



On January 17, 2020, breakout sessions were held during Convocation to gather input on the HomeBase concept. There were seven breakout locations that provided one general session as well as a session for each proposed HomeBase. This document summarizes the input received across all sessions. Anonymous input submitted electronically via the Google Form was also incorporated in this summary.

STAFFING AND TRAINING

Desired Roles

- Faculty (instructional)
- Counselors
- Classified staff/support staff
- Specialists – spec. pathways, transfers, etc.
- Mentors within area of interest
- Peer mentors/coaches; Sage or WEXP intern
- Canvas mentors
- Tutors [type not specified]; writing tutors
- Student helpers
- Safe space person
- ESL persons provided all of the time
- Someone to manage the area

Role Definition

- How will we define the roles of counselors and faculty (instructional) and classified staff?
- What role (roles) will faculty have in the HomeBase?
- What is the role of faculty who won't be experts/knowledgeable in other disciplines included in the HomeBase?
- Duties must be clear

Participation/Hiring Arrangement

- How much involvement is expected of faculty? Right now it will be volunteer based, can any FTE be allocated to encourage faculty to participate?
- Payment/FTE for participation or office hours?
- Need reassigned time for instructor
- Rotation of instructors (shared time)
- Hire work-study students to work and lead services such as translation, tutor, writing help
- Hire adjunct to fill needed positions
- Hire students to talk to other students and answer questions
- Diverse personnel (race, age, gender) will be vital to instill confidence; have people from underserved populations in the HomeBase
- Schedule faculty time in HomeBase to connect with students (office time, college service, sign-up sheet, other)
- Similar to office hours, or part of it, compensate faculty to work in HomeBase
- Offer flex hours to encourage participation
- Could count as office hours or college service or offer stipend for extra time
- \$\$ for scheduled time to be there/\$\$ for student leaders
- Create new positions for hours faculty provide to center.
- Integrate LRC Tutors/Beacon with this program rather than compete with it. Also with BCS lab.



Desired Skill Sets

- Translators
- Peer mentors who speak multiple languages to help ESL students
- Peer coaches (former or current ESL) who speak languages common to our students (Arabic, Farsi, Russian)
- Personnel who are fluent in ASL
- On-call interpreter for students to access services
- Good speaking skills in multiple languages (bilingual/multilingual employees)
- Mentors must be relatable
- Knowledgeable people
- Tech-savvy – at least able to gather information and provide to students; need to know the website well
- Welcoming demeanor (e.g., friendly, service-oriented, equity-minded)
- Put our SUPERSTARS in front of the students. They must LOVE our students and be experts in not only the requirements of the majors but how to navigate the systems.

Types of Training

- Trained/literate in all areas (pathways) that are part of the HomeBase
- In-depth knowledge of the HomeBase pathways paired with understanding of other pathways
- HomeBase purpose, intent, and organization
- Cultural competency
- Cultural sensitivity to ESL students
- Awareness of community resources
- Resources that ARC has for students and how to access them
- Methods for building awareness of the background of students
- Time management coordination
- Trained to handle diverse populations (communication is a big hurdle)
- How to communicate best virtually and/or with online students
- Interaction strategies (e.g., interpersonal skills; handling difficult situations)
- Training in Zoom or other platforms for communicating virtually (practice with others would be important)
- Training on what courses are needed, how to apply, and go over the process (ECE)
- American Sign Language (ASL) and other training related to effectively serving Deaf students
- Focused training for HomeBase personnel
 - Program intricacies, as well as degrees available and certificates
 - Deep knowledge of class sequencing
 - Financial aid related to ESL students (i.e., ESL-savvy counseling)
 - Coordination between different roles (e.g., instructional faculty and counselors, peer mentors and staff)
 - Website training to help personnel answer frequently asked questions
- Personnel need a strong knowledge of the Sac metroplex job market and the classes that ARC offers.
- Online – extensive training to include “being” an online student for a semester
- Encore – training in what we offer to Encore students in each of the categories
- Role-playing
- Ongoing awareness of curricular changes and evolving programmatic information
- Flex training about the HomeBase would be great.



