



Wednesday, November 18, 2020 1:00 - 2:30 pm (Special Meeting)

Location: Zoom

STUDENT EQUITY COMMITTEE

The Student Equity Committee meets the 2nd & 4th Wednesday of each month from 3:00 to 4:30 pm during the Fall & Spring semesters. Due to the COVID-19 crises, and in compliance with the Governor's Executive Orders N-29-20 and N-33-20, the SBCC Student Equity Committee has temporarily suspended physical meetings.

SEC Charge

The Student Equity Committee is a subcommittee of the College Planning Committee charged with creating, championing, and monitoring progress on SBCC's Student Equity Plan. The committee writes the three-year plan and provides an annual report on the state of student equity to the College Planning Council. The three-year plan and the annual reports provide guidance to the Student Equity and Achievement Committee for prioritizing recommended allocations of Student Equity and Achievement funds. The Student Equity Plan details the key performance indicators of student equity to illuminate and center our student populations that experience persistent disproportionate impacts. The committee works with departments, programs, and the campus community to facilitate activities focused on removing barriers to success and eliminating inequity from students' experiences at our College.

Members

Roxane Byrne, Interim Coord. of Equity, Diversity, and Cultural Competency (Administrative Co-Chair, non-voting)

Brittanye Muschamp, Automotive Services and Technology (Faculty Co-Chair, non-voting)

Andrew Gil, Academic Counseling (Faculty representative, voting)

Donte Newman, Communication (Faculty representative, voting)

Benjamin Reyes, Accounting (Faculty representative, voting)

Shelby Arthur, International Student Program Advisor (CSEA representative, voting)

Chelsea Lancaster, Student Program Advisor EOPS/CARE/CalWORKs (CSEA representative, voting)

Julio Martinez, Media Technician Learning Resource Center (CSEA representative, interim, voting)

Sachiko Oates, Noncredit Coordinator (ALA representative, voting)

Claudia Johnson, Director of Dual Enrollment (ALA representative, voting)

Vanessa Pelton, Director of Enrollment and Retention Services (ALA representative, voting)

Elizabeth Imhof, Dean of Arts, Humanities, and Social Sciences (Advisory, non-voting)

Margaret Prothero, Guided Pathways Faculty Coordinator (Advisory, non-voting)

Paloma Arnold, Dean of Student Affairs - SEA Liaison (Advisory, non-voting)

Noel Gomez, Interim Director of EOPS (Advising, non-voting)

Kyle Rasmussen, Veterans Coordinator (Advisory, non-voting)

Robin Goodnough, Academic Senate (Liaison, non-voting)

Luz Reyes-Martin, Executive Director of Public Affairs & Communications (Advisory, non-voting)

Z Reisz, Senior Director of IR, Assessment & Planning (Advisory, non-voting)

Pamela Ralson, EVP Educational Programs (Advisory, non-voting)



1. CALL TO ORDER

1.1 Welcome / Call to Order

1.2 Land Acknowledgement

Before we begin, we would like to acknowledge the Chumash people, who are the traditional custodians of this land. We pay our respects to the Chumash elders, past, present, and future who call this place, the land that Santa Barbara City College sits upon, their home. We are honored to be guests upon this land and are proud to continue their tradition of coming together and growing as a community. We thank the Chumash community for their stewardship and support, and we look forward to strengthening our ties as we continue our relationship of mutual respect and understanding. *Developed by Mia Lopez, member of the Coastal Band of the Chumash Nation*

1.3 SBCC Mission Statement

Santa Barbara City College welcomes all students. The College provides a diverse learning environment and opportunities for students to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to four-year institutions.

The College is committed to fostering an equitable, inclusive, respectful, participatory, and supportive community dedicated to the success of every student.

2. MEETING PROTOCOL

2.1 Meeting Protocol

The following “meeting etiquette requests” have been designed by the meeting co-hosts to ensure the meeting can proceed in a timely and secure way, while allowing input from members.

