

Educational Vision Plan
Student Affairs Workgroup Committee Meeting #7
December 13, 2023
Minutes

Workgroup Committee Members:

- Camila Acosta, Linda Beers, Angelica Contreras, Chantille Marquez, Moises Cardenas, Chrisitna Llerena, Christopher Johnson, Paloma Arnold, Rebecca Saffold (resource member), Alyssa Nguyen (RP Group)

AGENDA ITEMS

1. Welcome

Linda Beers is still on leave. This meeting is going to be a catch up meeting. The RP group is still working to finish, compile, and provide some input on the college data report for us. That gives us an opportunity to connect and see where we are, and talk about some updates, and see if people have questions.

2. Minutes

[12-6-23 Minutes - Draft](#)

The minutes were just put in, so please review them before the next meeting.

3. Information Items

- a. Change to committee membership (Student Affairs only)

Ramon Borunda is no longer on the committee, as he is no longer the EOPS Director. Because we are deep into a lot of the data review and analysis, and knowing we have other ALA folks on the committee (Christina and Christopher), Paloma made the decision not to replace Ramon.

4. Discussion: Catch Up, Recap and Review

- a. What are the main themes emerging?
b. Are there outstanding questions?

Paloma turned it over to the group to see if anyone had questions, thoughts, concerns etc.

** Alyssa: On the planning side, we will be collating all of the feedback we've gathered through the national, regional, and local data discussions. We will then create an outline of the plan that tries to integrate what we were hearing, not only in Student Affairs, but also in Academic Affairs and SEL. That way, we're reflecting back what we heard across all of the workgroups in terms of a plan that not only identifies and surfaces the priorities of each of the areas, but a plan*

that helps identify where there are overlapping priorities to help foster and encourage cross area collaboration and partnership on similar and related priorities and goals. We're taking our time because we want to make sure we're able to spend time to actually do that. And then, with the local data, it is taking a bit of time making sure we're lifting up the most relevant pieces of information to help us provide a snapshot of how things have looked at the institution and how we can use that information to look ahead.

* Paloma said that part of the conversations at the next steering committee meetings is starting to triangulate the themes between the three different areas. It seems like we're in step with each other.

* Angelica noted that a lot of the work we do in the **planning also depends on our partners and partnerships with our local community**. Currently our local district is going through negotiations. We just got an update today that sounds like they will likely be cutting a lot of the counseling positions at the local high schools that we directly work and collaborate with. Angelica sees that that is going to be a big problem as we plan for next year because our counterparts that we have at the high schools will not be there, and the districts haven't found a solution. She's concerned because we're going to have to rely more on internal staffing and support to make sure we're bridging those warm hand offs over from the high school. It's going to mean that we are going to have to be more visible at the high schools than we've ever been before because we're not going to have counseling and career counselors who are promoting SBCC as they have been for the last several years.

Paloma encourages us to wait until we have a little more information. The negotiations are still tentative. She doesn't want to wait so long that we're caught totally unprepared, but she also doesn't want to panic and react, and then have things change, which can also be the case with negotiations. If we're thinking about this in respect to the Ed Vision Plan, one of the common themes she had started hearing and trying to articulate was how do we as a college continue to expand and grow and onboard these new programs in a sustainable way, recognizing that we don't always have the financial and people resources to really do it easily? This can be part of that conversation. There are all of these new programs and funding initiatives coming. How do we in Student Services do them when a lot of these funding sources don't always give us the opportunity to hire more people because they're not permanent funding? How do we thoughtfully, intentionally onboard, build these partnerships, and build these programs in sustainable ways for all of us? That's part of that conversation and being able to respond when our partners are losing their support and resources. How do we respond appropriately? If Paloma tries to internalize it into the Ed Vision Plan, that would be the area that she would put this concern, and then putting it on the radar that we need to be watching it closely.

* Paloma mentioned that a couple of workgroup participants weren't able to attend the last meeting, and Becky shared the video. If you have time, Paloma

encourages you to watch it. It has a lot of informative SBCC internal data.