Participants

- Counselors
- Include student workers (e.g., peer mentors) in the training
- Equal training for all staff
- Everyone gets to do it (training)

Related Comments/Questions

- The HomeBase personnel should reflect the diversity of the student body.
- Is the idea that each department will have a representative at the HomeBase at all times? The faculty may be from different departments and may not be able to answer the questions for other departments.*
- Cross-disciplinary competency? – How can a Geoscience faculty member advise a Chemistry student?*
- *Suggestion offered in reference to the two asterisked items above:* Determine ahead of time which department's instructors will be available at the center and post those hours so that students can come when it's most beneficial for them.
- Encouragement for faculty
- Will counselor be "first-come-first-serve" or will counselor be available by appointment?
- Will staffing the HomeBase spread resources thin in other areas?
- Representation of students
- In-person training
- Need to be fully trained on each pathway so that students leave the HomeBase with confidence that they are on the right track or pathway.
- Designate one faculty as "lead" and keep them in that position for at least two years. Use their backup to move to lead after two years.
- Training - possibly go to other schools that have those programs or quite similar in context and strategy
- Allow instructors to spend office hours in the HomeBase
- Create connection between counselor and instructional faculty – STEM seems to have too many different degree programs for a counselor to successfully manage all areas. Think about how counselors will be assigned to represent the different majors and how they will be connected to faculty from those areas as a resource for information that can be communicated to students (career information, curricular changes, etc.).
- Difficult to find accounting tutors; need to recruit more so we can have tutoring
- Get faculty invested – especially adjuncts who aren't on campus very much or teach only online (maybe offer flex)
- Personnel must be coordinated by at least one person on the spot, not just a documented supervisor.
- We need to feel like we are making a difference.

SERVICES, RESOURCES, AND PROGRAMMING

Desired Service Hours

- Open 8am-8pm
- Open only during the day= not accessible
- Allow employees to sign up to use the area until 9:00 pm
- Evening hours
- Hours? Need night/weekend resources
- These physical homebase locations need to be available & open as many hours as possible so students always have an opportunity to visit & seek advice.



Desired Services

- Appointment scheduling for general or HomeBase counseling
- Peer mentoring
- Study groups
- Drop-in counseling
- Multiple languages served; translation services
- Business services (e.g., issue parking passes)
- Pathway-specific help (i.e., discerning requirements of a specific major or transfer pathway)
- Canvas support
- Easy space for students to ask questions
- Counseling referrals
- Academic support/Tutoring
 - General
 - Writing
 - Language acquisition/language models
 - Speech practice
 - ECE-specific certificates and permits
- Homework space with tutor on hand to answer questions
- Video relay services (phone for deaf students)
- Safe space for students
- Automatic sign up for resources/space on Google calendar or scheduling person
- Help in dropping/adding classes
- Online meetings via Skype

Suggested Resources/Materials

- Pamphlets on majors; place to market programs
- Large charts with paths – worksheets available
- Worksheets with what is needed to transfer (e.g., CSU transfer programs)
- Contact information for faculty office hours and counselor availability
- Binder of major-specific experiences (post-degree)
- Job applications for on and off campus
- Announcement fliers and place to leave information
- Bilingual dictionaries
- Child care info; health care info
- DSPS + ESL + financial aid resources
- Information booth with flyers so students can browse around and gather information if they are not ready to talk to someone yet.
- List of resources (food, housing, etc.)
- Info about studying abroad, internship opportunities, volunteering opportunities
- Materials about available services on campus
- Materials including textbooks, relevant to disciplines, dictionaries, magazines, variety of reading materials
- Materials based on culture
- Copies of class textbooks; capacity for faculty to share textbooks and other instructional resources with students
- Key/care documents translated into multiple languages
- All resources offered should be accessible in ASL
- MBTI matching