- (1) When entering the meeting committee members will initially be in a “waiting room,” which is a feature that will allow the Co-chairs to admit participants and reduce zoom-bombing disruptions.
- (2) All meeting participants will be asked to mute their microphones throughout the meeting unless participating in a discussion. This allows for background noise to be minimized, as well as a smooth transition from one speaker to another so everyone can follow the discussion.
- (3) Members wanting to talk in discussion will be asked to raise their “hand” in the participant section of the Zoom meeting field. The moderating Co-Chair will call on members with their hands raised in order and when there is a natural break in the discussion.
- (4) Members may use the chat feature to ask questions and ask that no discussion take place in the chat so that items can be addressed and recorded in the minutes.
- (5) Members wishing to add an item to the next agenda can email the co-chairs 5 days prior to the meeting,



3. PUBLIC COMMENT

3.1 Public Comment Guidelines

Public Comment: Limited to 2 minutes per speaker unless modified by Co-Chair to ensure committee has sufficient time to address committee business. Committee will not respond to comments during public comment.

No public comment requests

4. Updates

4.1 No Updates at this time

5. DISCUSSION ITEMS

5.1 Approve/review 10/28/20 SEC Meeting Minutes: *Approved - Z moved, Luz seconded. Vote yes: Julio, Shelby, Luz, Ben, Chelsea*

5.2 Equity Implications of Having a Standard Minimum Waitlist Size for All Classes

- What are the equity related benefits and/or drawbacks of having standardized waitlists for all classes? (10 minutes)
 - *Strategic Enrollment Management committee presented this to Senate last spring and received feedback that it may have negative consequences in the equity context*
 - *Pamela Shaw representing to present:*
 - *Hoping to make it uniform for students to more easily understand their ability to get into the class and less confusing for faculty*
 - *Looked at every district in CCCs and found that no schools currently have a mandatory uniform waitlist; many schools are trying to move toward it.*
 - *Provides data to help open additional schedules according to interest/need*
 - *Discussion of making it a %-based determination for waitlist lengths*
 - *Discussion of automatically enrolling in the class*
 - *Discussion of alerting by text message*
 - *Discussion of notifying students when they've moved up on the waitlist*
 - *Trying to get mobile access more user-friendly*
 - *Provide videos in English and Spanish to guide through the waitlist process*
 - *Powerpoint:*
 - *Academic Senate feedback:*
 - *Felt that they should be able to add the student that needed the class and that the faculty member would know that better than a waitlist (instructor choice)*
 - *Instructors may handle it differently - students will have the impression that there is uniformity in instructor process for adding.*
 - *Departments may need to offer different size waitlists due to the specific needs of their department*



- Feedback from committee:
 - Different handling of waitlists sets different expectations for students; there isn't uniformity in the way instructors handle them and it disadvantages students
 - Technical access and ability to navigate the system or access the system to enroll within the 72-hour window
 - Personal connection between the students and the instructors influence ability to get an add code, instructor bias influences some decisions
 - Ability to pay at the time they are admitted to the class - some need to wait until the first week of classes to add it
 - Joining a waitlist prevents you from trying another section, if a student is on the waitlist for a long time and then not admitted to the class they miss that opportunity
 - How do we mitigate the instructor bias in this?
 - Improving onboarding process that connects the student to financial aid information so that they aren't dropped
 - Faculty choice of textbooks - some can provide weeks of access to the text if students cannot pay for the book, faculty can reach out to the publisher to negotiate for free codes or for temporary access.
 - Can help faculty - especially new faculty - to manage communication with students about likelihood of them getting into the class
 - Suggestion to automatically assign the add code to waitlisted students
 - Suggestion for faculty to make first due date at the end of the second week of the semester
 - First 2 weeks are the most important; some instructors have requirements that inhibit student success in that timeline
 - Requiring textbooks be purchased through Amazon (book grants, some students, shipping delays keep certain students from starting successfully)
 - Duedates within the first two weeks
 - Would need clear uniform instructions for faculty and students
- Margaret and Robin encouraged writing a statement to express support/considerations of uniform waitlists, and include the individual faculty responsibility to equitably distribute add codes; explain the support or reservations for the proposed process.
- SEM meets next week and twice in December, and would appreciate any statement
- Comments section:
 - From Margaret Prothero to Everyone: And it forces students to have to log in to their pipeline to check their email every single day so they don't miss the notice and lost their spot!
 - From Margaret Prothero to Everyone: 01:59 PM
 - And that is an equity issue that will help studeents
 - From Raquel Hernandez to Everyone: 01:59 PM
 - waitlists themselves are an equity issue. t
 - From Margaret Prothero to Everyone: 02:00 PM
 - Waitlist policy for every class
 - From Raquel Hernandez to Everyone: 02:00 PM
 - they are only in English and require some tech knowledge and availability
 - From Margaret Prothero to Everyone: 02:00 PM
 - it is used in order in waitlist status.
 - - should be translated in Spanish
 - From Raquel Hernandez to Everyone: 02:01 PM
 - Again, you are depending on tech to teach tech



