



# 2021 – 2022 Senate Objectives

## 1. Career Fields

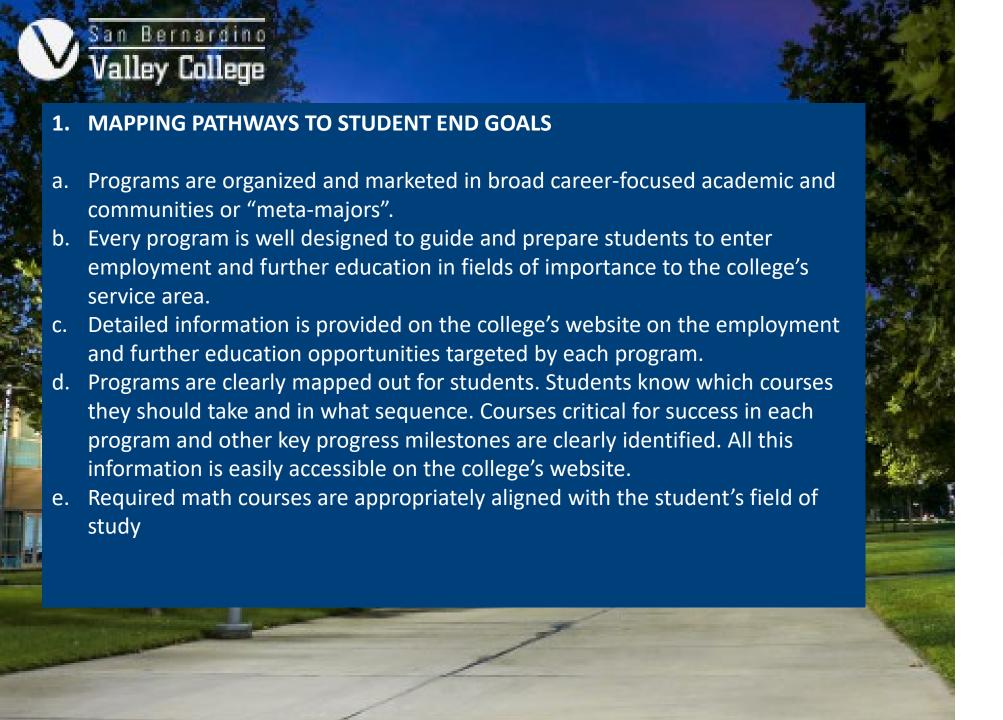
- Getting Maps accessible for all SBVC Stakeholders.
- Developing programs for Career and Transfer Center.
- Website redesign.
- Evaluate the viability of Student Success Teams.

#### 2. Success and Retention

- Unify and enhance support for gatekeeper courses in student maps, with particular attention to our underrepresented population.
- Develop faculty support and mentorship in student educational experience.
- Review drop process to increase retention rates.

## 3. Onboarding

- Examine matriculation process looking at career assessment tools and when career assessment tools are used in the matriculation process.
- Investigate counseling liaison roles and strengthen connection between instructional faculty and counseling faculty.
- Identify key onboarding events.
- Evaluate matriculation process from the perspective of various student populations.





Create clear curricular pathways to employment and further education.

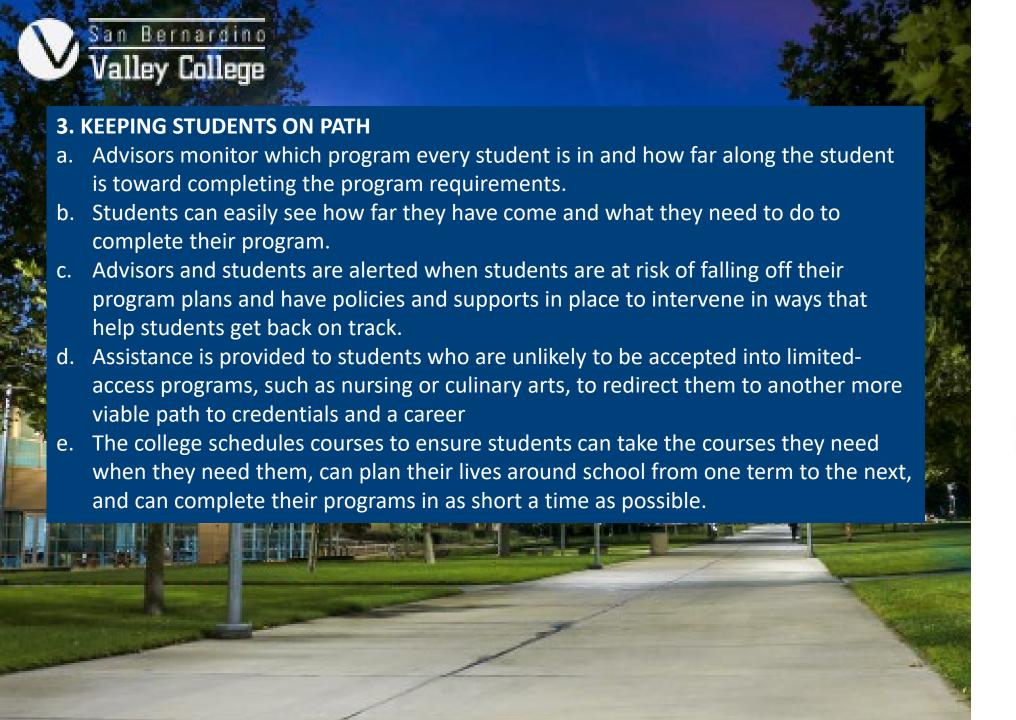


### 2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY

- a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible
- b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.
- c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" **math** courses by the end of their first year.
- d. Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year.
- e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.
- f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.



Help students choose and enter their pathway.





Help students stay on their path.



## 4. ENSURING THAT STUDENTS ARE LEARNING

- a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.
- b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.
- c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.
- d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.
- e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.
- f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.
- g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.



Ensure that learning is happening with intentional outcomes.