Suggested Programming

- Guest speakers
 - Have a Distinguished Lecture Series for STEM (a different discipline each month). Free for students and possibly a small fee for community members. Funds go towards STEM program resources. Faculty (at their discretion) could offer extra credit to students for attending.
 - Informational presentations
- Lunch & learn series
- Networking opportunities
 - Introduce a mentee to someone in your network that can help clarify questions or provide an opportunity for shadowing, etc.
 - Study groups; scheduled times for students to work together; posted times that students from certain classes will be there
 - Sign up to mentor someone in a class you've already completed
 - Sign up for presentations; present technical skills
- Relationship-building opportunities where students can interact with others in their discipline
- Tours to 4-year schools and support programs within the 4-year schools – ensuring a connection for the future.
- Career and employment presence
 - Recruiters with presentations and booths
 - Information for students regarding their career opportunities and potential career paths
 - Proactively create a calendar of related job fair events to refer students to attend; job fairs expose students to potential career paths
 - Student employment
- Sponsoring/hosting colloquia
- Internships with veteran students – advice
- Workshops/mini seminars
 - Financial aid and scholarships
 - Various pathways/pathway guidance
 - Jobs on campus/jobs off-campus
 - Major-specific presentations that answer the question “What can you do with [insert major]?”
 - Other campus resources (e.g., child care)
 - Time management strategies
 - Class note taking techniques
- Host events – including housing/food insecurity
- Host tutoring sessions
- Connect/Canvas/textbook registration help
- Beginning of the semester reception or orientation for each area where people can get acquainted
- Celebrations
- Feeling of being part of a community: potlucks – bring in food while team building
- Progress tracking
- Borrow game design elements (scores, points)
- Social opportunities - movie nights, lunches, place to socialize/lounge, communication activities, clubs
- Textbook donation/sharing opportunities
- Get all of the HomeBases together, maybe just 3 times a semester, for them to know each other, to officially meet their counselors, mentors, etc. This meeting hour can be used to offer talks, invited guests, or to simply make sure everybody is still with us and not planning on quitting.
- Require every student to take a Learning Styles Inventory (LSI) and then have support classes to help apply LSI



- Faculty can take turns sitting and mingling with students
- Include community outreach at HomeBases. College of the Redwoods did this well by having a family fair each year at the STEM center. Have the Arts HomeBase host movie nights and other HomeBases host activities.
- Provide easier or more straight forward access to organizations that support the underserved and marginalized.

Programming for Undecided/Exploring Students

- Advertise/promote the idea that not all goals fit traditional molds (i.e., not everyone is on an AA or CSU transfer path, but there are resources and advice available for any goal. Some students need help narrowing focus or finding classes to help determine their own strengths and interests.
- Because ESL is a potential initial pathway to EVERY major and career, the home base needs to have info about every major/career (a mini “career center”). The goal of an ESL-inclusive home base might be to help the ESL students discover another Homebase...right?
- Specific instructors talking about programs on scheduled days throughout the semester
- Have the STEM HomeBase (and Communication) take all the undeclared majors without any inclination.

Suggested Comforts and Conveniences

- Offer food/drinks to entice students in (e.g., snacks, donuts, coffee)
- Couches where people can nap. That was really important for many of us who worked nights.
- Vending machines for coffee, soda, snacks in room (or provide limited free items)
- Dog therapy
- Students like free food and things. Have free stuff.