- *From Margaret Prothero to Everyone: 02:04 PM*
 - *- be able to add classes from phone*
 - *- uniform waitlist policy*
- *Otherwise, it forces students to have to navigate wildly different systems and puts the burden on them.*
- *Having our website, resources, docs, all campus communication translated should be a given.*

5.3 AB943 Emergency Funding Amendment

- [AB943](#) formally grants colleges the option to use Student Equity and Achievement (SEA) Program funding to offer emergency aid to students during an unforeseen financial situation that may directly impact a student's ability to persist in their course of study. In order to use funds for this purpose, a college's plan for interventions to students must be written into the Student Equity Plan.
 - *Wasn't originally included in the SEP because the SEA legislation wasn't in place when the SEP was written*
 - *What is meant by "satisfactory academic performance" and is it something that can be defined by the college, the office/committee, or is it restricted by the state guidelines or SAP?*
 - *"As defined by the college the student attends" is part of the ed code*
 - *AB 943 doesn't seem to list it specifically and so if we can remove that barrier then we should.*
 - *Written out in our school language - would be more equitable to use asset-based language and restorative perspectives*
 - *Will return to this in the next meeting with more information about what we are legislatively bound to and to what degree we can redefine this as "the college".*

5.4 Student Equity Plan Activities Breakout Rooms TABLED to next meeting

- **Our Charge:** The Student Equity Committee is a subcommittee of the College Planning Committee charged with creating, championing, and monitoring progress on SBCC's Student Equity Plan. The committee writes the three-year plan and provides an annual report on the state of student equity to the College Planning Council. The three-year plan and the annual reports provide guidance to the Student Equity and Achievement Committee for prioritizing recommended allocations of Student Equity and Achievement funds. The Student Equity Plan details the key performance indicators of student equity to illuminate and center our student populations that experience persistent disproportionate impacts. The committee works with departments, programs, and the campus community to facilitate activities focused on removing barriers to success and eliminating inequity from students' experiences at our College. (30 minutes in breakout rooms, 20 minute discussion)
- We are responsible for providing suggestions to the SEA committee on proper allocation of funds.
- We are going to break out into groups and look at each of the metrics that the Student Equity Plan (SEP) measures and what activities are outlined in the plan to help achieve this. Using the [SEP Activities](#) spreadsheet, we are going to list out the activities from each metric.
 - Please select a notetaker and a reporter for your group
 - Group 1: Shelby, Donte, Sachiko, Kyle
 - Group 2: Benjamin, Julio, Vanessa



- Group 3: Claudia, Paloma, Andy
- Group 4: Noel, Elizabeth, Margaret
- Group 5: Chelsea, Luz, Z

6. ACTION ITEMS

6.1 [Agenda Collaborative Document](#)

- If you have any thoughts or ideas that you would like to address in the following Student Equity Committee meetings, please use this document or contact Roxane and Brittanye by email
 - *Add the date to your item*

7. UPCOMING MEETINGS

November 25 No Meeting - Thanksgiving Holiday
December 9 3:00 - 4:30 pm

8. ADJOURN