* Camila: At the last meeting we talked about, **how can we ensure that Student Affairs is consistently collecting data to inform future practices** from recruitment all the way to graduation? As we continue to have these new initiatives and new programs..., how do we do it responsibly and sustainably and with data to be able to back us up and put our energy more in areas that we know it's needed, based on what we've collected?

* Paloma said that has come up as a theme, as well, with the SEL making sure they have data. The piece for us is that sometimes it's hard to connect our data directly to student success. With instructional data, a student passing a class, that's a direct example of student success. Whereas, how can you necessarily say that a student completing their FAFSA on time is directly related to their success that semester? We all know that it definitely impacts, but how do you draw that connection specifically? It makes our data almost harder to track compared to a lot of our success metrics that we have. But it also hasn't been connected to funding like instructional data has. But Paloma thinks that is shifting. Part of that responsibility falls on us to say, for example, we have increased our financial aid workshops, and that has resulted in more students submitting their FAFSAs. Financial Aid has done this whole new process to speed up the time of their SAP appeals. That's where we need to do a better job of collecting our data and helping to make those connections, because it's huge and we should have a ton of data. How many students go to A & R, Financial Aid workshops, access our Mental Health? We have a lot of that, but we don't necessarily have it collectively in one spot. We don't have a consistent way of pulling it, analyzing it, making decisions based on it... That's a huge component for us.

* Camila: We collect in a lot of ways, but sometimes the right hand doesn't know what the left hand is doing because it's not synchronized or we're not analyzing it.

* Christina agrees. She feels like data is your baseline. If you don't know who you're serving, how much you're serving, what modality people are going to, what time they're going to, what their needs are..., you are not operating with any sort of reality checkpoint. That is the biggest struggle for us.

* Christina also thinks that EOPS numbers are down statewide, because students can't do 12 units for a number of reasons. How people go to college is totally changing, and their relationship to Higher Ed is changing. How they want to be served and taught is changing. All of these multiple and interrelated factors really impact us because we don't have a baseline or a real context. And then we are trying to catch up with what we anecdotally hear or observe or think around what our students need. There is a lot of surrender to this process because nationally, too, the relationship of Higher Ed has changed in the last 20 years, and it may continue to shift and change. Community colleges are the least funded per student in the system. We are in a poverty budget state at all times, and we educate the most students.

* Christina: 75% of the students in college in California are in community colleges.

We don't have the money to adequately serve them on many levels. We are in an impoverished state. What can we strategically focus on as a college to make the most literal bang for buck impact for our students? Because if we just chase any initiative, grant, or money pot, we really deplete our own social capital, our internal staffing, our people. And people get burned out and we get turnover, or people are disgruntled, and they don't really do their work. Work ethic plummets. This is really important because we have to remember the operation or the context in which we operate because it is important to think, we have to be super lazar strategic, because we really do have very limited resources. Systemically, it's pervasive, and no matter where the state budget goes, it will come up and go down. We need to remember, what are we committed to? What are Santa Barbara City College's priorities? And stick to that.

** Christstopher: It's very difficult to look at Student Affairs data and quantify it in some ways. But it's really more difficult to quantify the problem. The impact is one thing, but when people from the outside see we have something for Disability Services or Veterans, or Academic Counseling..., they don't really see how it equates to student success. Or even something as simple as Basic Needs. As we look at things like assessment and matriculation, we have to do a really good job of amplifying this is what the issue is. And the reason why Student Affairs is so vital is because this is the big issue, the problem that we're seeing. So before they can even begin to focus on how they are doing academically, they have to make sure that financial aid is in place... Paloma added, what is the need Student Affairs is responding to?*

** Christopher: We're really doing some impactful work here. And then get to, this is why the data is applicable.*

** Is the college talking about **what's a target enrollment number that's sustainable given our ongoing challenges?** We will make some progress towards improving how we collect data and how we synthesize data. That all might come together more nicely if we have a clear picture of what is our enrollment number that's sustainable, given our existing resources, personnel. Is that something that is part of this process?*

Paloma wasn't sure that had been addressed with the Steering committee, but Alyssa thought it had been mentioned. Academic Affairs and SEL seem to also have some discussions around enrollment and commentary around what's going on with our strategic enrollment management. The Chairs for the work groups, as well as others have tried to lift up that the EVP should also align and integrate with the other major processes taking place on campus. The other major plan taking place at SBCC is Strategic Enrollment Management. The conversations around enrollment targets and enrollment strategies and priorities should be coming out of that work. And that work integrates with conversations that are taking place here. That way you're not having this group over here trying to set enrollment targets or have discussions about enrollment management planning. And then this other group having similar or the same conversations and going off

on their own. Ideally what should be taking place is that all of those different planning processes are integrated into the work that you are doing in this space. The challenge we have in this process is that those other planning processes, they're not done yet. They're also on a similar track in terms of being under development.