Related Comments/Questions

- Provide substance, not just fun and fluff
- Have HomeBase personnel know office hours for adjuncts in the field, to refer students (for instance, if a student wants to know about the nursing profession and Adjunct A is a nurse with office hours on Wednesday at 2:00 PM, tell students to show up and talk to a real nurse)
- It could be a good place for students interested in deciding whether to take Phil classes or pursue ADT in Phil, if hours of Phil faculty were posted.
- There needs to be expertise in each area – will industry leaders/advisory personnel be invited to participate?
- Should be based on academic/career interest
- Counselor presence for discipline and division pathways (more opportunities to meet)
- Access for all students, equity-minded
- Without permanent staff, incl. faculty, students may find useful personnel numbers at all times the base is open.
- Especially gear towards diverse and underserved populations
- Put together a schedule of when different classifications of personnel are available
- Be open to contributions that are “outside the box”. Engage staff as speakers or consultants for students with particular interests (e.g., refer a student to meet with staff who also work in the student’s field of interest or have otherwise succeeded pursuing the student’s intended path). This would require staff signing up and staffing areas of expertise they are willing to share. Some questions they might help answer are:
 - What classes will help?
 - What skills are most important?
 - What obstacles can be anticipated?
- A pathway should be Encore (older students returning to college or new to college). They have different challenges than young high school graduates. Taking care of parents, computer literacy, financial concerns, out of school for many years. Provide small stipend for 2nd year returning Encore students that can mentor new Encore students. Place Encore students in a special course to teach them how to navigate our college system



FACILITIES, FURNISHINGS, AND TECHNOLOGY

Ambience

- Nonacademic environment (it shouldn't look like a classroom)
- Space should be welcoming
- To make it more welcoming, consider including a lounge area with couches and chairs for students to informally gather.
- Welcoming atmosphere that makes students from diverse backgrounds feel comfortable
- Needs to be a comfortable informal space for students so they feel they can approach faculty/staff
- Spaces should be deaf friendly (circle tables, soft lighting, open sightlines)
- Plants
- Good lighting/lamp for lighting instead of harsh overhead lighting
- Ability to meet as groups as well as individuals doing things
- Windows that open
- Artwork/inclusive artwork (cultured or student)
- Music
- Environmentally updated with natural light
- Make it comfortable for students
- Make it attractive and fun – a place where students want to go
- Quiet, engaged in learning
- Safety
- Modern, clean, easy to find, not chaotic

Layout/Space Use

- Sliding partition wall
- Counselor/private space with door
- Adjunct office space in the design
- Space for students who want to sit and read handouts before asking questions
- Space for students to meet with other students to study
- Display of majors
- Conference room
- Both private and common rooms
- Quiet study space
- Open space for other uses
- Space for student-led initiatives
- Relationship-building space
- Homework, tutoring, and practice space
- Open circular, oval space
- Collaboration spaces
- ADA accessible
- Learning areas based on usage
- Variety of spaces and resource types to appeal to differing SS needs
- Comfortable seating and lounge area
- No isolation, group learning, speaking areas
- Ability to isolate oneself for focused study; also other options, for shared community



Furniture

- Tables/round tables for group work
- Couches and chairs
- Bean-bag chairs
- Multiple desks or chairs/sofas for instructional faculty, counselors, and students
- Movable furniture; ability to arrange space
- Computers that fold down into desks arranged into 3-4 desks so that students can work on computers individually or fold them down to have a large work space
- Storage space

Equipment

- Whiteboards
- Microwaves for students to heat up food
- Refrigerator
- Lockers to store materials
- Install sign all equipment
- Bookshelves; display shelving for pamphlets and handouts
- Stapler (close to printer)

Technology / Data Access

- Good wifi/internet access
- All digital
- Computer stations
 - With noise cancelling headphones
 - Student access (similar to a computer lab); computer access to find open sections
 - Computer access for all of us
 - Computers to teach Word, PowerPoint, etc.
- Media resources
- Screens/large screens; smart tv
- Screens with ongoing slides of information; pictures of cities, business/stock news projected on tv screen
- Printers and pay printers/print station
- Charging stations for phones and laptops
- Ipad for students
- Give faculty access to student ed plans so that they can have a better understanding of where students are and where they want to go.
- Centralized “note” system for all students that is accessible to faculty and staff so that the HomeBase point of contact can get a snapshot of the student’s life, classes, issues, needs
- Video review
- Fast access to resources – current sites
- Visual software like Zoom or others for online support
- Skype for online meetings
- Keep internet “entry” pages simple and easily workable through smart phones
- Tablet-based kiosk for interactive web-based apps
- Scheduling software (Design Hub)
- Interactive program map/feedback of progress
- Staff/faculty access to e-services for familiarity to answer student questions



