

Educational Vision Plan

Student Affairs Workgroup Committee Meeting #5

Wednesday, November 8, 2023

MINUTES

Workgroup Committee Members:

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

Unable to Attend: Ramon Borunda, Camila Acosta

AGENDA ITEMS

1. Welcome

Linda Beers said she would be out on medical leave for three weeks. It was determined later on that the agenda has 11/22 as the next meeting, however that is the Wednesday before Thanksgiving, and there won't be a meeting that day. Therefore, Linda should be able to make it to the next scheduled meeting, December 13th. [In a subsequent email to the workgroup, Paloma said in order to keep on par with the other workgroups, she is scheduling an additional meeting on 12/6/23].

2. Review and approve meeting #4 [minutes](#) from October 25, 2023

There were no corrections/changes made to the minutes.

3. Discussion of the regional data trends

a. Worksheets for each area: [AA/SA/SEL](#)

i. The RP Group leads will present the regional data trends and facilitate discussions about the data

1. What implications, if any, do these data have for Student Affairs?

In today's meeting Alyssa will be sharing snippets of the regional data trends from multiple sources such as SBCC's Research office, past regional and community-based research, to try to understand what the regional, as well as the service area patterns and trends look like for Santa Barbara City College.

Alyssa shared the slide show with everyone.

Overview

The external scan is intended to provide a high-level summary of the following key areas:

- Population and Demographic Trends
- K-12 Enrollment and Graduation Patterns
- Workforce Information and Labor Market Information
- Socioeconomic Indicators

Because most of the information is being gleaned from existing resources and data, the two specific levels of information that most of this information is based on is either at the county or service areas.

Geographic Unit

Trends are primarily reported at the county level, but SBCC service area data are included where possible

- County: Santa Barbara County is bordered by San Luis Obispo County, Ventura County, and Kern County. It is the 21st largest county in California by total area and spans 2,733 square miles of land.
- Service Area: The SBCC service area is the South County, or South Coast, region of Santa Barbara County. It is comprised of 10 Census-designated ZIP code tabulation areas from Carpinteria to Gaviota. It includes the cities of Carpinteria, Santa Barbara, Goleta, and other unincorporated communities.

This following visualization provides some information around what the population and the population growth rate looks like in Santa Barbara county.

Highlights from the Regional Scan

Population Growth: The population in Santa Barbara County has **experienced sustained, incremental growth**

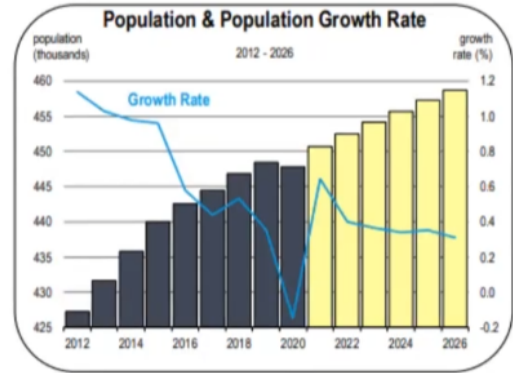
- Greatest increase occurring between 2020 and 2021

Diversity in the Region: The demographic profile of the county has **remained relatively unchanged**

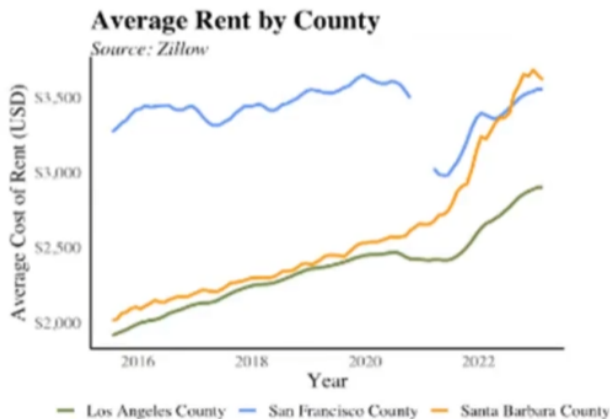
- Hispanic/Latino population & White (non-Hispanic) population make up the two largest ethnic groups
- 19 and under age group remains the largest segment of the population

