Educational Vision Plan
Student Affairs Workgroup Committee Meeting #6
December 6, 2023
Minutes

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

Unable to Attend Today's Meeting: Linda Beers, Moises Cardenas, Christopher Johnson, Chantille Marquez

AGENDA ITEMS

1. **Welcome**
   We have a smaller group today, and we will send the recording out to the folks who aren't here. When we canceled the meeting the Wednesday before Thanksgiving, it put us one meeting off from Academic Affairs and SEL. We added this meeting so that we would all be on the same timeline and review the same data at the same time.

2. **Review and approve previous meeting minutes**
   [SA EVP Workgroup # 5 Minutes - Draft](#)
   No changes were made to the minutes.

3. **Discussion of the college data trends**
   a. The RP Group leads will preview the questions specific to AA/SA/SEL we have related to college data trends and possible implications for the completion and usefulness of the available data.

      The focus is, how does this impact Student Affairs, and/or where can we help potentially impact this data with our Ed Vision Plan? Looking at the data, do we see opportunities for things that we can do in Student Affairs and Student Services to positively impact this data in different ways?

      Alyssa shared the report called, "Santa Barbara City College: Internal Scan of College Data" with the group. She explained that we have taken the approach of providing information at various levels, starting with the highest level, national, and then working our way towards the most directly relevant pieces of data and information. She showed a rough draft of an internal scan of the college's data

where we laid out and collated. None of this is new data. This is data that comes from both internal Tableau dashboards that the college has access to based on local information. We also supplemented this report with information that the college submits to the State Chancellor's Office through MIS.

Alyssa will be providing a high level overview of what you'll find in the report. As soon as the report is finalized, we'll share it with the Chairs of the workgroups so they can share it with you thereafter. After walking the group through a high level overview of what you can find in the report, she'll zoom into specific metrics or outcomes that are most relevant for the SA group, based on conversations we've had.

In the report itself, the bulk of the data sources used to compile the report came from your own internal data basins such as Tableau dashboards, and/or any reports that have been produced to provide a snapshot of what access, progress, and completion looks like for your students.

The categories being looked at:
* Information tapping into what access looks like at Santa Barbara City College for credit as well as non-credit students.
* Information about what is being offered to students in the form of credit section offerings, as a way to understand what the supply and demand looks like at SBCC.
* Progress and completion information to understand whether students are making progress towards various milestones like completion of transfer level Math and English, unit thresholds, degree and certificate, as well as transfer-related outcomes.
* The items that are going to be most directly relevant for the SA group is Utilization of Services. There is some (limited) information about how many students are utilizing certain types of student support services. We'll be zooming into some of that data to have some conversations about what that looks like.
* There's also information about what the college employee profile looks like in terms of the proportion of various positions and employee categories at the institution and how that has changed over time.
* Some information that we thought would be pertinent in terms of the college's alignment to statewide initiatives, specifically the Vision for Success and Vision 2030.

Alyssa is not going to cover everything in this report– there are over 50 pages of data in this report. We're honing in on matriculation-related outcomes we have, to talk about how the patterns and trends there might help inform some of the outreach and matriculation services that Student Affairs and Student Services

provides. We'll also zoom in on some measures around section offerings and modality, because even though that information is anchored at the course level, there are some clear implications about, depending on how Academic Affairs is structured and how they're offering their classes to students, what implications that make-up looks like and has for Student Affairs and Student Support Services.. We'll zoom in to the utilization of services and take a look at that data. If time permits, we can zoom onto some of these other outcomes.