Virtual Presence

- Need electronic version of this to share with students via Canvas
- Should have a “virtual” component to Homebase
- Create a YouTube video for each HomeBase with an embedded link in Canvas for all online classes
- Who will be the admin of the web presence?
- Online discussions
- Easily accessible online/open forums with moderator dedicated to the site for multiple instructors; like an administrative aide to a group of instructors
- Facebook groups monitored and moderated by staff or student mentor
- The online presence should include the ability to make appointments online.
- It would be great if HomeBase announcements could be easily shared in Canvas. Often college announcements have to be tailored for Canvas after being received via email.
- Extended hours (e.g., 24/7)
- Design Hub create interface

Related Comments/Questions

- Be clear on objectives of the space
- Since IPASS is trying to integrate the support programs within areas, will the location of the HomeBase be close to the classes within those disciplines? Will Science Success Center also be located near MESA in STEM building?
- Will the STEM HomeBase serve only those disciplines in the new building? Also separate from MESA? How will this impact available space? (There are big concerns with Davies residents).
- Folks will want to know where the HomeBase space will come from.
- Provide plenty of space for students to work together or hang out between classes, which also means the Home Base must be located in a high-traffic or classroom area so it is convenient to students.
- Spaces around campus already been identified – What about business? Will there still be a significant amount of space available for students?
- Will there be a classroom assignment plan?
- We think it’s important to look at spaces that are already working and created at other colleges.
- Find common areas: writing, research, outlines (in reference to shared space)
- Be sure internal pathways are evaluated – Accounting offices in Howard Hall; major pathway in Hospitality?
- Location is key.
- 1st floor, mid-lobby rooms (English)
- Possible location of Homebase: Tech Ed 325 + 326
 - Move classroom to Engineering?
- STEM covers so many areas and it seems unlikely that the center would have systems and materials to help CISN or CISS students be successful in those fields. Other colleges have a security-specific lab.
- Definitely need computer workstations so that students can log into Virtual HomeBase system/account to share/update their information with faculty, mentors, etc.
- Decisions on the physical space??
- You will need storage (!) space, both for supplies and confidential documents. You will need areas that at least give an illusion of privacy. You will need ADA accessible spaces and wheelchair accommodations.
- ALL support services should be located in a central location so that students don’t have to travel all over the place to get help.
- If students need to walk far from their classes, they will be less likely to attend. A HomeBase must be at the heart of major’s class traffic.



MARKETING AND COMMUNICATION

Marketing the HomeBase to Students

- “Market” via media
- Advertising on campus to spread the word
- Add one-page HomeBase informational flyer to syllabus
- Communication and marketing to students are key!
- Offer a HomeBase orientation/open house to all students, including give-away items for participants.
- Create a video that faculty can imbed in Canvas and/or show in class to promote their respective HomeBase.
- Use Design Hub to create give-away items that are given to students in the HomeBase who meet certain milestones.
- Need to market the student benefits. Why should they come to the HomeBase? How will it help them achieve their education/career goals?
- HomeBase needs to be advertised on the ARC webpage, plus any place we touch students (classrooms, cafeteria, library and student union).
- Market the program to students as a tool to simplify navigation of the school’s requirements for achieving their degree. If they know from day one of their education that there is a guide to follow so they can take the requisite credits to accomplish their goal, then much of their anxiety about requirements may be alleviated.
- Have ESL on the outside so that they don’t have to wonder where to go.
- BCS office promotes via flyers
- Lots of marketing!
 - Flyers
 - ARC website
 - Social media
 - Instructors (in-class and online) syllabus
 - Press releases to Sacramento area
- High school visits
- Develop marketing messages and structures directed at students and benefits of participating in communities.
- Offer swag for initial attendance (flash drives, hats, t-shirts)
- Swag (Design Hub)
- Advertisement in classes and in Canvas
- Include a page in every syllabus that introduces the program, its many benefits, and opportunities. Include photos and examples of ways a student can start to be a participant.
- Instructional faculty should feel comfortable advocating for the use of certain HomeBase.

