

Santa Barbara Community College District

2019 - 2022 Student Equity Plan



Santa Barbara Community College District

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Our Mission

As a public community college dedicated to the success of each student . . .

Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.

Thanks to the many students, faculty, staff, and administrative members of the Santa Barbara City College Community who have engaged in conversation, research, planning and aspiring for greater success for our students and ourselves

“Treating different things the same can generate as much inequality as treating the same things differently.”

Kimberlé Crenshaw

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Executive Summary

Santa Barbara City College commits to ensuring equity in education for all students. The 2019-22 Student Equity Plan (SEP) sets a foundation for our College to identify and to reduce persistent equity gaps in our students' success. This plan describes the process for developing the 2019-22 SEP, our equity imperative, the disproportionate impact analyses, the broad activities intended to reduce equity gaps, and how our equity work will be coordinated and evaluated.

The California Community College Chancellor's Office (CCCCO) provided the College with a disproportionate impact analysis based on the information the College uploaded to CCCCCO's Management Information System and displayed on the Student Success Metrics. The analysis was based on disaggregating five student outcomes by gender and seven student populations: Students with Disabilities; Economically Disadvantaged; Ethnicity; First-Generation; Foster Youth; Lesbian, Gay, Bisexual, or Transgender; and Veterans. To capture the major accomplishments along our students' educational journey, the analysis focused on: Successful Enrollment; Fall-to-Spring Retention; Completion of Transfer-Level Math and English; Attainment of a Degree or Certificate; and Transfer to a Four-Year Institution.

For each metric where a student population was found to be disproportionately impacted, the CCCCCO asked that we reduce the equity gap 40% by 2021-22. To set the foundation for this work, SEP workgroups were convened to organize current and planned activities by outcome and student group. The Student Equity Committee (SEC) has reviewed these activities and set forth the broad directions it recommends the College to pursue to achieve the goals in this SEP. The SEC and College will continue to design, detail and implement the specific activities that will reduce our equity gaps.

The directions of the recommended activities are designed to refine, bolster and focus much of the existing work of the College. The intention is to integrate the elements of Guided Pathways, the Vision for Student Success, and institutional effectiveness to maximize our limited resources. At the forefront of these activities is professional development. The College is committed to providing learning opportunities for ongoing personal and professional development to facilitate an understanding and pursuit of the equity imperative. Creating an equity-minded approach to designing an engaged and successful student experience requires moving from abstract ideas to concerted practices and processes based on our institutional values to achieve equitable and just outcomes for students that create lasting change. We embrace this responsibility and endeavour to ensure that every student we serve has the opportunity and support to achieve their educational goals. We enter into this work intentionally to create equitable structures, processes and instructional approaches that remove barriers to students' success and address structural inequities.

Student Equity Planning Process

The college is committed to developing a Student Equity Plan that will meet the Chancellor Office's requirements and provide the foundation for the further development of an implementation plan. The implementation plan will be developed using an inclusive process with students, faculty, staff, and managers to design and implement specific activities and their evaluation.

Volume I: Foundation

Goal setting and general direction for activities: The Student Equity Committee has reviewed the data on disproportionate impact and equity gaps provided by the California Community College Chancellor's Office (CCCCO). The committee has focused on clarifying goals and corresponding activities that will reduce our equity gaps 40% by 2021-22 in areas of:

- Access, Successful Enrollment,
- Retention, Fall to Spring,
- Completion of Transfer-Level Math and English,
- Transfer to a Four-Year Institution; and
- Attain the Vision Goal Completion (certificate or associate degree).

The Student Equity Committee has finalized the CCCCCO required plan, which includes a brief executive summary that outlines Student Equity goals, the activities and resources needed to achieve these goals, and the resources budgeted for these activities. The plan also outlines a process and schedule for evaluating the progress made toward meeting the student equity goals and the efforts made to coordinate student equity-related categorical programs or campus-based programs.

Volume II: Development and Fulfillment

Inclusive activity development and implementation: Following completion of the 2019-2022 Student Equity Plan foundation document, the Student Equity Committee will commence on a deeper effort to integrate planning across the college, working to develop a more thorough and responsive implementation plan to support the goals laid out in the 2019-2022 Student Equity Plan. The committee fully recognizes that the student populations included in the CCCCCO's disproportionate analysis do not represent all of our student populations at risk for experiencing disproportionate impact. However, it is even more important that we are intentional and thorough in the work we do to help student populations that are more difficult to identify (e.g., homeless or formerly incarcerated students). This level of planning requires more participation and outreach to areas of the college with expertise and responsibility for work needed to help students meet the outcomes the Student Equity goals are designed to address.

Volume II will include specific action steps and timelines designed to move SBCC forward on meeting the Equity Goals. Student Equity Committee members will liaise with programs and groups working on relevant strategies across Student Services, Guided

Pathways, and college and senate committees to detail a further implementation plan, work to integrate efforts across campus and focus on institutional change.

Equity Imperative

Our equity imperative is to eliminate equity gaps reinforced by policies, practices, and structural racism¹ that impact our students. For our efforts to make a lasting transformative effect we must go beyond expanding and improving our support services and redesigning instruction. We must examine the impact that our policies, practices, and campus culture have on reinforcing patterns of inequity. Our equity imperative calls for a paradigm shift that requires us to change the way we think about students, policy, pedagogy, and the support our students need (Brown McNair, 2016). Our campus community is committed to the continued pursuit and engagement in professional development activities that strengthen our foundation to remove inequity at our College.

Student Success Metric Definitions

There are five metrics reported in the data set provided by CCCCO. These five metrics are part of the broader set of Student Success Metrics, defined and tracked by CCCCO.

Successful Enrollment: This metric shows the percentage of students who enrolled at SBCC after having indicated via CCC Apply that they intend to enroll during the academic year of interest. This metric is available for academic years 2014-15, 2015-16, 2016-17, and 2017-18.

Retained from Fall to Spring at the Same College: This metric shows the percentage among all students who were retained from Fall Semester to Spring Semester at SBCC for the academic year of interest, excluding students who completed an award or transferred to a four-year institution. This metric is available for academic years 2014-15, 2015-16, 2016-17, and 2017-18.

Transferred to a Four-Year Institution: This metric shows the percentage among all students who transferred to various types of four-year institutions either during the academic year of interest or the subsequent academic year. This metric is available for academic years 2014-15, 2015-16, and 2016-17. The use of all students in the denominator rather than following a cohort of entering students drastically changes the meaning of this metric when compared to the similarly named metric in the CCCCO Student Success Scorecard.

