Educational Vision Plan
Student Affairs Workgroup Committee Meeting #13 - Agenda & Minutes
4/10/24
Minutes

SA WORKGROUP MEMBERS: Christina Llerena, Christopher Johnson, Chantille Marquez, Moises Cardenas, Linda Beers, Camila Acosta, Angelica Contreras, Paloma Arnold
- Resource Members: Rebecca Saffold, Keller Magenau

  Absent: Angelica Contreras, Chantille Marquez, and Keller Magenau

AGENDA ITEMS

1. Welcome

2. Review and approve previous meeting minutes
   4-3-24 Minutes - Draft
   If there are any edits to be made, please reach out and let us know.

3. Ed Vision Plan Workshopping Continuation
   a. Student Affairs EVP Template
   Student Affairs Template Progress & Deadline Update:

   Paloma gave an update on the progress of the Student Affairs template, detailing changes that were made. One of the big changes is that the priorities have been rearranged. What was previously Priority One for us is now Priority Two. Priority One is now Equity in Student Success and Access.

   The other significant change that was discussed at the Steering Committee is that we decided to remove Priority 5, which referred to sustainable practices. We decided that the strategies and activities that we had listed under that priority for Student Affairs and SEL could probably fall under Strategy # 2, and for Academic Affairs, they would fall under strategy # 3. It didn't really require its own standalone priority, especially given that that was something that the Strategic Plan focused on. The two strategies that we had identified for EVP Priority 5 were making sure that all of our petitions and forms were fully digitized, and making sure that all of our old files were fully scanned and digitized. We rolled those into

Strategy # 2.

The Steering Committee also did some work around the language of the priorities. Although the language might be slightly different, the intent of the priority should still be the same. The updated template, which incorporated revised priorities and strategies, was reflective of the team's recent discussions.

Paloma also announced a delay in the completion of the Ed Vision Plan until early fall to allow for the RP Group to work on synthesizing a draft, and creating something that we will take to the Board of Trustees, CPC, the Academic Senate, CSEA, and Student Services Leadership, so they can review and weigh in. The deadline for template completion is April 18th.

Improving Enrollment Strategies at SBCC:

The work group discussed strategies to improve and streamline the enrollment process at SBCC. Paloma modified the strategy to say from the point of application to registration instead of census, because that is more within our locus of control. An outcome could be that the percentage of students who complete the application and register for classes increases. Right now, there is a 40% drop from students who begin the application to students who register.

The work group agreed on the need to focus on students who have shown a true intention to enroll but have not completed the process, as indicated by their participation in the college's orientation. Paloma proposed developing data-driven interventions to help these students. Alyssa suggested examining the period between orientation and registration to identify opportunities for practices and systems to be put in place to provide support to students through the enrollment process. Christopher didn't think that impacted our practice to get that student to enroll, because they might become an SBCC student later on. Paloma thought it could, though, impact some of our activities. If we have limited resources, people, or time…, let's make sure we're focusing those resources on the students that we know have the intent to come to SBCC, but for whatever reason didn't complete the enrollment process.

Camila proposed assessing the effectiveness of current enrollment practices (workshops) and tailoring them to meet identified gaps, and

having a one-stop shop. Paloma added that an additional activity could be to assess our current practices for how effective they are.

Onboarding Process Map Review and Restructuring:

The work group discussed the need to review and possibly restructure the current onboarding process map. They considered whether to conduct a process map to examine the steps involved in application, onboarding, and registration, and to assess the effectiveness of their current supports. Alyssa suggested this activity should be separate from other tasks.

Christina proposed examining the timing of the process, including deadlines, and how it impacts the student experience. Are we at an optimal flow? Ex: moving our application to fall, which would potentially help us with our registration process overall. Other examples: When does the schedule of classes open? When does priority registration start? When are we going to do the Promise Registration Rally? When does FAFSA open?

Paloma felt this process was separate and should be a separate activity. She felt that 1.1.1 is actually talking about the student experience. And what Christina was referring to is more our process to facilitate the student experience – our timing, our development, our collaboration with each other. It was agreed to further discuss and refine these ideas.