Other Communication Suggestions

- Communication between areas of interest
- Good communication to students
- Communication between the counselor and the faculty will be essential.
- Strategic fliers (not messy and hard to see)
- Make pathway information available to faculty
- Make resources very obvious so that even for those who don’t ask will know what’s available.
- Monitor student questions as we receive them at Homebases and create an FAQ document.
- Have an updated FAQ by students and answers that can be referenced by students and instructors.
- Define underserved and marginalized, identify those students, and proactively engage them.
- Seems like if we want to get students through the education process, advising them that straying outside of defined pathways will cost them time, money and aggravation. Emphasize that strongly. It's better to go with a major or path that can be applied a variety of ways than to "find yourself" for years.



EVALUATION/DATA COLLECTION

- When we get to valuing Achieve and Homebase, we shouldn't just look at those who came through the program but those who were unable to in order to judge the value of the programs.
- Think about the opportunity for data collection – how will we measure successes and failures?
- Incorporate feedback throughout; make a plan for how to strategically implement feedback

POTENTIAL PITFALLS TO AVOID

Leadership and Organization

- Not moving on to the next big thing before fully investing in this (consistent support for this idea)
- Not student-centered
- Confusion of HomeBase structure/intent
- Not kept lean or organized
- If its duplicating other services or adding “extra” area of “management”
- Not enough support
- Unclear purpose; sounds so vague now, better have definite goals before we open or it will fail
- Lack of organization/confusing
- Poor planning
- Without proper management, the space will not be respected and taken away
- If there are people who are not respectful of personal boundaries
- Too fragmented in approach, trying to do too much
- Not be just an administrative building or counseling-run area
- Advertising as "one-stop-shopping" and then not delivering on that promise (parking passes, petitions, etc.)
- If there are any policies, procedures, or practices impairing the ability to progress students, change them.
- Lack of clear goals, resources and accountability.
- Missing the big picture

Access/Equity/Student Input

- Lack of authentic student input
- Not having student involvement in planning of design/purpose
- Lack of equitable access-night students? Weekend students?
- Lack of student representation (Deaf!)/Hearing as usual
- More services for students in general without removing structural barriers that already exist. (Deaf students)
- Not enough relationship building between students and staff
- ESL students slipping through the cracks. Achieve didn't gel with ESL students, and they missed out. If ESL is lumped together with English and speech, their unique needs will not be met.
- This is tough! If the historically under-served and marginalized students cannot afford the time to "hang out" and connect with other students and faculty, this is an extremely heavy lift. I suspect that the students already likely to do well in college will be those drawn to the Home Bases.
- Students already on track to earn As and Bs are those most likely to seek tutoring (Beacon, LRC, office hours), extra credit, etc. How can the Home Bases avoid just helping those already able to help themselves?

Staffing/Training

- Improper staffing/selection of staff
- Undertrained or undertrained personnel



- Lack of faculty interest (fatigue??)
- Supply/demand issue with staff
- Consistent staffing
- Personnel who aren't aware of deaf culture and fluent in ASL
- Not enough staff
- Staffing difficulties - seems like a lot of expertise for one person.
- Having only one counselor on site

Services, Resources, and Programming

- Too limited in its hours; hour constraints - needs to include nights/weekends
- Not welcoming
- Students won't go if it doesn't satisfy their needs
- Instructors not being able to explain content in classes they don't teach.
- Doesn't contain materials accessible to ESL students. Materials need to be translated or at an accessible level.
- Long lines! If this is the only place for students to get any given services, then I foresee lines coming out the door.

Facilities/Technology (including usage aspects)

- Too small; overcrowding in the HomeBase
- Doing too much in space
- Unfair use of space; it needs to be inclusive
- Too hot/cold
- Too noisy/loud
- Having food in these spaces can be very problematic
- Too disruptive
- Too messy
- No wifi
- Locating a HomeBase in portables without running water or bathrooms can make it difficult for students to congregate

Marketing/Communication

- Lack of advertising
- Students don't know about it, and don't come
- Communication apprehension
- No way to schedule or to communicate how the space is going to be used and when
- Initially offer some type of incentive to get students to use the HomeBase. Some ideas are \$5 Starbucks card, thumb drive, parking pass, extra credit.)
- If the faculty introduces the HomeBase as "remediation" or "extra work," you can consider it failed from the start.