Matriculation Data:
* We'll take a look at what the patterns have looked like from application to enrollment. The data here provides some information, looking through the SBCC Tableau dashboard. Looking at the number of students who apply to the institution, and the number of students who completed various steps in the matriculation process from comparing Fall 2018 and Fall 2022 data for reference.
* Assessment:
        - For the most part, the number of students who have been assessed via your current assessment processes, whether that be with the use of placement tests or high school transcript information, the vast majority of students are being assessed with an assessment recommendation.
        - That number has increased from fall 2018 to fall 2022, where we find that in fall 2018, for example, 88% of all of the applicants had some assessment or placement level recommendation, whereas in fall 2022, 94% of all of the applicants are being assessed. What's interesting is you'll see that in that first step of assessment, there's quite a bit of a drop in terms of the numbers of students who then complete orientation.
        - Angelica noted that our assessment is a self-placement. What students indicate on the application is what is put in as their level in our system for all students, except for our Dual Enrollment students. For our Dual Enrollment students, a counselor has to validate that information.
        - Alyssa noted that it's not surprising then, that for the self-assessment, because this is relying on application information and/or counselor recommendation, that you'll have more students who, when they applied, have some form of assessment or placement recommendation.
        - Even from orientation to census enrolled or registration, we're also seeing a slight dip, although the dip is less steep in 2022, which reflects streamlining of when orientation takes place and registration processes. Alyssa is not sure if there are any real implications in terms of when prospective students applied to the college, if there might be an opportunity in this space from assessment to orientation, where there could be potential additional outreach and/or follow-up that's being done to either confirm and/or help support students with registering for classes at SBCC.
        - At the statewide level in the college attendance survey, one of the top

five reasons why students hadn't enrolled yet was because they didn't know how to register or enroll for classes. There might be an opportunity to identify students at the college who apply to SBCC and do some direct outreach to help connect students to services and/or information about how to register and enroll in college.

* Paloma asked, do we know, are these all students who applied to City College? We don't necessarily require all of the steps to enrollment for all of the students. Alyssa said, based on what is documented in the Tableau dashboard, these numbers supposedly represent first time college students.

* We have another step to enrollment that's not reflected on here for new to college students or for some college students, and that's the **class planning**. Did Melanie give you any insight into the class planning step?

    - Alyssa said, no, that is a question in terms of where does that fit in with this Tableau dashboard? Paloma said that class planning is not technically part of our orientation, but it's part of our steps to enrollment. So a first time college student would have to do assessment, orientation, class planning before they can register.

    - Technically, the SEP is supposed to be after orientation, but we don't necessarily monitor it quite that closely. Sometimes students will get into class planning before they've completed orientation.

    - Camila asked in the chat, "Would it be implied that if students registered, that means they completed class planning?" Paloma said, yes. Paloma asked if there would be any indication of any drop at that point. Alyssa added, because if there is, then that's a focused population you could follow up with.

    - Christina said potentially we need to streamline our orientation, class planning, and registration process. That gap is what we're seeing as well, and we need to capture all of those activities in our contact with students versus separating them out, because we have class planning and we don't necessarily always have a reg workshop directly. That's something that we're cleaning up.

    -Alyssa agreed, if you're planning for the classes, it would be great to then also be able to register immediately. Paloma said that's definitely one important piece. She thinks the intentional outreach at various steps is also a critical component.

Headcount Information:
The figure on the chart shows what the headcount looks like for the fall terms, between 2018 - 2022. Starting with 2018, there has been a decline in enrollment over time, with the biggest drop happening in the onset of the pandemic year in 2020, and then it is leveling off.

* Paloma pointed out that one thing that's important as compared to Academic Affairs, classes or instruction, where there's a lot more focus on the FTES (full time equivalent students), for us, it's about headcount. We will serve a student

whether they're enrolled in 15 units or 1.0 unit. Even though our FTES has gone down more, our headcount hasn't necessarily gone down as significantly as our FTES. Even though there has been a dip, there's still a significant number of students that we are expected to serve, regardless of status, and with higher needs.

* Christina thinks it's encouraging that we do have people that are coming. They may not be at the extent that they were, but that's a good baseline to work from, and how can we support them and help them continue to persist and hopefully be successful, even if it takes a longer time or find them services to bolster their participation.