Completed Transfer-Level Math and English in the First Year: This metric shows the percentage among all students who completed transfer-level math and English in their

¹ The Aspen Institute defines “structural racism” as: “A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with “whiteness” and disadvantages associated with “color” to endure and adapt over time. Structural racism is not something that a few people or institutions choose to practice. Instead it has been a feature of the social, economic and political systems in which we all exist.”

first academic year of credit enrollment at SBCC. This metric is available for academic years 2014-15, 2015-16, 2016-17, and 2017-18.

Attained the Vision Goal Completion Definition: This metric shows the percentage of all students, based on an unduplicated headcount, who earned a Chancellor's Office approved certificate and/or associate degree and had an enrollment in the academic year of interest or the previous academic year. This metric is available for academic years 2014-15, 2015-16, 2016-17, and 2017-18. The use of all students in the denominator rather than following a cohort of entering students drastically changes the meaning of this metric when compared to the similarly named metric in the CCCCO Student Success Scorecard.

Disproportionately Impacted Students

The 2019-2022 Student Equity Plan is founded on the analysis of disaggregated data through an equity-minded lens. Data disaggregation is the process of examining outcomes separately by meaningful groups (Sosa, 2017). For example, the SEP examines overall Fall-to-Spring retention rates across student populations and then disaggregates the data by analyzing differences in retention by ethnic identity.

The data set informing the goals outlined in the 2019-2022 SEP comes from the California Community College Chancellor's Office (CCCCO). For each of the five metrics detailed above, the CCCCO data set reports the number and percentage of students who attained the metric for the academic years 2014-15, 2015-16, 2016-17, and 2017-18. In addition to reporting this information for the overall student population, the data set reports the number and percentage of metric attainment for the following student groups: Students with Disabilities; Economically Disadvantaged; Ethnicity; First-Generation; Foster Youth; Lesbian, Gay, Bisexual, or Transgender; and Veterans.

Each of the above groups is further disaggregated into binary gender categories of female and male. For example, metric attainment is reported for female students with disabilities, male students with disabilities, female economically disadvantaged students, male economically disadvantaged students, and so on (unknown/unreported/other gender categories are not reported in this data set).

This data set also includes whether each of the disaggregated groups experienced disproportionate impact (DI) for a chosen academic year. DI is a metric based on either the Percentage Point Gap "minus 1" (PPG-1) method or the Proportionality Index (PI) method. Further explanation of these DI calculation methods is provided in the technical documentation provided by the CCCCO (Ramirez-Faghih & Fuller, 2017). In compliance with FERPA regulations the CCCCO methodology for identifying DI excludes student groups with a size less than ten. SBCC's student groups experiencing DI as determined by the CCCCO are identified in Table 1.

Table 1. Disproportionately Impacted Student Groups by Success Metric

Success Measure	Disproportionately Impacted Student Group
Access: Successful Enrollment	<ul style="list-style-type: none"> ● American Indian or Alaska Native, Female ● Black or African American, Female and Male ● Filipino, Female ● Some Other Race, Female and Male ● Foster Youth, Female and Male ● LGBT, Female and Male ● Veteran, Male
Retained from Fall to Spring at the Same College	<ul style="list-style-type: none"> ● Black or African American, Female ● Some Other Race, Female and Male ● Foster Youth, Female ● LGBT, Male ● Veteran, Female and Male
Complete both Math and English within the District in the First Year	<ul style="list-style-type: none"> ● Black or African American, Female and Male ● Some Other Race, Female ● Disabled, Female ● Economically Disadvantaged, Male ● LGBT, Female and Male
Transfer to a Four-Year Institution	<ul style="list-style-type: none"> ● American Indian or Alaska Native, Female and Male ● Black or African American, Female ● Hispanic or Latinx, Female and Male ● Native Hawaiian or other Pacific Islander, Female ● Some Other Race, Female and Male ● Foster Youth, Female
Attained the Vision Goal Completion Definition	<ul style="list-style-type: none"> ● American Indian or Alaska Native, Female and Male ● Black or African American, Female and Male ● Native Hawaiian or other Pacific Islander, Female and Male ● Some Other Race, Female and Male ● Foster Youth, Female ● LGBT, Female and Male

Activities to Address Equity Gaps

The 2019-22 Student Equity Plan (SEP) development was directed by the Student Equity Committee (SEC) in coordination with workgroups focused on each metric. SEP workgroups were developed comprised of staff, faculty and administrators who work directly with DI student groups. The SEP workgroups evaluated current practices and DI outcomes related to one of the five SEP Metrics. Each workgroup was tasked with identifying at least three new, revised or ongoing activities informed by the below SEP core strategies that support reduction of DI.

The 2019-22 SEP aims to address the ongoing DI using an equity-informed paradigm that emphasizes four core strategies:

1. Achieve system-wide, pervasive institutional change through equity-minded practices in student services, academic programming and instruction, and administrative policy.
2. Using an equity-minded lens, assess strategies for dismantling barriers that disproportionately impact different populations of SBCC students.
3. Evaluate and revise policy and practice to support equity-minded and informed culture change.
4. Develop and implement campuswide professional development training focused on equity, inclusion, and anti-racism to develop a collective language and context for equity-minded practices.

These strategies are informed by the “Five Principles for Enacting Equity by Design” (Bensimon, Dowd, and Witham, 2016, p. 1-6):

- Principle 1 Clarity in language, goals, and measures is vital to effective equitable practices.
- Principle 2 “Equity-mindedness” should be the guiding paradigm for language and action.
- Principle 3 Equitable practice and policies are designed to accommodate differences in the contexts of students’ learning—not to treat all students the same.
- Principle 4 Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about the relevance and effectiveness.
- Principle 5 Equity must be enacted as a pervasive institution- and system-wide principle.

Each of the four strategies also informed the analysis of the DI information (Appendix C) by the SEC and the SEP Workgroups and evaluation of the efficacy of current practices and DI outcomes related to one of the five SEP Metrics.

Professional Development

Santa Barbara City College recognizes that activities focused on helping underserved student populations are only part of the work needed to address inequities in our student outcomes. The faculty, staff, and managers must also work to develop a better understanding of the inequities and structural racism that burdens many of our students. To facilitate this personal and professional development, the College will continue to support and develop educational opportunities for its faculty, staff, and managers. Several examples of these opportunities follow. In addition the Faculty Resource Center actively pursues grants to further enhance and fund professional development opportunities.

