

**JOINT STUDENT EQUITY COMMITTEE (SEC)
STUDENT EQUITY & ACHIEVEMENT (SEA) COMMITTEE MEETING**

[SEA WEBSITE](#)

**Thursday, April 28, 2022
3:00 – 4:30 p.m.**

MINUTES

Due to the COVID-19 crisis, and in compliance with the Governor's Executive Orders N-29-20 and N-33-20, Santa Barbara City College has temporarily moved meetings online.

Join Zoom Meeting:

<https://sbcc.zoom.us/j/92888839255?pwd=T2xFeUpNeEdjMjNnK3hEN3dMWjZYZz09>

Meeting ID: 928 8883 9255 Passcode: 419332

Members in Attendance: Co-Chair Paloma Arnold, Co-Chair Roxane Byrne, Andrew Gil, Liz Giles, Robin Goodnough, Pam Guenther, Jennifer Hamilton, Akil Hill, Elizabeth Imhof, Jens-Uwe Kuhn, Co-Chair Brittanye Muschamp, Vanessa Pelton, Kristy Renteria, Co-Chair Laurie Vasquez, Julio Martinez

Members Unable to Attend: Aurore Bernard, Vandana Gavaskar, Aika Person, Carola Smith, Chelsea Lancaster, Sara Volle

Resources: Kathy Scott, Z Reisz

Guests: Virginia Estrella, Jill Scala, Beth Taylor-Schott

Call to Order (Brittanye)

Public Comment (Brittanye)

1. Public Comment Guidelines - Limited to 2 minutes per speaker to ensure the committee has sufficient time to address committee business. Committee will not respond to comments during public comment.

Approval of Minutes

[11-18-21 SEA Minutes - DRAFT](#) (former SEA-only voting members)

[2-24-22 SEA Minutes - DRAFT](#) (Joint SEA and SEC)

[3-10-22 SEA Minutes - DRAFT](#) (Joint SEA and SEC)

[Minutes from 4/14 meeting](#) - DRAFT (Joint SEA and SEC)

Information (Laurie)

1. Update on CCCCCO 2022-2025 Student Equity Plan

1.1. Resources

1.1.1. Webinar recording posted - <https://vimeo.com/685520548>
Read the template and watch the webinar recording

1.1.2. [2022-25 Student Equity Plan Template](#)

1.1.3. [Slides from Student Equity Plan 2022 - 2025 webinar](#)

Student Equity Plan Development Timeline Summer 2022

1.1.4. meet weekly/4:00-5:00 pm beginning May 18, 2022- All Welcome

1.1.5. May 18 - End of June (First Draft)

1.1.5.1. Use feedback that was given by SEA on Student Journey Framework to inform first draft

As a reminder, this was when we went into breakout rooms and developed information under each of the metrics of entry, persistence, completion...

1.1.6. July request all committee members to provide input and feedback on first draft

1.1.6.1. Request committee members consider participation on the metric that is within their expertise

1.1.7. August: Further revisions

1.1.8. September: distribute draft to constituency groups for input/feedback

1.1.9. October: Final revisions and send to Board

1.1.10. November: Final Board approval and submission

One of the final questions from the webinar was about whether or not the Chancellor's Office was firm in adhering to the November

30th deadline. They are going to try and stick to the deadline, and we will try to stick to it, too.

At our last meeting, we had talked about the possibility of someone drafting the Student Equity Plan. We met with Al Solano, and it was decided that coming up with the first draft, it will be the co-chairs and Z Reisz, and a few others. Dr. Solano recommended we meet once a week for an hour. Everyone is welcome, but it's not mandatory to come to those meetings, which will be on Wednesday afternoons from 4 - 5 beginning May 18th.

Discussion (Brittanye)

1. Structure of Student Equity Plan

1.1. Source of Data

The Chancellor's Office is working with West Ed to create a data set for colleges, and we have ours. The co-chairs wanted the committee to discuss which data set to use. If we decide to use our own institutional data, we can disaggregate it a little better, and structure this plan more closely in alignment to other things taking place on campus. If we use the Chancellor's Office, it is not necessarily so clear cut. Z Reisz joined the meeting and explained the two options.

Chancellor's Office data set:

- * The data set is pre-curated.*
- * It has a disproportionate impact already disaggregated in the data.*
- * It's for a select list of groups, those that were legislated.*
- * It cannot scale down to our individual departments.*
- * It is a system-wide look. For example, if we have a student who starts at SBCC, then transfers and finishes up at Ventura CC, we would still pick that up with our data set.*
- * They're using five metrics straight out of the Vision for Student Success.*
- * There are different filters (MIS, WestEd etc.), which may cause some students to be filtered out. This is often why our data doesn't necessarily match with the Chancellor's Office data.*

SBCC's data set:

- * Does not have a system-wide look.*
- * We're using the same disproportionate impact methodology that they're using, which is the percentage point gap minus 1 (essentially comparing a group to the overall without that group included into it).*
- * We have already dashboarded out the metrics.*

** Our data doesn't filter students out.*

Dr. Reisz' general recommendation is to use the SBCC data because this is what will be used when people do their Program Reviews and the Educational Master Plan. It allows us to go from the department level up to the institutional level.