High School Pipeline: K-12 **enrollments continue to decline**; however, the number of high school **graduates in the county is on the rise**

- Number of graduates who meet UC/CSU requirements has also increased



Highlights from the Regional Scan



Income and Educational Attainment: Generally, the county has a **high level of educational attainment and household income**

- With **pockets of poverty** and economic uncertainty that are particularly challenging given the high cost of living in the area

Housing Affordability: Santa Barbara County continues to face **challenges related to housing affordability and availability**

- Particularly for low- and middle-income residents
- Since the pandemic, the average cost of rent has increased 41%

The 41% increase in average cost of rent in the county is pretty incredible when you think about how other areas that we typically also associate with higher cost of living, while also tracking upwards in the average cost, are not increasing as sharply as we're seeing in Santa Barbara County.

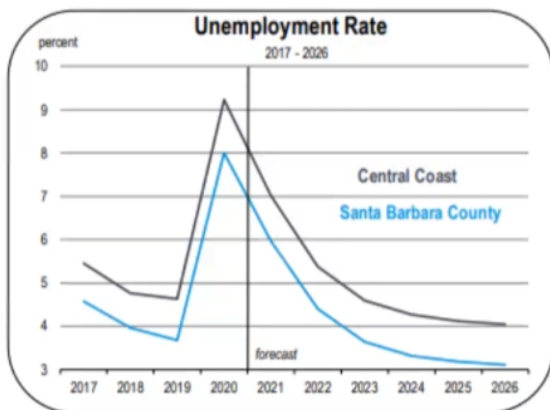
Alyssa said there is a report that accompanies this PowerPoint slide that we can make available, should anyone want to dig deeper into some of the highlights shared with you.

Key Implications

Based on these highlights, we have identified the following key implications for the three divisions to consider:

- The challenges SBCC students and employees face around housing, transportation, and meeting basic needs
- A greater focus on adult learners as the high school population declines and employment opportunities in the region change
- A need to balance growth in low-wage jobs with equitable employment outcomes (e.g., living wage)

Highlights from the Regional Scan



Unemployment: Unemployment rates in Santa Barbara County were starting to drop, but **jumped up in 2020** due to economic uncertainty and job loss during the pandemic

- Trending downward once again but still **remains higher than pre-pandemic rates**

Industry Clusters: General **employment growth in all industries** since the pandemic

- **Professional and Business Services** growing beyond pre-pandemic numbers
- Greatest growth was observed across the **Leisure and Hospitality** sector

Although the greatest growth is your leisure and hospitality sector, it is also one of the industry areas with the lowest wage potential for students. There was an economic report that was provided for and to the college that took a look at various industry areas and the occupational demand and job openings across those industry areas. That report provided some information around what the potential growth and demand was going to be, but what the average wage potential was for positions and occupations across those different industry areas.

In that report, they categorize the industry areas based on tiers. Tier One, for example, are your lowest average wage positions in the industry, and Tier Three are your highest. Leisure and hospitality is actually in Tier One, so those are occupations in the

lowest wage potential categories.

Based on this information and data, Alyssa wanted the workgroup to have a conversation around how each of the regional implications that we've uplifted here affect the Educational Vision Plan efforts broadly, but also specifically for Student Affairs.

She added, there's a worksheet we created in case it might be helpful for you to start jotting ideas, and where we can share a notetake of some of the discussions taking place.

Paloma put a link to that document, which is on the agenda, in the chat. This is specifically the Student Affairs one.

Questions/comments/concerns:

- Not only the students, but the employees are having to commute, too. Affects campus climate when staff are stressed to get to work.
- It impacts the in-person and remote discussion. Sometimes we're at a conflict between needing to be in-person, and recognizing that a lot of those people live outside the area, and need to commute in.
- Rents going up at a 41% rate, especially after 2020. Folks are choosing lower income areas. Also, folks that are paying these rents have the income to do so. We have some high earning parents of students who are able to afford something on the mesa or within the area. That really changes our dynamic of the classroom if we're not accommodating our low-income folks as well.
- Tourism, specifically in the city of Santa Barbara. Growing sector of the economy is leisure and hospitality, but it doesn't have a fruitful or livable wage. There's a conflict between people needing to make a living, and even our students participating in that industry to survive economically, but that industry is not very education friendly, in terms of the hours it keeps... There's a paycheck to paycheck cycle in that specific industry.
- For a lot of people who live here, all of their resources are going to housing. Limited resources for things like education or basic needs, food..., which is a basic need and shouldn't be considered a luxury. That's going to challenge our enrollments.
- Many people are living in housing situations which are cramped, and many people are living together, multi-generational. This is less than ideal for educational purposes.
- Students are choosing to stay in their home colleges. Before the pandemic and historically, students would come to SBCC from Ventura or Santa Maria because it was SBCC. Now they're not willing to make that drive any more if it's just going to be one

in-person class.

- *Our most marginalized students are having to work two or more jobs just to pay rent. Many students are living out of their cars with their families or in hotels.*

How does this impact Student Affairs? How does this impact thinking about the Ed Vision Plan? These are the things we need to be considering when we're trying to determine remote vs. in-person services. What does that look like? How are we doing them well? How are we doing them in ways that meet these students' needs, also recognizing that a lot of the students that we're talking about sometimes may benefit from being in person when that is often the less flexible or less desirable option. How do we manage that piece of needing to be in person and not being able to be in person? Or choosing the remote option because it's more flexible and easier. And how are we really making sure that what we're providing remotely is meeting their needs? I'm not sure we're there yet.

- *We're in a very unique situation here locally. We used to be a sought after school. Now it's not realistic.*
- *It slows people's pace. To be a full time student is kind of a luxury. You just sort of piecemeal your plan as you can, grab a class here and there. Being a two year community college opens our students up to more risk and stopping and starting, and having to come back and feeling like there's not a lot of hope. Trying to take classes bit by bit, can be really discouraging.*
- *We also have some of the wealthiest families in the world either living in Santa Barbara in our backyard, or send their kids here because it's Santa Barbara. Are we creating this greater divide between the two populations that already exist in SB ? And how do we prioritize as a college who we are serving? What's our priority for recruiting out of area students or really trying to serve the students in our area who need our support the most? That's a challenge because those two ideologies or philosophies may conflict.*
- *The community college not too long ago was seen as the affordable choice. It was saying that this is the thing that will help level the playing field. Our mission is to say, how can we increase degrees and education? And that's butting up against what Angelica basically said, is college worth it? How do we make college worth the affordability? ... But in reality, is it going to be worth the degree I get when I walk away? The real question is how do we make it worth the cost? What kind of benefits are we offering?*
- *The other direct impact in Student Services is we're being asked to provide these resources (e.g. housing and food resources). It directly impacts us because we're asked, expected, and in some ways funded to provide these resources. Part of the challenging piece about a lot of the funding we're getting is it's temporary. We can't*

necessarily hire folks to do the work, and that creates a strain.

- Where we see the biggest struggle is the staffing. We're asked to do more with less. We're being asked to be more like social workers than anything. And the training hasn't really been there to support the staff to do that work. If this is what is being asked of staff, we should have some more intentional training to help support how we support students.
- We have some staff that have been with us for 30+ years and that are definitely in a different space than what they were hired on to be. How do we support them and make them feel valued as well, so that they're also contributing to the mission and supporting each other? Everyone's going to have their strengths and weaknesses, so how are we balancing that for everybody?
- If you think about when people started here at this institution and the economy, and even the school system, and the expectations of the workplace and how we operationally did business as a college, all of those things have been flipped on their head in a way, so we're in this massive paradigm shift. Even looking at all of the academic policies that are coming down of massive changes and having to implement, sometimes really quick turnarounds. Just a lot of urgency in a system that is not built to respond to change. There's not a lot of flexibility. There's not a lot of infrastructural collaboration, like everything is already set up to be super siloed and split. And even with instruction and Student Services, they're very almost different worlds, and we're trying to bridge that and shift it. It's a lot of change in a short time.
- Just like our students feeling disconnected because they're taking an online class now because that's all that's being offered. They're not able to interact as much or in the same way that they would communicate in a classroom with other students. Our employees are also feeling the same way. They don't see each other every day. It's hard to get to know newer people, newer staff, and understand the ins and outs and be there for each other, when they really don't know who they are.