Crossroads Anti-Racism Training

Beginning in Fall 2018 a group of faculty, staff, and managers participated in multi-day workshops facilitated by the Crossroads organization to build an understanding of structural racism in America, one's own identity and its role in supporting structural racism, and how to constructively engage in dismantling structural racism. Following the success of this initial cohort and critical incidents that highlighted the value and need for anti-racism training, the College broadened the availability of this training. At this time, three more cohorts have participated in anti-racism training. The College intends to continue this essential work by training faculty, staff, and administrators to lead future anti-racism workshops and to seek funding sources for continued personal and professional development opportunities that address structural racism for its employees.

Enhanced Cultural Competency

Efforts to enhance the cultural competency of faculty and staff when working with Disproportionately Impacted students are robust. Some examples are the faculty-led Affective Learning Institutes, followed by faculty inquiry groups. Additionally, a federal Title III grant is funding efforts to create a new organizational structure for "flexible" learners, or those part-time students challenged to achieve the Vision Goals because they are not able to consistently attend college full time.

Affective Learning Institutes (ALI)

Affective pedagogy, also known as non-cognitive pedagogy or Social-Emotional Learning, emphasizes the foundational skills and relationships students and faculty need for students to best absorb, integrate, and apply course content. The college has offered these three-day intensive institutes, led by SBCC faculty, during which participants learn to infuse new teaching strategies directly into their curriculum. These workshops present evidence for how affective pedagogy works to support student persistence through the cultivation of a sense of academic and cultural belonging among students. Belonging is especially important as research documents the belief among DI student populations that they do not belong in higher ed and that this belief contributes to their lack of persistence.

Following the institutes, ALI graduates are invited to join the Colleague Inquiry Group, the ongoing monthly meeting in which participants from all of the ALI cohorts come together to collaborate, share best practices, and participate in new professional development opportunities.

Supporting Flex Students

Professional Development and Faculty Support for Curriculum Redesign for Maximum Impact: SBCC is utilizing best practices in working with underserved populations to create a culture of flexible student belonging on campus through extensive faculty professional development that includes workshops on cultural relevance and wealth; on-campus institutes; travel to nationally recognized conferences; implementation of Faculty Inquiry Groups, and support for faculty to redesign course content for cultural and career relevance.

Designing Culturally Responsive and Reflective Teaching

Culturally Responsive, also known as Culturally Reflective Pedagogy, recognizes the importance of including students' multiple cultural references in all aspects of learning (Ladson-Billings,1994). The goal is for all students to see themselves in course content.

Faculty Inquiry Groups (FIG) meetings include workshops from SBCC and outside experts as well as time to collaborate with colleagues from across teaching disciplines. Each member of the FIG chooses a course to redesign over the course of a year for cultural reflectivity. FIG members gain new tools and resources, and together and individually create, apply, and share new approaches to deliver course content infused with many diverse cultural references.

Success Measures: Access, Successful Enrollment

Santa Barbara City College will increase the number of overall successful enrollment from 23,591 (46.16% attainment) in 2017-18 to 24,691 in 2021-22, an increase of 4.7%.

In addition, for groups that were disproportionately impacted for the baseline year of 2017-18, the following goals have been set to reduce equity gaps.

Disproportionately Impacted Student Group	Baseline Headcount (2017-18)	Target Headcount* (2021-22)	% Increase in Headcount
American Indian or Alaska Native, Female	136	149	9.56%
Black or African American, Female	614	750	22.15%
Black or African American, Male	556	668	20.14%
Filipino, Female	387	407	5.17%
Some other race, Female	95	174	83.16%
Some other race, Male	78	497	537.18%
Foster Youth, Female	143	162	13.29%
Foster Youth, Male	108	120	11.11%
LGBT, Female	592	731	23.48%
LGBT, Male	336	467	38.99%
Veteran, Male	200	220	10.00%

*Target headcount is determined by adding the number of individuals needed to reduce the equity gap by 40% to the baseline headcount. See Appendix E for details.

Key Activities

Targeted Outreach and Onboarding

Using the model designed to outreach to future SBCC Promise Students, we are developing strategies for more directed outreach and onboarding efforts for specific DI student populations to increase both access and successful enrollment. We will achieve this in two primary ways, described below.

First, the college will enhance our collaboration with K-12 partners to establish pathways for African American, American Indian, LGBTQ, foster youth, and other in-district DI students to enroll at SBCC. We will strengthen dual enrollment opportunities for DI students and build infrastructure to support traditional access and enrollment. To support this effort, we will build internal collaboration between Enrollment Services and equity programs such as Umoja, Veterans Services, and Guardian Scholars to develop onboarding activities for DI students such as summer bridge programs and first year support services.

Second, we will elevate focused outreach to DI student populations (in person and via our enrollment services call center), providing information and enrollment support at the earliest points of contact. The college will utilize customer relations management software for focused outreach to DI student populations and strategic enrollment campaigns, modeled after the SBCC Promise efforts. Additionally, Financial Aid information and support will be provided in accessible, multilingual modalities as early as possible to potential and enrolling students. We will also expand our community events to target local high school and middle school students and their parents to engage in forums focused on the SBCC-to-transfer pathway.

Success Measure: Retention, Fall to Spring

Santa Barbara City College will increase the number of students retained from Fall to Spring from 10,952 (70.15% attainment) in 2017-18 to 11,094 in 2021-22, an increase of 1.3%.

In addition, for groups that were disproportionately impacted for the baseline year of 2017-18, the following goals have been set to reduce equity gaps.

Disproportionately Impacted Student Group	Baseline Headcount (2017-18)	Target Headcount* (2021-22)	% Increase in Headcount
Black or African American, Female	158	171	8.23%
Some other race, Female	567	638	12.52%
Some other race, Male	611	643	5.24%
Foster Youth, Female	20	25	25.00%
LGBT, Male	90	101	12.22%
Veteran, Female	13	17	30.77%
Veteran, Male	24	30	25.00%

*Target headcount is determined by adding the number of individuals needed to reduce the equity gap by 40% to the baseline headcount. See Appendix E for details.