Improving Enrollment Process and Coordination:

The work group discussed the impact of various processes on the enrollment steps for the educational institution. Paloma emphasized the importance of developing a timeframe for enrollment steps due to their time-sensitive nature and the need for careful coordination between different departments. The team highlighted recent issues, such as moving up priority registration and the subsequent challenges with releasing the schedule of classes (new scheduling software prevented the schedule of classes to be released as early as promised), which affected the ability of counselors to complete class planning, and therefore resulted in a domino effect of complications. The team agreed on the need for intentional planning and coordination to ensure a smooth enrollment process.

Addressing Registration Concerns and Solutions:

Camila expressed concerns about the early push for registration, which she felt could cause confusion and conflict for current students, as well as potential future students. How do we meet the competing needs?

Alyssa is currently a student at UC Davis. She shared her perspective, suggesting that publishing the schedule of classes for the entire year in advance could help students, especially full-time workers and those with family commitments, to plan and register for their classes more effectively. Alyssa proposed this as an alternative approach to solely focusing on registration and suggested it could promote more enrollments. Ex: the publishing of the schedule of classes a year in advance so people can plan ahead.

Improving Scheduling and Enrollment Access:

The team discussed the goal of publishing a schedule of classes for the entire academic year, as a shift towards improving access and efficiency. Christina highlighted the ongoing efforts to reform scheduling, including making data more informative and creating more access around it. Ex: using the heat map to look at when students are physically on campus, look at what classes are scheduled during conflicting windows etc. The ideal is that you get a working schedule that fits and have it published ahead of time. We have a lot more work to do as a college before we can get to that point.

Alyssa raised the idea of publishing all enrollment steps from application to registration, to which Paloma confirmed that such information is already made available to students. The team agreed that while there is progress, more work is needed to fully achieve these goals.

Improving Student Enrollment and Onboarding Process:

The work group discussed the process of student enrollment, focusing on the steps involved and potential improvements. They agreed to consolidate certain activities and capture additional data on student dropouts during the application process. Paloma mentioned one thing we could potentially add is applying for financial aid, but that is not required for all students. But it's a data element that we could add to that process because we do consider it a step to enrollment.

The work group also discussed the importance of making class

registration workshops and class planning sessions an effective use of students' time. Camila said that although class planning is wonderful, it is extremely overwhelming. One possibility of making it more student-centered would be to have a five minute spiel, talking about the two goals: an AA and prep for transfer, and the two groups of classes the student can complete. Invite the students to come back to a counseling appointment when they're ready. Another option Paloma brought up was to have the students take a two-week half (.5) unit education planning class.

There was a discussion about 1.1.2. One of the things we know to be true is we can do wonderfully on all the steps to enrollment, but if students go to register and the schedule of classes is not set up to meet their needs, then there's nothing we can do. There needs to be a collaboration there, including feedback from Student Services.

Developing a peer programming model to support enrollment and onboarding (e.g. Enrollment Coaches program that is being piloted this semester). Using Guided Pathways CAPS to explore major and career.

Lastly, they highlighted the need to grow and support Dual Enrollment initiatives, particularly for Latin students, and the importance of collaboration between high schools and SBCC administration on shared goals for Dual Enrollment..

Peer Centered Model for Student Retention:
Paloma brought up something that was discussed when the work group met in person, and that was transitioning from a Guided Pathways to a peer centered model to improve the first-year student retention and support. This would include inreach and engagement to students in need of academic support, alignment of financial aid and academic progress, and increased intentional outreach. Paloma felt like there were two different categories in this strategy. One category is the first year model, and one category is different ways of doing intentional outreach and inreach. This resulted in Paloma making the strategy a bit more broad.

The team also emphasized the importance of addressing basic student needs.

Paloma requested that the work group add any last inputs on the

template. She will send an email to everyone to ask if they have had a chance to provide additional information, thoughts, comments… If you add it to the document, please put it in a different font color. If you don't feel comfortable adding it to the document, email Paloma with your thoughts and comments…Paloma will send a final version to the work group on April 17th for review before handing it over to the RP Group.

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

Future Meeting Dates:
   a. Wednesday, April 24, 2024 (Tentative)

<u>**Resources**</u>