Usage/Adoption

- There is no draw for students at the HomeBase and they just move on.
- Not very many students may use it.
- Attending HomeBase must feel relevant from a student's perspective, not just look great on paper.



CONCERNS

- Takes space from offices; part-timers need their office space
- Finding available space for classes due to losing a classroom
- Faculty workload
- Lose student to other disciplines
- The timeline of when HomeBase locations would be built was a concern.
- Space was a concern in relation to all the various faculty who needed a private location to meet with students.
- Fear that the space suggested will be too small to serve as a HomeBase for two areas of interest.
- Concerned that students from the McClellan Center would have to travel to main campus to access their HomeBase; one suggestion was that McClellan (and Natomas) may want to work out a weekly or biweekly rotation with the main campus HomeBase visiting centers on a regular schedule
- Assessing students holistically and attending to immediate needs before expecting them to choose and focus on a career pathway.
- Students do not interact with other majors especially tech and nontech.
- How can we create cohesive pathways for students if our internal pathways don't map cohesively?
 - BCS – 2 different areas (Comp. Sci and Business)
 - Business does not equal Hospitality and Recreation
 - Business Center to be located in the STEM Center; building is not near Business faculty offices
- Who will the HomeBase personnel be? How will they learn sufficient info about coursework to be helpful?
- Again, workload creep is a concern.
- Students could seek out pathway centers at the expense of seeking out faculty during office hours who are most specifically qualified to help students succeed at the course level.
- It splits up resources for students and goes against the "central center for student support and services" recommended by the Facilities Master Plan Team.
- I'm strongly opposed to this idea. Students are already confused about the location of services that they need.

OTHER QUESTIONS TO RESOLVE OR CLARIFY

- Are they [students] going into Homebase all on their own?
- When you're helping students fill out applications – where is that done?
- Is one of the stated goals for Achieve to connect with Homebase?
- Thinking resources such as MESA – are these programs going to be funded at around that level?
- How good a feedback loop do you have to tell other participants how well it works (Achieve)?
- How do students know where to go to get certain services (rather than separate counseling centers)?
- If the HomeBase is not in proximity of the main office what does safety look like?
- Seems like a great idea for other disciplines on campus to have a MESA-like program. I don't see how HomeBase is different than MESA. Will these programs end up stepping on each other or competing for resources?
- Define Well-Being (related to Health, Human Services, and Well-Being)
- Every student needs to go through the process of choosing their HomeBase. What does this look like?
- Will there be an intake process (questions) to direct students to the right HomeBase?
- Will students be able to change HomeBases easily?
- To be successful students need to see the value in participating – will HomeBase selection be required to enroll in classes?