Key Activities

Student Engagement and Belonging

In an effort to improve the retention of our most vulnerable SBCC students, we will continue to support and bolster the successful efforts of our Student Support Services, such as Extended Opportunities Programs and Services (EOPS), Student Health and Wellness, Veterans Support, Disabled Student Programs and Services (DSPS), as well as the Food Pantry, The Well, the Umoja Community and Guardian Scholars. This will include evaluating measures to assess what strategies are working to improve retention, what is needed to improve these retention efforts, and whether the data demonstrates improvement. Some examples follow:

- Allow for regular on-going meetings for every student with an academic counselor to establish a clear academic plan focused on completion, graduation and/or transfer. These meetings will serve to keep each student on track, reduce time to completion and build a rapport with educational support staff.
- Highlight Starfish as a means to establish direct outreach to student-at-risk of dropping out or failing a course. Starfish serves to aid retention through early intervention by recognizing and addressing student needs for academic success. Our role is to identify students who may be in danger of failing and provide them with resources they need to be successful.
- Provide students with active and ongoing knowledge of the academic, social and emotional resources available to them. Many students are not aware of relevant campus services when they find themselves in need of resources and support. We will provide access to SBCC resources in several formats throughout the campus and the community.

Success Measure: Completion of Transfer-Level Math and English

Santa Barbara City College will increase the number of students who complete transfer-level math and English within the district in their first year from 353 (13.86% attainment) in 2017-18 to 390 in 2021-22, an increase of 10.5%.

In addition, for groups that were disproportionately impacted for the baseline year of 2017-18, the following goals have been set to reduce equity gaps.

Disproportionately Impacted Student Group	Baseline Headcount (2017-18)	Target Headcount* (2021-22)	% Increase in Headcount
Black or African American, Female	2	4	100.00%
Black or African American, Male	1	6	500.00%
Some other race, Female	0	1	--
Disabled, Female	5	8	60.00%
Economically Disadvantaged, Male	87	107	22.99%
LGBT, Female	5	9	80.00%
LGBT, Male	2	4	100.00%

*Target headcount is determined by adding the number of individuals needed to reduce the equity gap by 40% to the baseline headcount. See Appendix E for details.

-- % increase in headcount cannot be calculated due to baseline headcount of zero.

Key Activities

SBCC’s Vision for Success emphasizes improving completion rates for students facing the largest equity gaps, recognizing that completing transfer-level Math and English is a major hurdle to completion of students’ educational goals. To address AB 705’s mandate to maximize the probability of completion of transfer-level math and English in the first year of college, faculty have undertaken extensive curriculum development and revision to support students and promote success in transfer-level coursework. Low-unit, co-curricular courses have been developed to provide additional support for students in reading, composition, statistics, and BSTEM (Business, Science, Technology, Engineering and Math) pathways. ESL faculty are piloting integrated-skills approaches in preparation for curriculum redesign and creation of additional pathways into college-level academic and career-tech coursework. ESL placement is being modified to maximize effective progress toward students’ goals. Faculty are engaged in ongoing research and evaluation of the effectiveness of curricular changes. Additional considerations going forward include:

- Intentional design and offering of late-start courses to support students who struggle in transfer-level English courses;
- Collection of disaggregated data for DI groups to inform necessary changes to support courses and services;
- Extensive professional development for English and math instructors, including culturally competent pedagogy, metacognitive reading strategies, and disaggregated research to enhance instruction and instructional support;

- Tutorial support in math labs and the Learning Resource Center, as well as in Athletics, Extended Opportunity Programs and Services, and Disability Services and Programs for Students.

Additional activities:

1. Maintain culturally relevant math and English courses, supported with embedded tutors and supplemental instruction.
2. Establish Math and English support courses for DI populations.

Success Measure: Attain the Vision Goal Completion

Definition

Santa Barbara City College will increase the number of students attaining the Vision Goal Completion Definition from 1,658 (4.94% attainment) in 2017-18 to 1,739 in 2021-22, an increase of 4.9%.

In addition, for groups that were disproportionately impacted for the baseline year of 2017-18, the following goals have been set to reduce equity gaps.

Disproportionately Impacted Student Group	Baseline Headcount (2017-18)	Target Headcount* (2021-22)	% Increase in Headcount
American Indian or Alaska Native, Female	2	3	50.00%
American Indian or Alaska Native, Male	2	3	50.00%
Black or African American, Female	23	27	17.39%
Black or African American, Male	12	22	83.33%
Native Hawaiian or other Pacific Islander, Female	0	1	--
Native Hawaiian or other Pacific Islander, Male	0	1	--
Some other race, Female	77	106	37.66%
Some other race, Male	78	97	24.36%
Foster Youth, Female	2	4	100.00%
LGBT, Female	15	25	66.67%
LGBT, Male	13	16	23.08%

*Target headcount is determined by adding the number of individuals needed to reduce the equity gap by 40% to the baseline headcount. See Appendix E for details.

-- % increase in headcount cannot be calculated due to baseline headcount of zero.

Key Activities

Guided Pathways

Using a Guided Pathways Framework and striving for integrated, layered approaches to serving students, we are centering student educational planning as a tool of learning and empowerment. We are investing resources to support instructional programs and the

work of counseling faculty to increase retention and completion, as well as providing academic support outside of classrooms to meet students where they are in tutoring centers, program centers, online, and in supplemental instruction. The delivery, schedule, and location of services are being redesigned to increase student access. We are also working on bundling services for students. Some examples of this work include:

- 1) Culturally competent pedagogy and disaggregated research to support Math Lab and Writing Center, drop-in tutoring, NetTutor, tutoring for DI student populations, DSPS, evening and part-time students, including collection of success data disaggregated by DI student populations.
- 2) Increased collaboration between Academic Counselors and Math and English Faculty to create a safety net and interventions for DI students.
- 3) Increased DSPS services to include specialized tutoring for neurodivergent students.
- 4) Offering support services weeknights and weekends during fall, spring, and both summer sessions.
- 5) Development of health and wellness tools faculty and staff can use for referrals
- 6) Development of mentorship programs (peer to peer or faculty to student) to create a support system for DI students.

Student-Ready: Degree Completion for the Flexible Learner

This grant-funded project includes two components to help students who flex between full and part-time enrollment: Pathways and Support for Flexible Students. SBCC is using existing internal and external research on the needs of flexible students to gain a clear picture of the needs of flexible students. Based on this research, the College is developing a college for working adults, non-traditional course schedules that include nights and weekends, degree-completion pathways, transfer partnerships, case management counseling, and student support advocates. The second component focuses on professional development as described in the Professional Development section above.

