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

SEA WEBSITE

Thursday, February 24, 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: 916 1069 4377 Passcode: 954209

———

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

Members Unable to Attend: Aurore Bernard, Chelsea Lancaster, Aika Person, Kristy Renteria, Sara Volle

Resource Members in Attendance: Jennifer Baxton, Cheryl Brown, Z Reisz, Kathy Scott

Guests in Attendance: Christina Llerena, Nicole Oldendick, Al Solano

Call to Order (Brittanye)
The meeting started at 3:04 p.m.

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 from 2/10/2022 (Brittanye)
2-10-22 SEA Minutes - DRAFT

Julio Martinez made a motion to approve the minutes. Carola Smith seconded the motion. The minutes were unanimously approved.

Information (5 minutes)

1. Chancellor's Office Training for [redesigned Student Equity Plan](#) (Laurie- updated)
Co-Chair Vasquez attended all three of the training sessions. She added a few more slides to the presentation. The new Student Equity Plan template won't be available until March, and more trainings will happen then. The trainings are preparing colleges with the idea that things are changing – leaving behind the old idea of SSSP and how things used to be done, and thinking forward in terms of what we have to complete by November 30th.

2. Update on Committee Consolidation (Paloma)
The one page "why statement" that was approved at our last meeting is going to CPC for review on March 1st. This is a significant change happening on campus, so whatever constituency groups or committees you represent, please relay the consolidation information back to your groups.

   Cesar Perfecto from Fiscal Services will be at the March 24th SEA meeting to review the entire SEA budget with the consolidated committee. That's something the previous SEA committee worked hard on, and the co-chairs want to make sure everyone who was previously on the Student Equity Committee has that same information.

   Moving forward, the co-chairs also want to make sure that everyone continues to think about how we're going to do the proposals for funding, which the past SEA committee did. Once we have the budget presentation, we're going to start rolling into some of those funding proposal requests and developing the application and rubric.

   Going forward, you will see on the agenda: *continuing to work on the Student Equity Plan; looking at the data; making sure we're up to date on the SEA budget; and thinking about how we're going to do the proposals for SEA funding opportunities.*

   Once the Student Equity Plan is completed in November, our long term responsibility and function of the committee is implementation and ensuring that other departments and programs are following and implementing the Student Equity Plan, and that we're using the resources that we have to support what is developed and written into the Student Equity Plan.

   In summary, our two big functions are: *Student Equity Plan development and implementation, and budget funding and resources.*

Discussion

1.   Student Journey Framework (Connection, Entry, Progress, Completion, Transition) Overview (Roxane) 5 minutes
     At the last meeting, Al Solano presented the student journey framework: connection, entry, progress, completion, and transition as our markers for what we're going to be looking at in our Student Equity Plan. Those metrics closely align with the previous metrics that we used in our last Student Equity Plan, and also closely align with our Guided Pathways work on campus.

     Dr. Solano reminded everyone that now the learning process begins, and to be mindful that it can sometimes be messy. Over time, we'll have more clarity and coherence and reach consensus.

     Roxane Byrne shared the documents that we looked at during the last meeting, which focused on "entry." There is a description at the top about the entry marker of the student journey framework. There are known loss points for community colleges, which are areas where there are challenges or issues with this particular metric, and known momentum points, which are areas where there are strengths and things that can happen that we may want to look at. Each one of the metrics is going to have multiple different data sets.

     Ms. Byrne said that each of the co-chairs as well as Institutional researcher Nicole Oldendick will be in the breakout groups to help if people need assistance understanding the graphs or need a reminder on what we're looking at etc.

     What to do in the breakout groups: *Look at the data (some information will be provided). Then, when you go down to the bottom of that data set, there is a blank page where "observations" and a "parking lot" can be recorded.*

     Observations are things that pop out at you, such as disproportionate impacts in an area or something you're curious about and want to learn more about.

     The "parking lot" section is where you drop in any ideas that start to emerge. It's probably going to be really tempting to go into solutions. When you have those things come up, drop them in the parking lot, try not to get stuck there, and go back to observations.

2.   [Breakout Rooms](#) (45 minutes)

     2.1.   [Entry - COPY](#)

     2.2.   [Progress - COPY](#)

2.3.   [Completion - COPY](#)

The committee members were told that although they didn't have to finish the sheet, they should try to get through as much as possible. Afterwards, the large group will reconvene and review the process.