OTHER INSIGHTS AND SUGGESTIONS

- Need well-informed leaders to implement – sounds simple, but critical
- Having both an in-person and online HomeBase will help
- Get rid of the long names for each homebase.
 - Change Manufacturing, Construction and Transportation to Manufacturing and Transportation
 - Change Health, Human Services, and Well Being to Health and Human Services
 - Change People, Culture, and Society to People and Society
 - Change Language and Communication to Communication
- I think the Achieve program should be placed under the umbrella of the HomeBase program.
- We should pay the student.
- Consult students/ask students what they want; make sure students have input; use student input, feelings, and reactions in the decision-making process in developing a plan of action
- Input from students on successful models of belonging
- Add students to steering group to get student perspective; possibly use Ideascale?
- Input from students on successful models of belonging
- Semi-autonomous state - make this clearly stated that each Homebase can have a separate personality from the others and changes can be made individually
- Seems important to get students connected with Homebase sooner so they know they have that resource. The students who come through Achieve are going to be pushed to Homebase; the person who doesn't come to Achieve may have a harder time to connect with Homebase? If they don't come through the Achieve program, they aren't going to get the value of the program. Feels like one layer of abstraction that we could get yelled at for or miss.
- Have people who make a positive contact with new students
- Students must see tangible benefits of this as a campus initiative.
- ESL needs its own HomeBase! We have been asking for space for an ESL welcome center, and this seems like it would be it.
- For most ESL students, this system seems too focused on career choice/major choice. They need a space to be safe, get placed, and grow for a few semesters/years before they even start thinking about career/major.
- Dance majors may feel misplaced in Health homebase. Dance students should go in Arts homebase.
- Virtual reality model of different ways a homebase can be structured.
- Once students are assigned to a HomeBase, they should be made to sign up for a "class". A HomeBase needs to be a family for the students – the college I attended had this course as a requirement for ALL freshmen physics students and to this day I remember it as the best experience.
- Important to have faculty recognize student's opportunities for improvement
- K12 systems have been doing this for a decade. Visit some of its spaces that are already established to get ideas and lessons learned.
- Start with pilot "homebase" before launching all 6.
- I doubt it will fail miserably. More likely things will not change very much. For the most part our students are who they are. Their brains are already developed and it is very hard for them to change their preprogrammed desires to be better students. Unless they can find a direction for their educational pursuits that truly excites them. I also think we are getting the front of the wave of students who were raised in the smart phone, iPhone, and tablet era. They are used to being entertained.
- Our students struggle with a variety of issues from general illness, mental illness, addiction, family tragedies, being single parents, loss of work, unemployment, low incomes, debt, implicit or explicit bias, racism, etc. Our struggling students need to be able to connect with people who are struggling or who have struggled with these challenges. I would encourage having a list our faculty and staff along with the struggles that they have faced within their lives. So, when a student is struggling with drugs, then can search the list of faculty/staff for people



who have had similar struggles. It would be great if the alcoholic student who is struggling to get help could seek out help from a college employee. Or the depressed students who is struggling with medication etc. could get support and not feel so alone because they can feel supported by their professor.

- A committee should be developed to look at these needs and what materials, technology, and communication is needed.
- It sounds very much like the First Year Experience at Sac State. What Sac State does is they offer Freshmen Seminar courses in different departments as a 3-unit course. Instructors teaching those courses invite representatives from different offices who inform students about so many different resources available to students. I don't know how realistic it would be, but if we can offer similar classes to students that would be more accessible to students and more productive (in my opinion). If the math department offers those classes, then we can also teach students math related topics as well, such as, maybe developing confidence in math, or anything else that may help students in their other math classes and in the meantime make student aware of the resources and guide them through their educational path. By offering classes, I think we'll make this available for more students than just those who choose to participate. The following is the course description of first year seminar at Sac State:
 - "Introduction to the meaning of higher education, resources of the University, and skills for lifelong learning. Designed to help students develop academic success strategies and to improve information literacy, intercultural competence, and integrative thinking. Provides students with the opportunity to interact with fellow students and seminar faculty to build a community of academic and personal support."
- It reminds me of University of San Diego – the different “schools” that are not based on major, but more on interests. Also reminds me of high school “homerooms” where students work on study skills, college applications, etc.
- There is extensive experience over at MESA - tie into it!!!
- This is exciting information that you have shared. As our team was reviewing it, we couldn't help but notice the many similarities between an ideal home-base and our Science Success Center. We already offer the majority of the services listed in the attachments, both formally and informally. Would your management team be interested in an additional homebase within Science? It's a large department that is spread over campus, and surely another point of outreach would be beneficial to students.
- The Science Success Center is missing. The current STEM Success Center is great for MESA-funded majors, but it doesn't fund or help students in Geography, Geology, Natural Resources, and other science majors that do not require Calculus. These majors are only served by the SSC currently. With the invention of a HomeBase, they will be further separated from Science.
- Great idea! Students will benefit from a home.