Success Measure: Transfer to a Four-Year Institution

Santa Barbara City College will increase the number of students who transfer to a four-year institution from 1,954 (10.92% attainment) in 2016-17 to 2,216 in 2021-22, an increase of 13.4%.

In addition, for groups that were disproportionately impacted for the baseline year of 2016-17, the following goals have been set to reduce equity gaps.

Disproportionately Impacted Student Group	Baseline Headcount (2016-17)	Target Headcount* (2021-22)	% Increase in Headcount
American Indian or Alaska Native, Female	2	3	50.00%
American Indian or Alaska Native, Male	2	3	50.00%
Black or African American, Female	23	31	34.78%
Hispanic or Latino, Female	294	365	24.15%
Hispanic or Latino, Male	183	259	41.53%
Native Hawaiian or other Pacific Islander, Female	1	2	100.00%
Some other race, Female	8	58	625.00%
Some other race, Male	6	58	866.67%
Foster Youth, Female	2	4	100.00%

*Target headcount is determined by adding the number of individuals needed to reduce the equity gap by 40% to the baseline headcount. See Appendix E for details.

Key Activities

Targeted Transfer, Career Planning, and College Completion Efforts

Guided Pathways efforts will link with students early on to facilitate determination of their educational plan, academic and career pathway interest and transfer goals. Overall, the emphasis is to strengthen the pathway from access to and through course completion and thus increase the number of students successfully completing a transfer degree and transferring to 4-year institutions.

Some examples include:

- Increase transfer and career awareness of students who have not declared educational goal/major;
- Empower students by providing access to workshops that review how to use internet transfer tools;
- Develop focused workshops on transfer preparedness that are offered through our Umoja program, Veterans office, the Transfer Academy, Transfer Achievement Program, the Transfer Center, and the STEM Center; and
- Provide transfer fairs for Hispanic Serving Institutions and Historically Black Colleges and Universities. Continue to expand access through information, workshops, trainings, transfer fairs, and visits to Hispanic Serving Institutions and Historically Black Colleges and Universities.

Student Equity Program Coordination

The Student Equity Committee (SEC) will oversee the implementation and evaluation of the Student Equity Plan. This committee will facilitate the effort to develop activities and programs that address the specific needs of disproportionately impacted student

populations. The committee holds a central role in bringing the College community into equity work by effectively communicating the strategies and activities needed to reduce and eliminate equity gaps. The SEC is a participatory governance committee responsible to the College Planning Counsel open to all students and employees who wish to participate in leading the College's equity work to ensure the Student Equity Plan's goals are met.

Evaluation

The efficacy of the activities and programs that are developed to address and remove the equity gaps in our student outcomes will be evaluated annually. With oversight from the EVP of Educational Programs and Student Support Services, the Student Equity Committee (SEC) will review qualitative and quantitative information about the performance of the relevant activities and programs. The SEC will work closely with the Office of Institutional Assessment, Research, and Planning to acquire and interpret information about trends and changes in the equity gaps of our student outcomes and the relations of changes to specific equity directed activities.

As we strive to build an equity-enriched campus culture, the Student Equity Plan is one piece of the effort within the College to close equity gaps. The college will also continue to facilitate campuswide reflection and assessment of the College culture and its equity imperative. Key indicators for building an equity-enriched culture include:

- Viewing equity as an asset and institutional strength versus an annoyance, liability, or burden;
- Viewing equity as attainable versus unattainable and unreachable;
- Viewing equity as an indicator of institutional performance versus a student-only responsibility;
- Embracing and embedding equity widely throughout our institution versus a value embraced by only a few;
- Viewing equity as an urgent, non-negotiable issue;
- Ensuring that our broad leadership be public, transparent, and unapologetic about prioritizing equity versus being fearful or silent; and
- Ensuring equity as valued beyond compliance and funding.

Conclusion

It is imperative to our College and community that we recognize and address the persistent equity gaps in our students' success. We recognize that this work will not be easy or quick, but believe that this plan sets a foundation that will allow us to succeed in providing the support that our disproportionately impacted student populations deserve. The College community is embarking on personal and professional development to increase our awareness of the burdens that many of our students face while navigating systems and cultures of white privilege. The Student Equity Committee is committed and prepared to lead and to focus our College's efforts to make sustained changes that remove the persistent equity gaps in our students' success.

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Appendix A: 2019-2022 Student Equity Plan Resources

2019-2022 Student Equity Plan Resources
Personnel:
Academic Counseling Center Supervisor
Academic Counseling Center Technicians
Academic Counseling Center Counselors
Academic Counseling Center Student Program Advisor
EOPS, Student Program Advisors
EOPS, Academic Counselors
STEM, Student Program Advisor
UMOJA, Student Program Advisor
Office of Equity, Diversity and Cultural Competency, Student Program Advisor
Equity Coordinator
Learning Resource Center, Staff
School of Extended Learning (non credit), Student Program Advisors
School of Extended Learning (non credit), Staff
Tutoring Coordinator
Embedding Tutors
Math Lab, Lab Teaching Assistant
Tutoring in Tutoring Centers
Transfer Center Counselor
Articulation Officer
Athletic Program, Student Program Coordinator

2019-2022 Student Equity Plan Resources Cont.

Personnel Cont.:

Athletic Program, Academic Counselor

Enrollment and Retention Services, Student Success Coordinator

Enrollment and Retention Services, Student Program Advisor

Transcript Analysts

Systems Application Administrator

Credit ESL Outreach and Retention Specialist

Food Pantry staff

DSPS Counselors

Learning Disabilities Specialists

Assistive Technology Specialist

Other Expenses:

