

## STUDENT EQUITY & ACHIEVEMENT (SEA) COMMITTEE MEETING

[SEA WEBSITE](#)

Thursday, November 4, 2021

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/91610694377?pwd=OUx4VUIHUKFJVjRUR3V2TFZnOTdDQT09>

Meeting ID: 916 1069 4377

Passcode: 954209

---

**Members in Attendance:** Lydia Aguirre-Fuentes, Co-Chair Paloma Arnold, Aurore Bernard, Roxane Byrne, Vandana Gavaskar, Liz Giles, Robin Goodnough (substituting for Marit ter Mate-Martinsen, Pam Guenther, Elizabeth Imhof, Vanessa Pelton, Kristy Renteria, Carola Smith, Laurie Vasquez, Anselmo Villanueva

**Members Unable to Attend:** Sara Hartley, Jens Uwe-Kuhn, Aika Person, Sara Volle

**Resources:** Jennifer Baxton, Kathy Scott, Z Reisz, Cesar Perfecto, Cheryl Brown

1. CALL TO ORDER
  - 1.1. Call to Order
  - 1.2. Introduction of new ASG Members of SEA: Aurore Bernard and Aika Person  
*New ASG member Aurore Bernard attended this meeting, and the SEA committee introduced themselves to her.*
  
2. PUBLIC COMMENT
  - 2.1. 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.

### 3. APPROVAL OF MINUTES

#### 3.1. [10/21/21 SEA Minutes - DRAFT](#)

*There were no corrections needed, so the minutes for the 10/21/21 meeting were approved.*

### 4. REPORTS

#### 4.1. Update from Equity Committee (regular standing agenda item)

**From: Anselmo Villanueva:**

*\* Student Equity Committee co-chairs Dr. Villanueva and Brittany Muschamp have been meeting regularly.*

*\* New due date for the Student Equity Plan from the Chancellor's Office is November 30, 2022.*

*\* Dr. Villanueva was appointed to this committee (SEA).*

*\* The two co-chairs of SEA and the two co-chairs of SEC have met.*

*\* Dr. Kindred Murillo was invited to come to the next SEC meeting 11/10 at 3:00 p.m. to talk about her two focal points: student-centered activities and commitments, and diversity, equity, and inclusion.*

**From Roxane Byrne:**

*\* Ms. Byrne asked that Dr. Villanueva or Ms. Muschamp invite all of the SEA members to the SEC meeting that Dr. Murillo will attend.*

*\* At the last SEC meeting, the members reviewed a variety of different Student Equity Plans, one of them being from Dr. Murillo's former institution, Southwestern. They got into small groups and looked at each of those plans to see what they might want to do at SBCC, and what they don't want to do.*

*Dr. Villanueva added that they reviewed about four or five different plans. He encouraged SEA members to email him and Ms. Muschamp if they know of any other SEPs at other Community Colleges in California, so the SEC can review them.*

*\* The partnership with SEA will be really helpful, particularly pertaining to what types of programs and projects we should be funding to move the equity needle.*

*\* Update on the positions in Student Equity: A call for a permanent Coordinator of Equity, Diversity, and Cultural Competency went out yesterday. That is the position that Ms. Byrne is interiming in right now.*

*There is also a call out for an internal out-of-class reassignment or substitute position for Casey Ysaguirre's former UMOJA SPA position. They're looking for someone to fill that position while they re-evaluate the UMOJA program at SBCC, how the position might be improved, and if*

*that position should remain a SPA or be elevated to something else (ex: Counselor Coordinator or some other Student Success Coordinator).*

*The Dream Center position is in HR, going through a few final iterations before it gets posted. Ms. Byrne said they're trying to make sure that these job postings are being staggered appropriately. Outside of Ms. Byrne's permanent position she holds in her old job, they don't have anyone permanent in their department.*