* While there are implications in terms of how many seats will be filled in a classroom, that's a little bit different from what SA needs to worry about in terms of, we need to serve this student whether or not they're taking 1, 2 or 3 classes. Christina said, that is so key because a lot of our Student Services staff are saying they feel like our students have so many more needs or multiple challenges. This data is reflecting that as well

* Alyssa added, if we reflect back on what we're seeing in the national and regional trends, those needs are showing up in places, like much higher rates of mental health needs, and more prominent rates of basic needs that include food and housing insecurity that was either exacerbated by the pandemic or surfaced to a greater extent because of everything else that was happening.

Ethnicity or Student Demographics:
Alyssa is not going to spend too much time here only because the demographic makeup of our students hasn't shifted much. When the report is done, you can dig deeper into it.

* In terms of modality, there does seem to be some differences in terms of demographic make-up for the age categories.

    - The high school grad age population remains strong throughout the fall terms, from 2018 to 2020. They seem to be growing proportionally.

    - Where are all the middle aged students going? There does seem to be a dip in terms of nontraditional aged students, the middle aged categories.

    - Reflecting on past conversations, it seems like the adult learner population also seems to be another focus population that has come up in various spaces. We're seeing that when we take a look at the age breakdown of the student body from Fall 2018 to Fall 2022.

Section Offerings:
* Here you'll see the number of sections being offered in the fall terms, from fall 2018 and fall 2022. There was a significant dip around the time of the pandemic, but in terms of the number of section offerings, you are rebounding in terms of slowly increasing the number of section offerings back to pre-pandemic levels. Not quite there yet, but they're at least starting to look like they are going

back up.

* Paloma noted that we may not ever really get back up to the pre-pandemic levels because we're actually trying really hard to increase our efficiency rates in classes. We're trying to fill our sections.

* If we take a look at the efficiency numbers, the other thing we're seeing is that the class cap sizes have also decreased. And if class cap sizes decrease, that also impacts all of these other measures.

* In terms of modality, again, Alyssa recognizes that this is instructional modality and is most relevant for Academic Affairs. Based on our prior conversations, there are clear implications for Student Support Services and Student Affairs. From Fall 2018 compared to Fall 2022, the proportion of face-to-face relative to online, has switched in terms of the proportion of offerings. There has been a huge reduction, basically half of all of the section offerings relative to Fall 2018. Half of them face to face. And then nearly more than doubled in terms of the online offerings.

* Same pattern with hybrid. The number of hybrid offerings at the institution have doubled relative to what was being offered in Fall 2018.

* Dual Enrollment has been a much stronger strategy and priority at the institution. We see that also being reflected in terms of the number of sections to serve Dual Enrollment.

* Paloma said it's hard to know how this is going to impact Student Affairs, because what we're seeing is that fully online students may not necessarily prefer fully online services, and in-person students may prefer remote services. It impacts the number of students on campus, but Paloma is not sure that it necessarily is having a direct correlation on how students are preferring to receive their services.

* It may change depending on the type of service that students are requesting. For example, students may be able to have an appointment with a counselor remotely, but when it comes to helping fill out their FAFSA, that might be way too hard to try to do online..

* It can change week-to-week, depending on the type of service they need. This is a piece that we're still trying to understand: How does this impact us? Does this impact us? What are the other factors that impact how we should be delivering services to students?

* Christina agrees, saying, this is still a moving target for us. The modality needs change on a dime sometimes. We also need to track in Student Services, when we increase our Friday hours to in-person. We need to look at that data and see if students are accessing us more in those in-person Fridays. Are we really serving a need? Also, trying to get in sync with your own community and know what they want, when they want it, because even this fall, we were really struck by how many students came in very late to register. They wanted in-person, but we didn't have it.

* Alyssa asked some questions: How does the change in section modality

offerings vary based on program and how does the college deliver student support services based on that? She wondered if it might be helpful to see the data disaggregated by program area and/or student characteristics to see if there might be pattens in terms of who's accessing, who's more likely to access what, as a way to at least begin trying to plan towards what allocation of in-person to remote, might make the most sense based on what students are utilizing and which students are utilizing what. Is the college planning to retain these 2022 patterns in terms of how they're offering courses, or are there plans to change back and/or revert back to mostly in person? These questions are important because it depends on what the college's direction is in terms of academic offerings. That will have some clear implications for how student support services think about its services as well.