Professional Development/Conference attendance/Mileage/Guest Speakers

Campus Equity Events

Veteran Student Support Services

Foster Youth Student Support Services

University Field Trips

Umoja Student Conferences

High School Outreach

High School Equity Conference

Student Food Pantry Support

Appendix B: Student Equity Expenses

Object Code	Category	Equity Expenses				
		2015 - 2016	2016-2017	2017-2018	2018-2019	Totals
1000	Academic Salaries	\$ 240,446.57	\$ 272,808.72	\$ 130,674.84	\$ 112,557.71	\$ 756,487.84
	Part-time Instructors					
2000	Classified Salaries	\$ 488,648.86	\$ 674,071.81	\$ 601,933.63	\$ 760,429.86	\$ 2,525,084.16
	Director					
	Coordinator					
	Student Program Advisor, Office of Equity, Diversity and Cultural Competency					
	Student Program Advisor, Express to Success					
	Student Program Advisor, STEM Transfer Program					
	Student Program Advisor, UMOJA					
	Learning Recourse Center, Support					
3000	Employee Benefit Types	\$ 185,400.08	\$ 309,189.09	\$ 255,058.21	\$ 291,623.28	\$ 1,041,270.66
4000	Supplies And Materials	\$ 19,248.75	\$ 70,952.32	\$ 108,279.10	\$ 55,438.38	\$ 253,918.55
	Office and other Supplies					
	Books and instructional materials					
	Copying and Printing					
5000	Other Operating Expenses & Services	\$ 134,240.26	\$ 151,299.62	\$ 134,592.40	\$ 221,503.28	\$ 641,635.56
	Travel/Conferences					
	On-Site/Off-site Professional Development					
	Contract Services					
	Campus Events					
	Food (training, events, planning meetings)					
6000	Capital Outlay Roll Up	\$ 2,012.04	\$ 11,635.29	\$ 1,137.67	\$ 5,294.43	\$ 20,079.43
	Equipment for OEDCC					
7000	Other Outgo	\$ 208,162.48	\$ 34,492.34	\$ -	\$ -	\$ 242,654.82
	Student Financial Aid					
	Totals	\$ 1,278,159.04	\$ 1,525,049.19	\$ 1,231,675.85	\$ 1,446,846.94	\$ 5,481,731.02
	Revenues	\$ 1,278,159.04	\$ 1,525,049.19	\$ 1,231,675.85	\$ 1,446,846.94	\$ 5,481,731.02

Appendix C: Student Equity Plan Assessment 2015-2018

Success Measure: Access, Successful Enrollment										
<i>Shaded Rows Indicate Disproportionate Impact for that Academic Year</i>										
	2015-16			2016-17			2017-18 (Baseline Year)			2021-2022 Target*
Overall Metric Attainment Headcount	23,757			24,407			23,591			24,691
Overall Metric Attainment Percentage	46.25%			49.16%			46.16%			48.31%
DI Group	Headcount of DI Group	Equity Gap	Headcount Needed to Eliminate Gap	Headcount of DI Group	Equity Gap	Headcount Needed to Eliminate Gap	Headcount of DI Group	Equity Gap	Headcount Needed to Eliminate Gap	Headcount Needed to Reduce Gap by 40%
American Indian or Alaska Native, Female	330	-4.71%	16	330	-9.65%	32	320	-6.42%	21	13
American Indian or Alaska Native, Male	298	-2.15%	6	251	-1.29%	3	232	0.70%	2	
Asian, Female	2,078	-0.24%	5	2,107	-0.16%	3	2,109	1.65%	35	
Asian, Male	1,464	1.01%	15	1,378	1.76%	24	1,345	2.88%	39	
Black or African American, Female	2,084	-11.56%	241	1,925	-12.25%	236	1,704	-13.32%	227	136
Black or African American, Male	2,065	-13.18%	272	1,843	-13.46%	248	1,509	-12.42%	187	112
Filipino, Female	841	-2.44%	20	810	-4.53%	37	858	-3.84%	33	20
Filipino, Male	440	1.32%	6	438	-1.96%	9	406	1.88%	8	
Hispanic or Latino, Female	10,002	0.82%	82	10,203	1.30%	133	10,242	2.75%	282	
Hispanic or Latino, Male	7,681	3.76%	289	7,779	3.39%	264	7,544	5.09%	384	
Native Hawaiian or other Pacific Islander, Female	142	-14.05%	20	103	-13.02%	13	97	-4.55%	4	
Native Hawaiian or other Pacific Islander, Male	123	-5.65%	7	92	0.11%	0	97	-5.59%	5	
Some other race, Female	303	0.09%	0	294	-4.34%	13	462	-28.59%	132	79
Some other race, Male	224	-7.85%	18	212	-3.68%	8	1,543	-45.29%	699	419
Foster Youth, Female	347	-9.13%	32	367	-11.01%	40	355	-8.66%	31	19
Foster Youth, Male	270	-13.10%	35	280	-12.10%	34	262	-7.70%	20	12
Disabled, Female	1,145	-1.46%	17	1,301	-0.87%	11	1,454	0.66%	10	
Disabled, Male	917	0.89%	8	987	2.96%	29	1,072	2.87%	31	
LGBT, Female	689	8.60%	59	981	0.27%	3	1,670	-13.91%	232	139
LGBT, Male	409	-0.16%	1	613	-5.09%	31	1,123	-19.41%	218	131
Veteran, Female	15	-20.44%	3	79	-4.33%	3	131	-0.79%	1	
Veteran, Male	129	-3.70%	5	312	-7.63%	24	477	-7.02%	33	20
Total Target Number of Students if Reducing Gap by 40% for All DI Groups										1,100