Dr. Reisz was asked if there was any concern on behalf of the Chancellor's Office for us using our local data. Dr. Reisz believes it is our choice, but he will double check with the Chancellor's Office to make sure there is not a mandate to use their data.

The committee gave their "thumbs up" in agreement to use our local data.

The next step for Institutional Research is to have Nicole Oldendick start outlining three major characteristics: What is the largest disproportionate impact we have? Which ones are most persistent? And which ones impact the most students? These are the three things Dr. Reisz likes to keep in mind when looking at disproportionate impact information. They'll be doing that for outcomes across the different groups for the committee to consider as we move forward and start to develop the Student Equity Plan. It will show where we've got consistent, persistent, and very heavily impacted disproportionate impacts.

Dr. Reisz invited anyone who is interested in this and wants to work with him and Ms. Oldendick as they put the data together, to let them know.

Are we in agreement with using our institutional data or go with the Chancellor's Office data.?

- 1.2. Recommendation: One impacted group per metric
 - 1.2.1. Magnitude of disproportionate impact
 - 1.2.2. Consistency across time
 - 1.2.3. Number of students impacted

The other item on the new Student Equity Plan template is the recommendation to focus on one impacted group per metric. In deciding which disproportionately impacted group to target, some of the things that are going to be taken into consideration are: the magnitude of the disproportionate impact, the consistency across time, and the number of students impacted. In previous Student Equity Plans, it's been a little more vague in terms of which students we exactly target.

If you look at our success metrics over time (for at least the past 10 years), it stayed pretty constant at the same level. If we use our institutional data and we focus on one group, we're hoping to eliminate gaps and also be able to use the Student Equity Plan in other areas of the college campus.

Questions, comments and concerns:

** **Questions:** Have we thought about whether or not we want to identify one group and look at that data across the metrics for that group? Or, are we thinking of identifying a few different groups? Or, are we thinking about each metric having its own group that we're focusing on?*

***Answer:** It's going to depend on the data in our particular institution –who's the most disproportionately impacted, and see the magnitude of it. That way, we can try to reach as many students as possible. The Chancellor's Office has said to identify one group per metric. If we find out that one group is the same group across the board for all the different metrics, then we'll focus on that one group.*

** Co-Chair Arnold said that we have evidence that shows that there's a specific population of students that are more disproportionately impacted – our Black and African American students. One of the pieces across all of our metrics that we want to think about, is to consider how many students are impacted. That might be where we decide in some of our metrics we're going to address the needs of our Black and African American male students. And maybe in another one of our metrics we're going to look at Latinx and Hispanic students. It's up to us to decide, but the severity of impact, the number of students, we want to take all of those things into consideration and make that decision.*

** **Question:** Why would the Chancellor's Office data be different from our institutional data?*

***Answer:** Because they don't disaggregate as much.*

2. Use of SEA current funds

Updates since last meeting

At the last meeting, we were sharing ideas about how to use some of this extra money that needs to be spent before June 30th.

Here are some suggestions and requests to use the money:

** Dr. Murillo would like to use \$200,00 for DEI work.*

** Credit for Prior Learning Initiative and other faculty professional development*

initiatives. We're starting to move forward with those. The faculty initiatives are not a significant amount of money, about \$60,000 - \$75,000.

- * Agreed to fund the Unity in Community event, and to help support some of the projects that UMOJA is working on.

- * How to make our online courses more equity based.

- * Opening up the opportunity for everyone on SEA to attend the NCORE conference.

- * If we are not able to get enough special initiatives to expend the full amount by June 30th, we may end up having to transfer expenses from other areas to the SEA fund when we close out the budgets at the end of the fiscal year. That money would essentially go back to the unrestricted general fund.

- * Training for student-centered scheduling.

- * Scheduling NCORE conference in July.

- * The two equity based positions Kathy Scott would like SEA to fund going forward are for Justina Buller and Josh Ramirez, for Faculty Professional Development and the Cultural Curriculum Audit Summer.

- * Tutoring for Summer 1

- * Buying sets of graphing calculators to loan out to students in special programs (i.e. DSPS, EOPS, Umoja etc.)

- * Textbooks or lab kits to loan out or give to students (ask the Library or Department Chairs if there are certain areas where students struggle to get books). Concern: How often do publishers update textbooks? (The Co-Chairs would need to make sure SEA funds can be used for book grants).

