

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

[SEA WEBSITE](#)

**Thursday, February 10, 2022  
3:00 – 4:30 p.m. (4:00)**

**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.

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**Join Zoom Meeting:**

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

**Meeting ID: 916 1069 4377 Passcode: 954209**

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**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, Co-Chair Brittanye Muschamp, Carola Smith, Co-Chair Laurie Vasquez, Chelsea Lancaster, Julio Martinez, Sara Volle

**Members Unable to Attend:** Adrienne Arguijo-Morgan, Aurore Bernard, Vandana Gavaskar, Jens-Uwe Kuhn, Vanessa Pelton, Aika Person, Kristy Renteria

**Resources in Attendance:** Jennifer Baxton, Cheryl Brown, Z Reisz, Dr. Kathy Scott

**Guests in Attendance:** Christina Llerena, Nicole Oldendick, Dr. Al Solano

**Call to Order (Brittanye)**

The meeting was called to order at 3:03 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 1/19 (Brittanye)**

*Carola Smith made a motion to approve the minutes. Akil Hill seconded the motion.*

*Voting members Robin Goodnough and Jennifer Hamilton abstained as they were not at the 1/19 meeting. The minutes were unanimously approved.*

## **Information**

1. Chancellor's Office Training for [redesigned Student Equity Plan](#) (Laurie)

*Yesterday was the first meeting held by the Chancellor's Office to bring colleges up-to-date on the new [redesigned Student Equity Plan](#). The slide show Co-Chair Vasquez presented was an overview from that meeting. The point the Chancellor's Office wanted to make was that this new equity plan is a shift away from having to come up with activities. The redesign of the equity template is intentional design and data driven.*

## **Discussion**

1. Joint SEC/SEA committee proposed [timeline, charge, and why statement](#) for CPC (Roxane) (20 minutes)

*At the last meeting, committee members were asked to review and provide feedback on the timeline, charge and why statement. The co-chairs of the committee met and looked at the minutes from the last meeting and comments and suggestions that were made in the document. They made a few adjustments, and wanted to review them with the committee to see if they can get the document passed and moved forward to CPC at their next meeting.*

*Roxane Byrne went over the [timeline, charge, and why statement](#) and the small edits that were made.*

*The timeline was edited to make it a little easier to follow and read.*

*The charge of the committee was simplified by breaking it into two areas. Previously, there was the charge with bullet points enmeshed in it. They decided to simplify and have a brief statement about the charge, and then pull out what the functions and responsibilities are. Functions and responsibilities are the things that are done in order to meet the charge. Ms. Byrne noted that this is similar to the way other committees on campus operate.*

*There was a question about what was allowed to be funded or not. In the past, it was Robin Goodnough's recollection that instructional faculty could not be compensated for activities. That is not the current case, as Co-Chair Arnold said there are instructional faculty who are receiving stipends out of SEA (i.e. Faculty Mentor Project etc.). Co-Chair Vasquez said the*

*Chancellor's Office made it clear not to think about what was, but rather think about where we're heading. Ms. Byrne added that their emphasis seems to be on more macro level structural interventions as opposed to specific activities.*

## *2. Introducing the Student Journey Framework (Dr. Al Solano) (10 minutes)*

*Co-Chair Arnold introduced Dr. Al Solano to the committee, and said that the student journey framework is a way to look at our data and identify where our disproportionate impact is, and help us use this framework to develop our student equity plan.*

*Dr. Solano introduced himself as a coach, who helps campuses plan and implement "home-grown practices." He works to help educators work smarter and be as productive as possible, and he does a lot of work around committee work.*

*One of the first things Dr. Solano asked when coming on board was, "What's your why?" Second, how do we ensure we have some kind of structure, some kind of framework that will help shape our thinking as we move forward to be more intentional around equity?*

*Dr. Solano went over the [Student Journey Framework](#) slideshow with the committee. One of the things in working smarter, not harder that he often talks about are the three C's (clarity, coherence, and consensus). Relentless clarity around what we are doing and why, so that we're always informed of what the work is that is happening so we know how to support it. Coherence is about how this fits with everything else that we're doing so that we can reach genuine consensus.*