* Camila asked if we have had a chance to look at the proportion of online services compared to in-person. For example, counseling, are we offering the same amount of counseling, virtual appointments compared to in-person? What's been preferred by students? Do we have a pulse on what has happened currently in terms of what students are booking more quickly, or at the end, pulling reports by month, or at the end of the semester, to see the engagement rate or attendance rate for appointments? Or our financial aid. What have students been preferring to see, an advisor virtually versus in person? To help inform us, in each department, how to adjust our schedules to meet what's currently being used.

Paloma noted that unfortunately, counseling is really the only area that has a structured way of tracking that data with appointments. A & R, Enrollment Services, and Financial Aid log phone calls and emails…

* Paloma hopes to include in our Vision Plan: trying to almost standardize tracking how we see and serve students. We need to get Starfish up and fully functional in all the different programs/departments/areas so that we can start logging every time we see and help a student.

* To some of the questions Alyssa asked, Paloma thinks we're trying to get back to more in-person classes. She doesn't know that we'll ever get back to what we were in 2018. But, we're also facing this issue of trying to make sure we're not canceling classes. We do know, anecdotally, that tons of students are saying, "I only want in-person." But not all students, because our online classes still tend to be the first to fill. The data is not exactly telling us what we need to know, because we don't necessarily know why students are picking certain classes. Are they picking it because there wasn't another option that met their need? They didn't like the teacher? There are so many variables that go into why a student picks an online class.

* Angelica noted that with the new Banner 9 upgrade, there's also going to be a better place to write notes, even for Admission & Records. That may be an option to explore if Starfish is still a ways away. She also heard from students during Access Days regarding the courses that were open in person. They said

the times did not meet students' needs, but they did prefer in-person classes.
* Christina thinks, starting in Spring, we will be moving to, at least in ACC, a 60% in person/40% online model.
* The caveat is that there's a higher demand for in-person at rush time, for things like pre-semester deadlines, and then at the end of semester. There are book-ended rush times that have more demand for in-person, but that also coincides with virtual. Before we used to think, as long as we have in-person coverage, we're good. But now with their virtual frontdesk, they're getting equal demand in those rushes. There are both those modality needs. And then there seems to be pretty pronounced drop-off in in-person so far, but this is one semester's worth so far. The rule of thumb is usually to look at three semesters. Examine trying to be much more proactive in understanding some of our own traffic patterns, and then also building in program planning around those slow times, so that we can get other things done administratively.

Utilization of Services:
Alyssa said, we're not 100% sure of the accuracy of the information [on the slide], but this is what is being reported by the college to the State Chancellor's office in terms of student utilization of key student support services.
* The information we have available to us through data mark are the number of: counseling visits; students who completed student education plans; students who utilized DSPS, EOPS, and Financial Aid.
* In terms of credit counseling/advising, this figure here for each of the fall terms from Fall 2018 to Fall 2022 shows the number of students who accessed credit counseling and advising services for everything but completing a Student Ed Plan. It follows a very similar pattern in terms of and reflecting, of course your enrollment, sort of a dip from Fall 2018 to the pandemic period, and then slowly coming back up thereafter in terms of the number of students who are accessing credit and advising services. This is roughly about a third of the students at any given fall term who are accessing counseling and advising services.
* Paloma asked regarding accessing counseling and advising services for anything but a SEP, how is that information being tracked or being pulled? Because Paloma said the majority of the time when students come in to see counselors, it's for Student Education Plans.
* Alyssa said, it's often very difficult to disentangle that when the vast majority of the reasons why students come in is to help with schedule, planning, and course planning and such. At many institutions, the ability to parse out those reasons why students access services isn't always clear and/or consistent. So this may not be a fully accurate picture of service utilization, but this is at least what has been reported to the State. And then the State reports back out what that utilization looks like. It's going to be very important that in the EVP, some consideration about how better to set up data tracking and collection measures be given.