Success Measure: Retention, Fall to Spring

Shaded Rows Indicate Disproportionate Impact for that Academic Year

	2015-16			2016-17			2017-18 (Baseline Year)			2021-2022 Target*
Overall Metric Attainment Headcount	11,507			10,482			10,952			11,094
Overall Metric Attainment Percentage	70.48%			70.77%			70.18%			71.09%
DI Group	Headcount of DI Group	Equity Gap	Headcount Needed to Eliminate Gap	Headcount of DI Group	Equity Gap	Headcount Needed to Eliminate Gap	Headcount of DI Group	Equity Gap	Headcount Needed to Eliminate Gap	Headcount Needed to Reduce Gap by 40%
American Indian or Alaska Native, Female	33	8.10%	3	32	19.84%	6	32	-7.72%	2	
American Indian or Alaska Native, Male	19	-18.09%	3	18	-9.73%	2	31	-8.94%	3	
Asian, Female	335	2.79%	9	328	3.02%	10	355	-4.68%	17	
Asian, Male	266	6.86%	18	227	-0.35%	1	264	2.95%	8	
Black or African American, Female	326	-7.67%	25	279	-9.73%	27	254	-8.14%	21	13
Black or African American, Male	281	-6.40%	18	260	-10.24%	27	232	-4.33%	10	
Filipino, Female	143	4.16%	6	144	-2.80%	4	142	0.22%	0	
Filipino, Male	67	0.94%	1	54	1.40%	1	69	2.27%	2	
Hispanic or Latino, Female	3,101	-1.30%	40	2,912	1.22%	36	3,089	1.11%	34	
Hispanic or Latino, Male	2,484	2.33%	58	2,319	1.15%	27	2,432	2.08%	51	
More than one race, Female	380	2.79%	11	310	4.76%	15	394	2.96%	12	
More than one race, Male	366	2.58%	9	315	2.88%	9	316	4.25%	13	
Native Hawaiian or other Pacific Islander, Female	14	0.73%	0	16	-8.34%	1	7	-13.07%	1	
Native Hawaiian or other Pacific Islander, Male	13	13.92%	2	11	-25.39%	3	14	8.37%	1	
Some other race, Female	1,105	-8.19%	91	934	-7.16%	67	966	-12.29%	119	71
Some other race, Male	1,070	-0.65%	7	947	-5.85%	55	943	-5.77%	54	32
Disabled, Female	1,042	4.24%	44	994	7.45%	74	1,018	6.34%	65	
Disabled, Male	911	6.74%	61	838	3.86%	32	764	4.91%	37	
Economically Disadvantaged, Female	6,301	2.76%	174	5,753	2.75%	158	6,054	2.01%	122	
Economically Disadvantaged, Male	5,233	4.07%	213	4,662	1.71%	80	4,847	3.56%	173	
Foster Youth, Female	40	-18.25%	7	33	-13.28%	4	40	-20.26%	8	5
Foster Youth, Male	32	-14.48%	5	30	-7.51%	2	24	-3.55%	1	
LGBT, Female	193	-2.86%	6	234	-8.14%	19	268	-4.24%	11	
LGBT, Male	95	-6.53%	6	118	-6.48%	8	153	-11.50%	18	11
Veteran, Female	21	-13.58%	3	21	-4.17%	1	27	-22.10%	6	4
Veteran, Male	38	-23.39%	9	38	-18.25%	7	49	-21.30%	10	6
Total Target Number of Students if Reducing Gap by 40% for All DI Groups										142

Success Measure: Completion of Transfer-Level Math and English

Shaded Rows Indicate Disproportionate Impact for that Academic Year

	2015-16			2016-17			2017-18 (Baseline Year)			2021-2022 Target*
Overall Metric Attainment Headcount	302			310			353			390
Overall Metric Attainment Percentage	11.76%			14.65%			13.86%			15.31%
DI Group	Headcount of DI Group	Equity Gap	Headcount Needed to Eliminate Gap	Headcount of DI Group	Equity Gap	Headcount Needed to Eliminate Gap	Headcount of DI Group	Equity Gap	Headcount Needed to Eliminate Gap	Headcount Needed to Reduce Gap by 40%
American Indian or Alaska Native, Female	11	-11.84%	1	<10	-14.84%	--	<10	-13.92%	--	
American Indian or Alaska Native, Male	<10	13.23%	--	<10	25.24%	--	<10	-13.94%	--	--
Asian, Female	53	11.08%	6	43	1.49%	1	54	0.92%	0	
Asian, Male	51	1.98%	1	32	3.99%	1	53	6.99%	4	
Black or African American, Female	65	-8.94%	6	46	-12.93%	6	38	-8.78%	3	2
Black or African American, Male	103	-9.26%	10	79	-11.46%	9	72	-12.89%	9	5
Filipino, Female	11	6.42%	1	12	1.86%	0	19	1.89%	0	
Filipino, Male	<10	16.83%	--	<10	10.22%	--	12	-5.60%	1	
Hispanic or Latino, Female	487	-7.49%	36	380	-4.94%	19	435	-0.70%	3	
Hispanic or Latino, Male	501	-2.26%	11	384	-7.97%	31	424	-0.85%	4	
More than one race, Female	72	0.73%	1	58	2.49%	1	78	4.17%	3	
More than one race, Male	88	7.80%	7	63	2.73%	2	59	-2.10%	1	
Native Hawaiian or other Pacific Islander, Female	<10	-11.80%	--	<10	-14.83%	--	<10	-13.92%	--	--
Native Hawaiian or other Pacific Islander, Male	<10	38.24%	--	<10	-14.83%	--	<10	36.15%	--	
Some other race, Female	<10	13.25%	--	11	-5.76%		11	-13.97%	2	1
Some other race, Male	13	-11.85%	2	10	-4.84%	0	17	-8.08%	1	
Disabled, Female	133	-3.72%	5	98	-2.70%	3	70	-6.96%	5	3
Disabled, Male	100	-3.95%	4	99	-8.14%	8	66	-4.95%	3	
Economically Disadvantaged, Female	853	-2.58%	22	683	-3.76%	26	793	0.49%	4	
Economically Disadvantaged, Male	884	-1.78%	16	697	-0.93%	6	788	-4.18%	33	20
Foster Youth, Female	<10	-11.81%	--	<10	-14.84%	--	<10	-13.92%	--	--
Foster Youth, Male	<10	13.23%	--	<10	-14.83%	--	<10	-13.93%	--	--
LGBT, Female	37	-0.99%	0	35	-3.45%	1	76	-7.56%	6	4
LGBT, Male	17	-5.95%	1	35	-3.45%	1	42	-9.30%	4	2
Veteran, Female	0	--	--	<10	-14.83%	--	0	--	--	
Veteran, Male	<10	-11.80%	--	0	--	--	<10	-13.92%	--	
Total Target Number of Students if Reducing Gap by 40% for All DI Groups										37