*The Student Journey Framework completion by design is nicely aligned with the Guided Pathways framework: connection, entry, progress, completion, and transition. What's nice about this framework is you can use data points from each part of the student journey and then disaggregate it and be more intentional about equity.*

*Going forward to help the meetings be highly productive, Dr. Solano said the committee will engage in some tools where you're going to make observations based on SBCC specific data for each part of the student journey point. Then, what strategy developments are we going to put into these tools along the student journey? The content that you will use here fits nicely with the content that you'll need to put into your student equity plan, as well as beyond the equity plan. It allows you to have, as a campus, a common language. For some campuses, he encourages almost all of their*

*committees to use a student journey framework so they're all using that common language.*

*Tools were developed for these meetings in the form of Google sheets. Each phase of the student journey is known as "known loss points" and "known momentum points." Known loss points tend to be reasons why students don't succeed in this part of the student journey. Known momentum points are those reasons why students tend to do well.*

*Nicole Oldendick inputted a lot of data into each student journey point. It's still evolving, and there will be more data as the committee goes through their meetings. They made as much data available as possible, but if you want to visit the dashboard in between meetings, that's fine.*

*You'll write your observations. And then there's an area for you to put your parking lot, if you still have questions. The goal over time is we want to be able to develop strategies (noting that the Student Equity Plan is due in November).*

*With the chairs group, they worked on one example and grappled with it. It's a little messy, but that's all right. Learning can be a productive struggle. The example will give a sense of what we're going to be doing going forward.*

## 2.1 [Entry Example](#) Entry Example (Z and Paloma) (20 minutes)

*Co-Chair Arnold explained that the example is going to show you what we were looking at as we went through the data, opportunities to make observations on the data, identify areas where we might be seeing disproportionate impact, identify areas where we may be needing to make adjustments to the data, and then start "parking lotting" different strategies that we might be able to implement to impact these different disproportionate impacted areas.*

*The example that the chairs group started working with last week was the entry point. Their goal for the next meeting is to share three points with you. Your homework assignment is to start reviewing some of that data on your own. And then at our next meeting, everyone will break into workgroups and go through the same process that Ms. Oldendick and Co-Chair Arnold are going to show you right now as a workgroup together.*

*Ms. Oldendick went over the [Entry Example](#) in order to orient everyone to it. The document includes data related to the entry point in the student's journey. Last week, at the chairs group meeting, she presented a number of different*

screenshots from dashboards to help frame the conversation around some of these entry points. Since then, based on feedback from that meeting, she refined some of the definitions and the student groups that we're looking at so we can better frame that particular conversation.

The entry one is about enrollment to completion of first college-level course. In this document, she has a table of contents that you can scroll through. Each one typically has about five charts associated with them.

Ms. Oldendick did an overview of the document. The main points held within here are in the first year, increasing Financial Aid, Pell Grant, California College Promise Grant, and SBCC Promise recipients. This is related to us knowing that when students have access to the resources and intensive Financial Aid in the beginning, they're more likely to continue to persist and achieve their goals, and also with other college-level priorities of increasing program recipients etc.

Next, in the first year, increase comprehensive education plans, completion of transfer-level Math, and completion of transfer-level English, increase EOPS participants, and increase student persistence from the first semester to the second semester.

Next the focus was on increasing SBCC Promise recipients. There's a headcount and a percentage for each of these particular metrics. Next, she showed slides on disproportionate impact, and then trends over time, and disaggregation by gender. What we see here for the SBCC Promise recipients (Ms. Oldendick wrote a narrative at the top of these as well), will hopefully help give some structure to how you understand these charts.

Ms. Oldendick discussed the headcount and percentage of SBCC Promise recipients from fall semester 2016 through fall semester 2021. This is the headcount and proportion of all in-district students under the age of 20, who are enrolled for the first time in that fall semester.

Ms. Byrne pointed out that as they ask you to look at this data, you'll have access to these sheets. When Ms. Oldendick presented it to the chairs group, they recognized that perhaps they didn't have the full picture, because they were looking at the total headcount of everyone at SBCC and who was in the Promise. They realized that actually they should be looking at those who are eligible for the Promise, and how many people are utilizing this program. So they refined what data they wanted to retrieve.