Alyssa noted everyone talked at length about some of the challenges that both students as well as staff are feeling, and the impact that's going to have both in terms of the level of engagement and connection.. But also how you all are going to be thinking ahead in terms of what will Student Affairs look like, and how will Student Services be delivered in a way to meet student needs? Given the potential demographics of who you're serving as well as what we're seeing in terms of the changes in employment opportunities in the region, what are some implications you see in terms of how you navigate and determine who best to support and how? And what are some important considerations as you all think ahead into the future around what Student Affairs will look like, and how that ties into the Ed Vision Plan?

- *Take a step back and check in with the student. Take more of a personal approach. Before it was more like, you need to get your steps done and do this and that... Now it's more like students need more of that personal touch. " We as employees need that, too. We need our check-ins from our peeps that know they need to check in with us because we have things going on in our lives. The families also feel like they understand that they're going through the hoops with me to get things that I need done in order to succeed. I think that is something that we need to think about moving forward. We're not just an educational institution, we're also more of the heartfelt type person to person.*
- *A lot of the work that Chantille and Angelica do with the districts is partnership. And so that same feeling that students want to feel like we're there for them, our partners want to feel that, too. Really trying to remove those barriers or remove those roadblocks that we've historically put that 'these are your students, they're not mine.' No, they're actually our students. Really being available and visible so that they feel like they can come to us, and we can come to them when we need support. It starts from the top and trickles down.*
- *Regarding implication number 2, adult learners, Paloma said a lot of our focus, as it should be, is on supporting and getting our local high school students who want to come to SBCC. But because we're in this situation now where we are needing to get students, and knowing that our housing and commuting is really expensive, we need to be looking at other populations within our community in order to grow our enrollment. What does that look like? How do we start connecting with other nontraditional populations? What are their needs? How are we going to be supporting their needs? If we think about re-entry adults, they may be working, they may have child care, they may have family obligations. So do we need to start from the Student Services perspective? If we are really going to be intentional about serving students that we maybe haven't done as well in the past, what does that mean for Student Services, and how do we do that well? And how do we learn what their needs are? Being open on a Saturday? They may not want to come on a Saturday. How do we really understand what those populations of those students are, and what their needs are? And how do we meet them with the resources that we have?*
- *The Chancellor's Office, with the new legislation, has given us a little nugget of a gift with our Adult High School/Dual Enrollment population. That's something newer that we are working on trying to do. How do we support these students? And how do we make sure that we're leveraging the resources available to them as much as possible? And how do we make sure that both our noncredit area and our ESL department are working together to make sure that we're really leveraging all these resources that are now available to these students, where these students don't have to provide their residency information, that they can be coded as Dual Enrollment? Once they obtain*

their diploma, GED, they would qualify for the SBCC Promise Program. After coming here those two plus the year at the noncredit office, they could qualify for AB 540 and move on.

- How are we working to provide maybe ESL courses in the evenings for these students or on the weekends, and that next step of childcare and making sure that we are customizing a pathway for these students when it is available to them? And how are we providing those wraparound services for them? Some creative things have happened: Ex: Compton College has partnered with their Boys & Girls Club, where the Boys & Girls Club is providing childcare support on campus. And the campus is offering them a facility for a dollar a year. It's a partnership where they are collaborating and working together to address those needs, especially because a lot of the kids under 18 are the local students. SB Unified has funds to provide after school care for these kids. So how are we working together to be sure we're using all the resources available for this population?

- Thinking about the service industry, how are we thinking about providing short courses to help that population upskill, get higher level jobs in their current organizations? Because we have huge hotels in SB industry. We have a huge restaurant industry. For us, our job is not thinking about the courses they would be taking, our job is thinking about, how do we support people where we know there is growth? What does that mean for us? And how do we support those students to be successful in those short term courses? What does that mean for some of our support programs that require 12 units and require credit enrollment? How do we engage students in some of the support programs that have traditionally been really restrictive to certain populations?

