastructure, why would students want to commute?

Angelica agreed, saying if all of the options that are left over for students are online courses, why would they come here? Some of our sister campuses are fully in person, and they are providing services fully in person.

Paloma noted that every one of our colleges in Region 6 except for us have increased enrollment. And some colleges are actually higher than pre-pandemic.

Christina said our economy is very different pre-COVID, post-COVID. For families or even just folks out of the area, it's not worth it for them to make that long haul. Ten to twelve years ago, they could send their kid here with the hopes of transferring right to UCSB... Economically, SBCC as a destination college has shifted, and we're going to have to locally redefine ourselves, and who we want to serve.

*Alyssa said in terms of the community, **trend four** is looking at **the need for more flexible and accelerated skills, training, and preparation for employment**. What we're seeing is a rise in micro-credential programs gaining momentum across the nation. We're also seeing that locally here in California, in terms of looking at the use of prior based learning and competency-based as a way to honor students' prior experiences and skills to up-skill and receive formal credentials for the work experience they have.*

The other thing important to note is stackable credentials and a very strong workforce focus, found in both the Vision 2030 that was laid last month by our Chancellor for goals for the California Community College system, and a similar focus on workforce preparation by our governor. Last August, Governor Newsom put out an executive order for California to have a master plan for career education. There are clear implications and a renowned focus on ensuring that our educational programs are adequately supporting our students for the workforce.

A key question for Student Affairs to consider is, what impact will this growing

emphasis have for Student Affairs and how you provide supports to students? Going back to what Christina said, laying out the need to really break down silos in terms of how we think about supporting our students.

Angelica noted that we're seeing that now – breaking down those silos from our noncredit office, our ESL office, Admissions & Records, Enrollment Services, and Dual Enrollment office– really working in collaboration to be sure we have a plan for these students moving forward. The plan's not going to look the same for everybody. Some students may stay in the CTE area, some students may decide to go into degree-seeking majors. That first step, breaking down the silos is work we are doing now, and that we see that there's a need for, especially now with the new categorization of the Adult High School/Dual Enrollment students.

Now that we're able to really track those, how are we really leveraging that? Because we're in a prime location, and we have a prime structure already set for these students, where some of these students are undocumented. Once those students get their GED or diploma through the noncredit office, we are able to funnel them into a first time student, and they can leverage our Promise Program. We offer two years free for all students. Once they do that, then they can get into the AB-540 pipeline. We are set up structurally to really benefit these students. So now it's just about breaking down those silos and making sure that we're working together. That's definitely a goal that Angelica has and she has been working with the noncredit Student Services and ESL office.

Paloma noted that another area is that a lot of our support programs are not necessarily set up to support students in short periods of time. Ex: EOPS, where it's more designed around supporting full time students who are here to complete degrees. Even though EOPS supports certificate students, it's different when the student is a part time student or might be coming in and out and going. The way colleges are funded don't necessarily support micro-credentialing, either. There's more of an emphasis on transferring degree completion.

The students who are in these areas of coming back to upscale or rescale or do the micro-credential are potentially going to have a lot of different needs than our traditional age students. How do we meet those needs in the evening or on weekends when they have families and full time jobs, and they're doing this on the side, two classes at a time? Is that something we need to think about in Student Services?

Angelica suggested daycare for students after hours. If we're really going to be all in, we need to create daycare for students after hours, and in person courses that meet

the needs of those students.

Some colleges that are offering daycare for students: Long Beach City College and Compton City College.

Camila suggested having housing vouchers. Washington state is looking at how they're able to use Medicaid funds towards housing as a basic need. And how does that apply to the community college, since we are in this reality of providing different services beyond academic and support services to support our students so they can be successful?

San Mateo County and their Department of Social Services is now providing housing vouchers.

*The workgroup was not able to get to **trend five**, relating to **increasing attention to meeting student needs**, although Alyssa noted we've been talking about it throughout.*

Alyssa asked that everyone take a look at the entire worksheet. And add any additional thoughts you have around any of these trends. Also, add to trend 5 in terms of any additional thoughts that you have.

If the housing voucher is something that you feel SBCC and Student Affairs also needs to explore, please feel free to add that directly into this document. Our plan is to be able to take notes that are being documented in this Google Doc and then look across to see if we might be able to make connections between, what are some of the connections that Academic Affairs sees? What are some connections that SEL sees? And then also use this information to inform what are some of the data and additional research that is needed for SBCC as it plans ahead for your Educational Vision Plan?

Paloma said at our next meeting, we'll also finish this discussion and then start with some of the areas that we didn't get to on the agenda today – What does our Educational Vision Plan look like?

4. Envisioning the Educational Vision Plan:
 - a. What does the plan look like?
 - b. How is it being used? By whom? When? Where?
 - c. What should each division consider (e.g., priorities, strategies)?
 - d. How will the EVP feed into the facilities, technology, etc. plans?

5. [Resources](#)

[SA Internal and External Environmental Scans 9-27-23](#)

6. Next Meeting Discussion

- a. Triangulate information from the Environmental Scan and Trends in Higher Education, and identify opportunities and actions that can be taken to meet the college's overarching goals under each of the three core areas.
- b. Discussion of the community/regional data trends
 - i. What implications, if any, do these data have for XX?
 - ii. How do these implications plug in with the Strategic Plan goals?

Future Meeting Dates

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

Wednesday, October 25, 2023 1:00

Wednesday, November 8, 2023

Wednesday, November 22, 2023

Wednesday, December 13, 2023