So when you are in this process, Ms. Byrne noted that it's going to be very tempting to go straight to activities and strategies of how do we fix these. But,

*if you see some discrepancy or issue or you need more information about the data, that's another thing that you can comment on or bring up.*

*Ms. Oldendick noted that their department wants to produce data that's helpful and actionable and can give you the picture that you're looking for to better understand the needs of our students. Ms. Oldendick continued with the slide show, going over the disproportionate impact charts.*

*It was noted that the issue when you're dealing with a smaller group of students is, it doesn't necessarily mean that you don't need to have focused interventions on that group, it just makes it a little more difficult to predict what will happen in the next semester. It's important to look at trends over time. In small populations, one student can have a massive impact on that data.*

*Ms. Byrne noted that the Chancellor's Office mentioned yesterday that although the emphasis is on disproportionately impacted populations, we're not limited to only addressing issues with "disproportionately impacted" groups. We can still develop interventions and begin to figure out how we might want to address that, even though a certain population hasn't been identified in the data as technically disproportionately impacted (i.e. American Indian/Alaskan Native Students population).*

*Co-Chair Vasquez noted that the new plan allows you to go back and revise and add to it.*

*Dr. Solano said that below observations, there will be a space for the parking lot ideas. What we want to get at after our observations and parking lots is to start developing strategies based on what we're seeing in the data. We're probably going to get a lot of that from the parking lot because it's perfectly natural for us to start thinking of solutions as we start seeing what's in the data.*

*We have something that gives you structure, that helps you be more organized to help you think about data using a student journey framework. We're also going to have people in the different breakout rooms. It gives those that are hosting or leading them the license to bring people back to the task at hand, if people start veering into different tangents. We want to keep this as structured as possible so that you can have highly productive meetings. Dr. Solano mentioned what he calls the "three month rule," where you basically only have three months to get priority work done at a college.*

*Co-Chair Arnold encourages people to think about focusing on strategies, and a little bit less on activities. We'll put activities in the parking lots, but let's try to think of big picture strategies to help achieve some of these goals, or*

*strategies that would help improve some of the negative impacts that we're seeing in the data that's being presented here.*

*Ms. Byrne said they will be walking everyone through the process at our next meeting, but between now and then, a good practice would be just to go in and take a look at this sheet again. Explore it, think about it, and then bring questions with you next time.*

*Co-Chair Arnold said they have three sheets to share with the entire committee to start looking at and make observations. The observations don't necessarily need to be, for example, "need to refine the data more." Observations can also include, for example "Why did this go up in 2019? I thought this would have gone down in 2019" etc. Observations can also just be on the data that you're seeing or questions you might have about what was potentially impacting something at that certain point in time or not.*

*Co-Chair Arnold said we don't necessarily need to as a committee come up with the answers of how things will look in the future, but we can help come up with ways to support other people to think about it from an equity perspective – trying to think strategically about how we can support others to think about the changes that need to be made, moving forward. Ms. Byrne iterated that part of what the Chancellor's Office is aiming to do is move away from singular disconnected activities and look more at a structural level for redesign, and how we are going to have to adapt and do things differently.*

*Co-Chair Vasquez said that the Chancellor's Office realizes that they asked the college to do this work when we were thrown into a pandemic, and the results they received were not optimal. So now they're rethinking everything and trying to allow the colleges to be fluid in our approach while still being intentional in terms of disproportionate impact.*

*Dr. Solano said that when you're thinking about what you're going to implement, implement the doable. He said we are a team. We need to act like a team that has each other's back. So as we move through this process we're problem solving together, we have each other's backs and we produce a plan that we can actually implement.*

*Keep an eye out on homework, that we will have all of the different entry points, connections that we have started working on and that we have data for. Start looking at it, reading it, and observing it. Once people start to read it a little bit, things will start to click. And then as we start working on it and actually getting into it in our next meeting, hopefully people will feel good about the process.*

## Action

1. [Approve timeline, charge and why statement](#) for CPC (Roxane)  
*Akil Hill made the motion to present the timeline, charge, and why statement to CPC. Robin Goodnough seconded it. It was unanimously approved.*

## Additional Resources

- [Student Journey Framework](#)

*The meeting ended at 3:59 p.m.*