## 5. INFORMATION ITEMS

*Co-Chair Vasquez listed several webinars pertinent to future discussions in SEA. Many of them are coming from the Chancellor's Office and other groups that are supporting different populations of students.*

### 5.1. [Interview: California's Community college system's Vice Chancellor on enrollment declines](#)

*Part of Student Equity and how we fund future activity has to consider what enrollment benefits that might have.*

### 5.2. [Fighting for the education of Black students in California](#)

### 5.3. [Academic Supports for Black Community College Students](#)

### 5.4. [Summary: African American Students in Santa Barbara County](#)

*Board member Anna Everett was part of this webinar.*

### 5.5. On November 9th, we will officially release our much anticipated **2021 State of Higher Education for Latinx Californians** report. As the single largest ethnic group in California—comprising over half of our state's K-12 population—ensuring educational opportunity and success for Latinx students is vital for our collective future. Join us for a webinar where we will present comprehensive data on the current state of college access and completion for Latinx students in the state. We will also be joined by policymakers, college and student leaders to discuss critical actions that must be urgently taken to ensure Latinx students are supported to make their college dreams a reality.

**REGISTER [here](#).**

## 6. DISCUSSION ITEMS

### 6.1. Report on Student Achievement (Z Reisz)

#### 6.1.1. [SBCC's Institutional Effectiveness Overview](#) (10/23/21, 33 pgs.)

*Z Reisz explained that the Institutional Effectiveness Overview is something that is usually presented to the Board of Directors. It is a higher level overview of a lot of the metrics that the college needs to understand and look through to evaluate whether it's being effective in meeting its mission as a community college.*

*These were all developed over the last two years through the Institutional Effectiveness Committee (IEC) and through collaboration with the campus at large, asking what are our values? What is our mission? How are we going to figure out if we're meeting that mission? Are we effective at meeting our mission?*

*IEC set up a number of metrics or pieces of information that speak to that. Whenever you're talking about education, you're talking about metrics that have to do with access to higher education, then completion of your educational goal, whether that's transfer, degree, certificates...*

*One component that is not really touched on is "work." Usually, we go to education, not just for the sole purpose of learning more, but to improve our chances of getting a good job. That's something IEC is working on building in a little bit later.*

*Dr. Reisz went through the slideshow and explained the data and charts.*

**Some notes about Access:**

*\* The high school capture rate increased going into Fall 2016, which can predominantly be attributed to the first year of the SBCC Promise.*

*\* We've had a capture rate of about 50% from the SB Unified School District in the last few years, and a higher capture rate in CUSD.*

*\* We have had declining enrollments during the last seven years.*

*\* The overall percentage decline in enrollment from 2014-15 to 2020-21 was 23%.*

*\* When interpreting small groups in the Headcount by Race/Ethnicity chart, you're apt to see much larger percentage changes in the really small groups, because it takes few students to make that percentage change.*

*\* There is a really large decline with students identifying as American Indian/Alaska native, Pacific Islander, and Black or African American.*

*\* In Fall 2020, we moved the software that we're using to track comprehensive Ed plans, and we have not fully integrated that, so the number on the chart is not complete.*

*\* About 40% of students got their comprehensive education plan within their first year. There is a very important bias as we interpret this information. The margin of error is more sensitive when you have larger groups of students.*

**Some notes about Progress:**

*\* About 24% of students meet 9+ CTE units in their first year.*

*\* As we go across the slides, where do we see consistent patterns of a group of students who are disproportionately impacted across multiple measures? Because that is going to give us an idea at a higher level that we want to spread out our resources and focus on these students in a variety of outcomes.*

*\* Looking at students identifying as Black and African American, over time, this is at least the direction of the line that we would like to see. We want to see this gap narrowing, although it is a really wide gap and it's not narrowing even close to all the way.*

*\* Our Pacific Islanders students are consistently underneath the overall average*

*\* Latinx/Hispanic students have a very consistent disproportionate impact. You see no widening or narrowing of this over that time period, which is definitely alarming as a Hispanic serving institute, and also considering the amount of work and effort we do around this. We really want to rethink how we are serving these students and how we're trying to facilitate their course success.*