* Paloma noted that our Strategic Enrollment Management plan is actually done. At this point, it's two years old. And it doesn't really reflect our current reality. We're due to do another one in a year and a half. But it's done, and we're trying to continue to update it, but it already feels a little outdated.

* Alyssa noted that there is also a small group or team on campus that's participating in the Strategic Enrollment Management Academy. Have there been conversations about the work that that team is doing, and that lining up with the EVP if at all?

* Paloma said she is also part of that team. They had to focus their project down. They are really looking at trying to increase the percentage of students who complete CCCApply for SBCC and enroll to census. We have a 45% difference between students who complete CCCApply and then actually enroll to census. They added this to their next Steering agenda to talk about how to integrate the Strategic Enrollment Management Plan and the Student Equity Plan and our Distance Education Plan into the Ed Vision Plan. They're also having a PRT team come help us do more of our integration. Paloma doesn't think the college has identified an ideal number. We have consistently said for some time we don't want to go under 10,000 students, because once we go under 10,000 students, we become a small college and we lose about \$2 million. **The goal has been to stay above the 10,000 FTES mark, which would keep us in middle status college, which seems to be a reasonable size for the resources and structures that we have on campus.**

* We need to do some streamlining of our class schedule, buildings, making sure where people are located is the most effective place for them to be. In the past couple of years, since starting to come out of the pandemic, we've almost been more in a survival mode. It feels like we're just starting to get to the point where we might be shifting a little bit, and can be thinking about more stability and innovation. Stability is going to lead to more innovation.

* Alyssa: Even just knowing that you want to stay at the mid size level is helpful because there's a range for that, right?

* Paloma: That's where we are, and that seems to be where we're hovering. But it will probably mean **as our local K - 12 population declines, that we'll really need to be innovative about how we serve re-entry students.**

Christina said that was what also struck her in the data last time was that re-entry age group after the 18 to 24 age group, that that's been the consistent decline pre-dating the pandemic for this college. That is a really big opportunity. There are external factors: housing and the living wage, but she thinks that there is probably more ground to be gained there. This is a potentially creative pocket to look at and be more intrusive and targeted with.

** Moises: Now that we have more time with the EVP, and it sounds like we're going to have support implementing Starfish, will there be an opportunity to get some of that data and put it into use in the future?*

** Paloma: **The goal is that everybody in Student Services is using Starfish, at least as a baseline.** And that once we are all in Starfish, we start tracking things like, how many students come to the front desk? How many students did we help in this certain way? How many students attended Financial Aid workshops? How many students came to an open house night? We can start pulling all of that information. Starfish, in an ideal world, can track prospective to enrolled students. So when Enrollment Services goes out to some of the high schools or some of their recruitment trips, they should be able to put in prospective students. Once those students actually enroll, then they shift over to enrolled students so that we can track some of that information. If everybody's using it, then we can start seeing what's working, what's not working. Ideally, we should be able to pull from Starfish, not only who is coming in, but maybe, who isn't coming in. Ex: Are we seeing patterns of students who are not coming in to see a counselor? Are we seeing patterns for students who make appointments who don't show up? Are we seeing patterns of students who we've reached out to and don't respond? The plan is that everybody in Student Services can get into Starfish (including Dual Enrollment). When you have students come in, you log them in. When you have a workshop, you log everybody in Starfish. Whatever type of tracking makes sense for your department, that would be the goal. Do we want to do progress reports for Dual Enrollment students taking classes at SBCC on campus? Those are all things we can explore. Referrals in Starfish, where, for example, Angelica just met with a Dual Enrollment student who really needs X, Y, and Z resources. You can put it in Starfish. It sends a note to the student. It sends a note to the department. And then the department can say, 'I need to reach out to this student.' Again, it's also putting the responsibility more on us behind the scenes than on the student directly.*