* It's likely that this is based on the reason codes that counselors put into the system when they meet with a student. Since the vast majority of the counseling visits are around course planning and program mapping, perhaps that's why these numbers appear low.
* Christina thinks we're a little lower than 14,000 or 15,000.
* The next item is the number of students who have a credit Ed plan in place. There are actually more students now than pre-pandemic levels, who have been completing an Ed Plan of some form.
* Paloma asked , do we think that an accurate assumption would be that adding these two together is sort of a reflection of counselor usage? Alyssa said yes, assuming the reason codes are being used to parse out who doesn't get counted here.
* Paloma believes the first chart includes advisors. EOPS, TAP, Umoja, Raices, Career Center have advisors that use Starfish. Areas that aren't using it: Financial Aid, the School of Extended Learning, and Enrollment Services.
* Paloma noted that we just got approval to hire a consultant to help come and fix Starfish within the next couple of months.
* Paloma said Starfish can track modality: in person, face to face, in office, by phone. In a perfect world, Starfish can also help us track potential students, and then connect them to when they become enrolled students. Prospective to enrolled.
* DSPS: What we see here is an uptick and the number of services being accessed for accommodations for various forms of disabilities. It's sort of staying strong in terms of the number of students who need some form of accommodation at the institution.
* EOPS: We're seeing a drop in the number of EOPS services and/or students, but that number did rebound from fall 2021 to Fall 2022. There was a little bit of dip in Fall 2021, and then an uptick in Fall 2022, most likely related to what's happening in terms of your enrollments and FTES. While headcount hasn't taken nearly the dip that FTES has, EOPS has unit thresholds that students have to meet, so it's not surprising that there's this relationship between what FTES or the load students are carrying with EOPS.
* Paloma asked, is this consistent with what you're seeing at other colleges? Alyssa has not looked at it statewide, but she wouldn't be surprised, given the relationship with unit requirements. The vast majority of EOPS programs require that minimum 12 unit enrollment.
* Financial Aid: Alyssa would love to hear any perspective or insights you have in terms of the number of students receiving any form of financial aid. We see declines here in the number of students receiving any form of financial aid. This likely is following the pattern of the number of students who are attending and enrolling at the institution, and also financial aid, depending on the source of aid, also has unit thresholds and requirements.
* Paloma noted a couple of things that we're probably seeing in this data: 1)

Lower income students were more impacted by the pandemic, so there would be a higher drop-off in financial aid recipients. 2) Housing is so expensive in Santa Barbara, and we know that a lot of families are having to leave here. In the past, some of those families may have lived in other areas and commuted into SBCC. We're not necessarily seeing students commuting in at the same rate, because we're not offering in-person classes as much. Instead, they're choosing to attend their local community colleges.
* Paloma thinks we're seeing an uptick from 2020-21 to 2021-22, because our Financial Aid Office has engaged in a lot more intentional outreach than has been done in the past. A specific outreach person was hired for that.

Various forms of aid that students have received over time:
*There has been a reduction of Promise recipients, in terms of the number of students who would have been eligible. There's been a huge uptick in the number of other grants. Between 2020-21 and 2021-22, Alyssa wonders if that's attributed to all of the emergency grants that were provided.
* There has been a reduction of scholarships. Paloma said that's probably due to personnel turnover. We're about two years behind in tracking and inputting a lot of our scholarship data. We're just catching up now. They're actually offering the same amount of scholarships.
* Work Studies appears to be relatively stable over time.
* Breaking these different types of aid out helps to see what some of the patterns are and where there might be opportunities.

In summary: Alyssa said they are close to being done with this report. As soon as the report has been cleaned up, they're going to share it with the Chair so that they can share it with all of the workgroup members so you all will have some time to dig deeper into it.

What we're hoping to do at the next meeting is start having some conversations, triangulating all of this information we've shared to date, to start identifying and lifting up some potential priorities and needs for the SA group.

The information will be shared within the next couple of weeks.

4. **Resources**
   a. California Adult Education Program Outcomes

5. **Next Meeting Discussion**

Future Meeting Dates
Wednesday, December 13 from 2:00 to 3:00 pm