*\* The way we're setting a margin of error is based on a very stringent criteria based on academic peer reviewed publication of articles. That's where we came up with this number about why one thing is turning red and another is turning gray [on the charts].*

**Some notes about Completion:**

*\* One thing to keep in mind as we're serving our students, higher education is really based on a four year university model. Our students are not those students. They have a very different experience, and we need to start thinking differently about how we serve them.*

*\* Students identified as Latinx, Pacific Islander, American Indian, and those that were unknown are taking about an additional term [to complete].*

*\* Looking at disproportionate impact, this is the one situation where there was a disproportionate impact for residency.*

*Dr. Reisz said the big takeaway for him as he looked through the slides was the really large and consistent disproportionate impact on those students identifying as Black and African American across just about every one of those metrics. He said you'll also see a pretty consistent disproportionate impact, though smaller, for those students identifying as Latinx and Hispanic across most of those metrics.*

*The link to the slide show is on the agenda.*

**Additional information from Dr. Reisz:**

*\* When you look into the Program Review dashboards that they're using now, you can disaggregate by first generation status, CCPG, which is our proxy for low income.*

*\* Now that we're using more of our local data rather than the Chancellor provided data, we can build out the dashboards where any department can get in there and narrow in on what their impact is as a department and where they have work to do... Dr. Reisz is hoping that this starts to give people the tools that they need to make some decisions about what they might want to change, and if those changes are effective.*

*\* Dr. Reisz demonstrated how to get onto the Program Review dashboards. Log into Tableau. Email him if you're unable to log in. Click on the icon on the left that looks like a compass. Once you're in there, click on Program Review data. That will take you to the dashboards. Dr. Reisz walked the committee through the "Progress: Course Success" dashboard as an example. When looking at the disproportionate impact, pick one group at a time instead of clicking on "all." It will be too difficult to make sense of it if you click on "all."*

- 6.2. Review how equity links to our committee work in closing the gaps ([brainstorm](#))

*\* The purpose of this activity was to show where we have a link into the equity and the DEI discussions within our committee structures, and how we can add knowledge and lend voice to possible changes and build awareness in those other committees.*

*\* When we are in these committees, as representatives of SEA, we're also bringing that knowledge into the committee discussion, and hopefully either correcting the information, or adding to that information so that there will be an understanding of the work that needs to happen on our campus.*

- 6.3. Follow-up on example of SEA goals/accomplishments ([Moorpark examples](#))

*Co-Chair Vasquez met with different colleagues at other colleges, talking to them about their SEA committee.*

*\* The takeaway for her is that we're very lucky in terms of having a fiscal representative on our committee because some of these other committees are told exactly how much money they have, and the VPs make the decision about where the money is going to go.*

*\* One campus had all their money tied up in positions. They spent their time developing a process, but they couldn't implement it because*

*they didn't have the money.*

*\* At another campus, a lot of money went towards student services, and there was a debate on the campus about instructional needs. Striking that balance within student services and instruction, and identifying the activities that need to be supported financially was a big debate.*

*\* One of the VPs Co-Chair Vasquez talked to was on the review committee for all of the Student Equity Plans, working with the Center for Urban Education. He noted that everyone that they pulled in to review those equity plans were from the California Community College system. It wasn't the key staff from CUE.*

6.4. Questions in preparation of the joint SEC/SEA meeting with Dr. Murrillo, Nov. 10 at 3:00 p.m.

*\* If you've heard Dr. Murillo speak recently in CPC or in the managers meeting, she is very committed to our anti-racism and equity work. She is looking at trying to implement significant and institutional training opportunities and changes.*

*\* One of the things Co-Chair Arnold has been thinking about is deciding as a committee if and how we want to support some of that institutional work. Dr. Murillo is talking about bringing in moderators and training for large groups on campus, and implementing different training modalities at different points.*