** Angelica: It is a **case management style that students are yearning for.** They want someone to look after them while they're with us. They want to know they have a success team.*

** Paloma: We have Starfish right now, but it's not working as it should be. It needs a lot of IT support, and IT doesn't necessarily have the bandwidth. We just got approval to hire a consultant, funded by the Foundation, to come in and basically fix Starfish and hopefully train the IT staff who is going to be taking over Starfish on how to do it. It is going to be happening in the Spring semester.*

** Paloma: The Starfish meetings would not resume in the same way we had them before. But some iteration. And then after the consultant leaves, we need to look at long term support.*

- c. Update for spring timeline
 - i. Early January meetings canceled
 - ii. Tentative meetings now through the end of spring 2024

1. 1/24, 2/14, 2/28, 3/13 (tentative), 4/3 (tentative), 4/10 (tentative), 4/25 (tentative), May TBD

Update on the spring date. Originally we had set a very ambitious timeline, that we would be done by early February. Part of that was motivated by the potential that we would be going forward with a bond in 2024. That has been postponed, so we don't have the same urgency to try to get this done early, because this is going to be the plan that guides the Facilities Plan, the Technology Plan, and the HR Plan. We've started to schedule some meetings into the Spring schedule.. [Changes/corrections to tentative meetings: 3/13 changed to 3/20 due to a conference some members will be attending; 4/25 was changed to Wednesday, 4/24]. There should already be some meetings for early spring on your calendars. Becky is going to help schedule some placeholder meetings on your calendar, as it is easier to cancel them if we don't need them, than trying to add them at the last minute. We're giving ourselves a little more time, making sure we have the opportunity to do this well.

We did cancel the meeting in the very beginning of January, recognizing that many folks will still be out. It should be off your calendars.

d. Start thinking about a report out/summary to the campus in early spring
The Chairs and the Steering Committee will also prepare a report out to the campus on where we are. We've been doing small reports to CPC, but we're going to work on putting together a more comprehensive report out to the college. If there's input of information that you feel you'd like to contribute to, we're going to be working on that in early spring.

Paloma read some of the notes she started to jot down about some of the common themes that she has been hearing in our discussions.

- * Really making sure that we're doing what's best for students*
- * Easy onboarding*
- * Doing stuff behind the scenes*
- * Collaborating together*
- * Identifying common touch points*
- * Working with other departments to again, collaborate and streamline our resources*
- * Improving warm hand offs*
- * Improving case management*
- * Intentional collaborating, coming together to improve the student experience*

- * *Like positions come together*
- * *Sharing processes and experiences*
- * *Creating a map that identifies common practices*
- * *Having a shared vision*
- * *Shared goals*
- * *Understanding how to incorporate Guided Pathways into that work*
- * *Hybrid services and modalities*
- * *How do we serve students best in different modalities?*
- * *What modalities make sense for students?*
- * *Major new initiatives in program?*
- * *How do we continue to onboard and innovate Dual Enrollment, NextUp Basic Needs, in a sustainable way?*
- * *What do we need to support these types of goals? The technology, the people, the infrastructure*
- * *Training for employees*
- * *Professional development opportunities*
- * *Social and emotional support for employees*
- * *Having technology resources available, up and running and efficient*
- * *Building space conducive to all of these ways that we want to be innovating and serving students and being collaborative*
- * *Having appropriate staffing*
- * *Thinking about integrating our our plans*
- * *Integrating the program review process*
- * *Data*

Paloma asked, are there things on there that are surprising to anyone or things that she missed? If you have something that comes to your mind, reach out, write it down, or bring it to the next meeting. Keep thinking about how we want to move forward, and we'll plan to regroup in January.

5. Next Meeting Discussion

- Further review/discussion of the college date report compiled by The RP Group

Upcoming Meetings:

Wednesday, January 24th from 2:00 to 3:00 pm

Wednesday, February 14th from 2:00 to 3:00 pm

Wednesday, February 28th 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