Success Measure: Transferred to a Four-Year Institution

Shaded Rows Indicate Disproportionate Impact for that Academic Year

	2014-15			2015-16			2016-17 (Baseline Year)			2021-2022 Target*
Overall Metric Attainment Headcount	2,251			2,206			1,954			2,216
Overall Metric Attainment Percentage	11.66%			11.60%			10.92%			12.38%
DI Group	Headcount of DI Group	Equity Gap	Headcount Needed to Eliminate Gap	Headcount of DI Group	Equity Gap	Headcount Needed to Eliminate Gap	Headcount of DI Group	Equity Gap	Headcount Needed to Eliminate Gap	Headcount Needed to Reduce Gap by 40%
American Indian or Alaska Native, Female	39	-4.06%	2	32	0.85%	0	33	-4.95%	2	1
American Indian or Alaska Native, Male	26	-0.20%	0	23	-2.96%	1	26	-3.31%	1	1
Asian, Female	489	7.47%	37	483	7.59%	37	540	8.91%	48	
Asian, Male	328	4.81%	16	355	5.64%	20	317	5.51%	17	
Black or African American, Female	343	-3.64%	12	347	-4.83%	17	324	-3.97%	13	8
Black or African American, Male	263	1.98%	5	305	-1.52%	5	262	3.56%	9	
Filipino, Female	177	-1.58%	3	193	2.88%	6	186	2.47%	5	
Filipino, Male	100	1.27%	1	90	5.04%	5	88	6.08%	5	
Hispanic or Latino, Female	3,564	-3.30%	118	3,741	-2.61%	98	3,535	-3.36%	119	71
Hispanic or Latino, Male	2,688	-3.71%	100	2,774	-3.70%	103	2,638	-4.78%	126	76
More than one race, Female	480	3.56%	17	486	2.61%	13	429	3.78%	16	
More than one race, Male	402	0.97%	4	418	-0.67%	3	381	3.78%	14	
Native Hawaiian or other Pacific Islander, Female	19	-1.21%	0	18	-6.11%	1	19	-5.74%	1	1
Native Hawaiian or other Pacific Islander, Male	22	-7.20%	2	16	-11.67%	2	16	20.27%	3	
Some other race, Female	1,046	-10.81%	113	927	-11.13%	103	797	-10.47%	83	50
Some other race, Male	1,093	-11.59%	127	935	-11.03%	103	804	-10.75%	86	52
Disabled, Female	1,312	0.08%	1	1,331	-0.82%	11	1,270	-1.16%	15	
Disabled, Male	1,105	-0.93%	10	1,114	1.16%	13	1,007	-1.03%	10	
Economically Disadvantaged, Female	6,938	-2.11%	146	7,832	-1.52%	119	7,323	-1.79%	131	
Economically Disadvantaged, Male	5,438	-2.31%	125	6,036	-2.73%	165	5,568	-2.43%	135	
Foster Youth, Female	52	-0.20%	0	59	-3.19%	2	46	-6.67%	3	2
Foster Youth, Male	31	-8.53%	3	41	0.54%	0	40	1.51%	1	
LGBT, Female	195	-2.02%	4	230	-0.36%	1	301	0.98%	3	
LGBT, Male	103	-3.99%	4	112	-2.74%	3	155	1.92%	3	
Veteran, Female	24	-7.58%	2	27	-11.67%	3	38	7.44%	3	
Veteran, Male	46	5.67%	3	57	5.91%	3	65	5.95%	4	
Total Target Number of Students if Reducing Gap by 40% for All DI Groups										262

Success Measure: Attained the Vision Goal Completion Definition										
<i>Shaded Rows Indicate Disproportionate Impact for that Academic Year</i>										
	2015-16			2016-17			2017-18 (Baseline Year)			2021-2022 Target*
Overall Metric Attainment Headcount	2,057			1,953			1,658			1,739
Overall Metric Attainment Percentage	5.75%			5.54%			4.94%			5.19%
DI Group	Headcount of DI Group	Equity Gap	Headcount Needed to Eliminate Gap	Headcount of DI Group	Equity Gap	Headcount Needed to Eliminate Gap	Headcount of DI Group	Equity Gap	Headcount Needed to Eliminate Gap	Headcount Needed to Reduce Gap by 40%
American Indian or Alaska Native, Female	79	-2.03%	2	62	-0.77%	0	58	-1.51%	1	1
American Indian or Alaska Native, Male	58	-4.11%	2	48	2.73%	1	55	-1.32%	1	1
Asian, Female	888	1.42%	13	951	1.59%	15	984	-0.92%	9	
Asian, Male	607	1.11%	7	603	1.38%	8	586	1.04%	6	
Black or African American, Female	761	-1.79%	14	707	-1.97%	14	611	-1.21%	7	4
Black or African American, Male	663	-3.78%	25	640	-2.69%	17	551	-2.82%	16	10
Filipino, Female	314	0.55%	2	316	1.05%	3	353	0.15%	1	
Filipino, Male	153	2.03%	3	168	0.95%	2	161	-0.61%	1	
Hispanic or Latino, Female	6,221	0.46%	29	6,358	0.24%	15	6,101	0.64%	39	
Hispanic or Latino, Male	4,982	-1.62%	81	4,901	-0.99%	49	4,678	0.08%	4	
More than one race, Female	825	1.11%	9	802	1.41%	11	800	1.97%	16	
More than one race, Male	739	-0.42%	3	709	-0.97%	7	655	-0.85%	6	
Native Hawaiian or other Pacific Islander, Female	33	3.27%	1	30	-2.28%	1	28	-4.96%	1	1
Native Hawaiian or other Pacific Islander, Male	35	-5.83%	2	29	4.74%	1	29	-4.96%	1	1
Some other race, Female	2,423	-1.03%	25	2,560	-2.39%	61	2,464	-1.98%	49	29
Some other race, Male	2,202	-0.55%	12	2,238	-2.17%	49	2,158	-1.43%	31	19
Disabled, Female	2,082	2.54%	53	2,055	2.58%	53	1,887	2.90%	55	
Disabled, Male	1,807	0.51%	9	1,690	2.01%	34	1,488	1.29%	19	
Economically Disadvantaged, Female	12,673	2.12%	268	12,957	1.40%	182	12,393	1.45%	180	
Economically Disadvantaged, Male	10,350	-0.30%	31	10,211	-0.24%	25	9,567	-0.34%	32	
Foster Youth, Female	95	-0.56%	1	101	-0.66%	1	93	-2.81%	3	2
Foster Youth, Male	70	-1.54%	1	75	-1.61%	1	68	0.93%	1	
LGBT, Female	401	1.93%	8	537	-1.91%	10	646	-2.69%	17	10
LGBT, Male	205	-1.44%	3	290	-2.87%	8	368	-1.44%	5	3
Veteran, Female	38	-3.20%	1	53	-5.62%	3	63	-0.19%	0	
Veteran, Male	89	0.92%	1	105	2.02%	2	118	-0.72%	1	
Total Target Number of Students if Reducing Gap by 40% for All DI Groups										81

*The 2021-2022 target for the overall student population has been set based on the assumption of reducing the equity gap by 40% for all groups that are disproportionately impacted during the baseline year.

- Data masked to protect individual identity or data not applicable.