3.   [Takeaways on Process](#) (Laurie) (15 minutes)

Entry:
Andy Gil was the spokesperson for this group, and the topic he shared was 'Financial Aid." The group had some data that was a bit confusing, but Nicole Oldendick was able to break it down for them, allowing them to make more sense of it. What it comes down to is who's applying for financial aid and who's getting it? The group thought it was a relatively low number, which led to more robust conversations in terms of what they can do to be better teachers regarding financial aid for students.

When talking about the Parking Lot, they came up with ideas the college could do to better serve students. The group was able to bring up their own personal experiences with financial aid, and how they navigated the system.

Dr. Solano reminded everyone that although we have until November to put the plan together, we want to accomplish this by late spring if possible. All of us are going to be working through this process. And when we're done with all of the figures, at the end, we're going to seek and narrow down the strategies.

Progress:
Adrienne Arguijo-Morgan was the spokesperson for this group, and the topic she shared was persistence. The conversation with her group started around the way they wanted to approach this process, centering it on asset-based thinking and on the opportunities that can be developed as an institution to support students. They had a conversation around part-time enrollment since that is one of the known loss points for community colleges.

Many of the members of the group had some experience working specifically with part-time students. They grappled with whether or not the data was for full time enrollment. They dove into Tableau a little deeper and started looking at it disaggregated by enrollment status. They made some general observations about how they can use the data to provide a more holistic picture or representation of the makeup of our students.

They also started thinking about how the data could be looked at from a different perspective, for example, looking at a certain age demographic of the students.

They put some things in the parking lot and generated some ideas and approaches for how to address it, but that will be for continued conversation.

Completion:
Pam Guenther was the spokesperson for this group, and the topic she shared was ["Decrease Unit Accumulation at Time of Award"]. At first, her group spent time trying to make sense of the charts and the data. For instance, one of the things that came up in the group was that the data goes from 2015 to 2021, but AB705 happened in 2019. They wanted to see the data split before and after AB705.

They also noted that black students were actually getting their degrees with fewer units, when in a lot of other areas the college's black students are disproportionately impacted. Ms. Guenther relayed that Kathy Scott said it's something they found in the data – that once our black students complete the first year, they do very well in our courses.

Jennifer Baxton suggested that maybe the types of majors or programs that students enroll in based on ethnicity might affect their units and completion.

Roxane Byrne noted that with this group, by staying in a place of curiosity about data, it allowed them to move through the figures more quickly. For example, "What do I need to know more about in order to go to the next step?"

Going forward:
Z Reisz said that all of the charts came from Tableau dashboards, and for the most part, if you go to the actual dashboards, you can drill into specific departments or majors etc. to get more detail. If anyone is interested in that, and would like to work through it with him, Ms. Oldendick, or Melanie Rogers, just let them know.

Dr. Solana said it's a learning process, but it's nicely structured. Over time, you'll notice in your campus that you'll start having a common language around using a student journey framework.

Co-Chair Arnold added that their goal will be to continue to do this somewhat regularly. It makes sense to keep people in the same group so that we can keep going through the same data set.

There are two additional framework steps that need to be looked at as well – completion and transition. Data is being obtained for these framework steps.

Co-Chair Vasquez will keep adding to the [Takeaways on Process](#) document, which will be added to future agendas.

Dr. Solano suggested starting to interrogate some of the practices we have been doing (i.e. Robert's Rules – voting on the minutes). That decision doesn't have to be made today, but just to make the time more productive – you can work smarter, not necessarily harder.

He added that every committee should be the "we got each other's back" team, because you will experience challenges as you write the plan and as you implement it. This is the space to be problem solvers, to be collaborators and to think about how we treat one another. We should always be threading kindness in all of our work. Over time, that produces a really healthy culture. You can model this for all the different meetings.

Action Reminders:
* Look at the updated Student Equity Plan slides from the Chancellor's Office presentations. Identify the newer slides to report to your groups about.
* Report to groups about the consolidation and going to CPC on March 1st.
* Remember that on March 24th, we will have a SEA budget presentation for all of you.
* We'll continue talking about the student journey framework, and continue the work that we did today.
* Noting that there was a lot of great work today, instead of waiting until the next meeting, take some time between now and then to go back in there, keep looking at the data and synthesizing.

The meeting ended at 4:29.

4. Next Steps/Future Meeting

   4.1. SEA Budget Information (Paloma)

   4.2. Continue Student Journey Framework Observations/Parking Lot (Homework) (Brittanye)

Action

Additional Resources

● [Student Journey Framework](#)