- * Codes used for Math classes (that don't use books)

- * Chromebooks for certain areas like Basic Needs, Umoja, the Dream Center, and ESL. Problem: There is not enough IT tech support to maintain even the existing Chromebooks that are on campus.

- * Emergency funding (students would just need to identify why they need the book etc.).

We need to decide as a committee how we move forward approving some of these requests that may be coming through. How do we differentiate it from the proposals for next year if we send out information campus wide? How do we vet different requests that are being made?

Some suggestions:

- * As a committee we could decide a set of criteria that if these requests have anything to do with [3 to 5 priorities], we cede the authority to the co-chairs to approve them, as long as they're spent by June. Chair Arnold said if that's something the committee wants to do, they could do that and then they would give the committee regular updates via email (or the next meeting) about what was agreed upon.

- * Making sure there is a process that we're following, and that the funds are being used correctly. Co-Chair Vasquez noted that there is an audit process for the SEA funds.

- * Maybe over a three day period, put the requests that are received in a Google doc. Committee votes yes or no. Co-Chair Vasquez said from an expediency and tracking point of view, it would be easier if the committee offered guidance and a bullet list of

what they were comfortable okaying in terms of expending the money.

** Roxane Byrne suggested using the metrics in the last Student Equity Plan, and use the funds for anything that addresses a need from one of the disproportionate impact populations. Co-Chair Arnold added we could use our old application and rubric or the new one that we asked people to adhere to, as long as the Co-Chairs can legitimately justify that the expenditure is going to support exactly what Ms. Byrne mentioned above.*

Co-Chair Vasquez asked if the committee members felt comfortable with the co-chairs sending them an email with the proposal as a refresher in terms of what the rubric says. She also asked if the committee was comfortable with and approved allowing the co-chairs to move forward in helping expend the funds. She asked for a “yay or nay.” The majority voted “yay,” thumbs up.

It was also noted that faculty who are off contract during the summer would get paid to work on the Student Equity Plan. Staff who are working overtime would get paid, too.

- 2.1. Process
- 2.2. [NCORE](#) for SEA Committee (idea)
3. Application for SEA Proposals Update
 - 3.1. Applications Received
 - 3.2. Please review applications prior to next meeting 5/12/2022

Sunday was the last day to turn in proposals for SEA for next year. There were 23 or 24 applications. In the next few days you’ll get an email that has each application as a pdf to review. It would be great if you have time to review the applications before our final meeting for this spring semester, which is May 12th. During our next meeting, we’re going to be reviewing and ranking and seeing if we should support the activities or projects.

There was one application that we received a little bit late. The committee did not have any concerns about accepting that application.

Action

1. Vote on feedback received on CPC

Feedback (Public Comment) from Art Olguin to CPC regarding SEA Charge/Responsibilities

"I encourage making a few amendments to the document, especially "functions and responsibilities". They need some revision to tighten up the charge of the committee. I put my recommended changes in CAPS."

- Specifically, increase communication and coordination to leverage EVIDENCE-BASED resources DEMONSTRATED to have a greater impact on ACHIEVEMENT OF student equity GOALS AND OBJECTIVES; ~~and achievement;~~
- The committee ensures designated equity funds are used to support outcomes with ~~measurable or~~ clearly defined AND MEASURABLE equity goals;
- The committee monitors and reports progress on, AND GOAL ATTAINMENT OF, MEASURED GOALS AND OBJECTIVES OF the Student Equity Plan; and MONITORS EXPENDITURES OF the SEA allocations.
- In addition, I would add some language about the Voting (and non-voting/resource) Membership on the SEA Committee

CPC would like feedback about changing some of the functions and responsibilities, making a few amendments. We would like to provide CPC with a response of yes, we do encourage these recommendations and we'll make changes, or we talked about it as a committee, and we don't support those changes and we're not adopting them.

After a long discussion, a motion was made by Akil Hill, and seconded by Liz Giles in approval of a statement to be made at the CPC meeting, that Co-Chair Vasquez suggested. The statement was, "We hear you. We understand, but based on our current work and what we're trying to accomplish, the committee has discussed it in detail, and feels that the charge will cover the work of the committee."

Co-Chair Vasquez said that maybe it will be helpful that the minutes for that section of the conversation be sent to the committee, just to make sure that everyone understands what the language is, and that's what will be responded to at CPC.

The members voted yes.

Reminders:

** Fall and spring meetings are on the calendar. If you come into a time conflict situation where you don't see yourself participating on the committee, if you email the co-chairs, that would be great.*

** If anyone is interested in attending the NCORE conference, please email the co-chairs.*

The meeting ended at 4:30 p.m.

Additional Resources:

[Student Journey Framework](#)