- We have to create a really good clear path. We also have to collaborate with our faculty members in our CTE hotel industry. Ex: Culinary students. It starts with getting the students interested early on, maybe in 8th grade, and taking them on college tours, and seeing all of these spaces that we have. How do we make sure we're in line with our high schools so that there is still that exciting interest? And once they are here, for example, Culinary, how do we utilize our consortiums? How can we get all of the industry partners in the restaurant industry, for example, to offer internships once they come here? So we're all working together, cutting down those siloes, clearing a path. Even in these STEM programs, for example, Engineering, we have UCSB right next door. How can we follow them into their paths of continuing to partnership in UCSB, Westmont? Collaborating rather than working in these silos.

- One of the things we do well are our transfer rates. That was one of the things that really drove up our attendance rates in 2007-08. If I can go to SBCC, I know I can get into the college of my choice. Really begin to lean on our strengths... that really drive students to say, there might be a cost to it, housing might at least have a pathway to

get into where they need to be, where they want to be.

- That would be another talking point for Dual Enrollment and Enrollment Services and for any other Advisors to say, if you're coming to our college and you're going to be taking this path with us, then we also have the TAG program through our Transfer Center.
- Paloma mentioned that we did actually do the REACH campaign, which was exactly that. We actually targeted counselors and high schools in areas where we know there are a lot of students who applied to UCSB. And it was a partnership with Enrollment Services and the Transfer Academy saying, Did you know that we have a guarantee transfer to UCSB? It was successful.
- Is our priority to focus on serving those students, or is our priority to serve our students at our local high schools, because sometimes we have to make choices with our limited resources? We as a group really need to be thinking about what this looks like, because who should be our priority? And how do we try to do both, if possible?
- Also, to have our listings of everything we have to offer. We haven't seen that yet. All of the things you can get an AA or certificate.. Just having those little tidbits out there in our Career Centers earlier on in our high schools. That might be something that will be helpful to just get them interested.
- A lot of colleges are doing that where they're having a lot of open houses for specific areas. Guided Pathways. A lot of open houses to show early on, junior high, early high school, what we have to offer when they get here. It can go in a lot of different directions. As a group, if we are making a recommendation, are we saying that we are maybe going to take a look at what resources we already have and maybe reallocate so that we're focusing on specific areas?

Paloma explained that part of our goal at the Ed Vision Plan group is not necessarily to think about, how do we reallocate the resources? Our goal is really thinking about, where do we think we want to focus? Which are the students we think we need to focus on?

Alyssa said the worksheet and the slide deck was really just there to prompt discussion among you all. She sees her role as documenting and helping to prompt some of the thinking so that we can then eventually be able to take the information and repackage it in a way that will help continue supporting these conversations about what the Ed Vision Plan can look like, and how it will align with all of the needs and priorities that you've all identified, and the key consideration.

Paloma attached the updated Strategic Plan document. It was presented at CPC yesterday. It is going to all the different constituencies. A lot of people worked on this

over the past year. And then it was presented to the Board, and a group of Board members then took it and made some additional suggestions and changes. Paloma wants to be sure everyone saw those changes, because there is definitely a desire to tie the Ed Vision Plan to the different goals in the Strategic Plan. Again, looking at the areas that most apply to us, Paloma thinks it is number one. Recognizing that we don't have to do everything in the Strategic Plan, but thinking about which areas focus the most on Student Affairs, and then just taking a look at the changes that have been made by the Board of Trustees to the final version of the Strategic Plan. Please do that before the next meeting.

We had written on the agenda that the next meeting was on the 22nd, but that is the day before Thanksgiving. I think our next one is actually not until December 13th.

Please review, think, and we will see you all then.

2. How do these implications plug in with the SP goals?

4. Review [Revised Strategic Plan](#)

PA: Strategic Plan. Group of Board members most apply to us is # 1 recognizing that we don't have to do everything in the Strategic Plan.

5. [Resources](#)

6. Next Meeting Discussion

a. Discussion of the college data trends

Future Meeting Dates

Wednesday, November 22, 2023

Added Meeting: Wednesday, December 4, 2023

Wednesday, December 13, 2023