*\* Think about how we as a committee with funding for this, want to be supporting some of those institutional-wide initiatives that Dr. Murillo wants to pursue. Co-Chair Arnold said that goes back to the conversation we had previously about looking at ourselves as a committee. What's our strategic direction? What's our goal? What do we want to really be doing?*

*\* If you have particular questions for Dr. Murillo, you're welcome to ask them now, or send them to Co-Chairs Vasquez and Arnold, or ask them at the meeting. Co-Chair Vasquez put a link to a Google doc on the agenda if you want to add your question(s) on it.*

*\* Some colleges do a SEA work plan based on the Educational Master Plan with their goals and action. We're going to be starting a new planning cycle. We have nothing to attach to quite yet, but when we start having those conversations, that will be important to pay attention to.*

*\* Legacy funding. Last year we began to tackle that with the three year plan of phasing out, but because Dr. Murillo comes from a structural and systemic place, Roxane Byrne thinks that is something that we need to really look at. Pam Guenther agreed saying we're constantly talking about positions that the college should be paying for that shouldn't be part of this. Dr. Murillo is in the position to make those decisions. Co-Chair Arnold noted that there are two previously SEA funded positions that have become open (Steve Reed's position and another one), and looking at how to refill them is challenging.*

*\* Instead of addressing the impact of a position on a metric, Dr.*

*Reisz would like to think through what we expect this position to do. What do we expect it to have an impact on? And not directly, but loosely tie that to some student outcomes.*

*\* The majority of these positions that we currently have were formerly SSSP funded, not equity funded. SSSP did not have the equity focus. Even if we have data, it's not going to support those specific initiatives because SSSP was different. Basically what happened is the three funding sources, Basic Skills, SSSP and Equity were put into one block grant. We had a discussion about not laying people off. We would do our best to move people off of SEA into the general fund, but we hit a structural deficit and don't have the budget capacity to move people off SEA into the unrestricted general fund.*

*\* The other thing we've struggled with is to find a way to reframe those positions so that they are meeting the objectives of SEA, which ideally would be what we would want to do across the board. One of the ways we have been a little bit successful, was one of our counseling positions that SEA funded, Ms. Byrne got one of those positions to be granted some release time to work specifically for UMOJA. And then working with departments who have SEA funded positions, to help coach and support what it would look like for those positions to change and to be meeting these goals. Maybe the SEC in partnership with SEA has to figure out how to support and shift these people in departments.*

*\* Co-Chair Arnold thinks that academic counseling has a huge opportunity to look at how we provide services and see how we're working to close the equity gaps. The positions that are more difficult are, for instance, the Scanner, who scans all of the documents for Student Services. How do we justify that as an equity focused position? If we didn't scan any documents, counselors would never have transcripts from students for other colleges. And without Steve Reed's position, now Starfish is really having a hard time, and that impacts students.*

*\* Dr. Villanueva said that the President is clear she wants to include SEL, not as a separate entity, but part of the main campus. Chair Arnold noted that there are a few full time positions that are funded by SEA, and then last year they received an additional grant for some hourly positions.*

6.5. Nov. 10 - SEC/SEA committee [zoom link](#)

Join Zoom Meeting

Meeting ID: 953 3024 3423

Passcode: 643722

One tap mobile

+16699006833,,95330243423#,,,,\*643722# US (San Jose)

+13462487799,,95330243423#,,,,\*643722# US (Houston)

*Please try to join to listen to the conversation, so we have a common*



*understanding of the direction that we need to go in. Ask lots of questions.*

## ACTION ITEMS

### 7. ADJOURNMENT

*We will report back at the next SEA meeting what we learned at the November 10th Student Equity Committee meeting.*

*The SEA meeting ended at 4:33 p.m.*

Future Agenda Items:

Based on on strategic direction discussions, synthesis of ideas for developing areas of activities that support the intent for spending new allocation