

2017 - 2019 Student Equity Executive Summary

Santa Barbara City College (SBCC)

Our Vision

Santa Barbara City College strives to build a socially conscious community where knowledge and respect empower individuals to transform our world.

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.

Santa Barbara City College is committed to ensuring equity in education for all students.

During the development of the prior Student Equity Plans, institutional research identified that equity gaps (relative to grand mean) existed for specific groups within one or more of the five success indicators: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. The groups that exhibited disproportionate impact are:

1. Females in STEM and CTE Fields
2. Foster Youth
3. African American students
4. Latinx students
5. Low income students
6. Asian students
7. Disabled students.

The previous Equity Plans outlined many activities designed to address these gaps and work towards reducing or closing these gaps. Many of these activities have been completed, are in the process of being completed, or are ongoing.

Goals, Activities, and Progress 2014-2017

Highlighted below are the indicators of success addressed in the previous Equity Plans. The series of tables presented for each indicator, in order, present the

1. Indicator gaps and target goals
2. Progress on closing gaps, and
3. Activities (completed and ongoing) to meet the goals for each indicator.

A. Access

Goal: Improve access for Females in STEM and CTE majors.

A.1. Access - Goal			
Equity Group	Baseline gap, year	Goal	Goal Year
Females STEM/CTE	-13%, 2014	Reduce gap to 2% or less	2017

A.2. Access - Progress				
Equity Group	2014-2015	2015-2016	2016-2017	Three-Year Change
Females STEM/CTE	-13%	-11%	-10%	+3%

A.3. Access - Activities
<ul style="list-style-type: none">• Hosted HERLife conference• Outreach through student services and other categorical programs• Math Lab Student Program Advisor• STEM Center Student Program Advisor• STEM Center Coordinator• Professional Development, Research, and Evaluation of Assessment methods to increase Basic Skills completion and increase placement directly into college-level classes

B. Course Completion

Goal: Improve course completion for disproportionately impacted student populations.

B.1. Course Completion - Goal			
Target Populations	Baseline gap, year	Goal	Goal Year
Foster Youth	-25%, 2014	Reduce gap to 20% or less	2017
African American	-21%, 2014	Reduce gap to 10% or less	2017
Latinx	-6%, 2014	Reduce gap to 2% or less	2017
Low Income	-6%, 2014	Reduce gap to 2% or less	2017

B.2. Course Completion - Progress				
Equity Group	2014-2015	2015-2016	2016-2017	Change in Successful Course Completion Rate
Foster Youth	-25%	-20%	-12%	+13%
African American	-21%	-20%	-15%	+6%
Latinx	-6%	-5%	-6%	0%
Low Income	-6%	-6%	-6%	0%

B.3. Course Completion - Activities

- Hire Math Lab Teaching Assistant
- Develop and support African-American Mentoring Program
- Develop and support early intervention program for students studying in the Biomedical Sciences
- Develop contextualized classes to increase ESL student success in CTE courses
- Support dedicated Librarian to work closely with faculty and staff in outreach and teaching efforts related to equity issues
- Hire Gateway Coordinator to facilitate growth of Gateway tutor program
- Hire Learning Resource Center Senior Office Assistant to support Writing Center and Tutorial Services
- Professional Development, Research, and Evaluation of effective tutorial interventions and services that target groups experiencing disproportionate impact

C. ESL & Basic Skills Completion

Goal: Improve ESL and basic skills completion for disproportionately impacted student populations.

C.1. ESL/Basic Skills Completion* - Goal			
Target Populations	Baseline gap, year	Goal **	Goal Year
Latinx	-3%, 2014	Reduce gap to 7% or less	2019
African American	2%, 2014	Reduce gap to 6% or less	2019
Low income	-3%, 2014	Reduce gap to 5% or less	2019

* Completion is defined as successfully completing a college level course by the end of the specified academic year, following the completion of a one-below college level course in the same subject in the previous academic year.

** In the development of the original 2015-16 Equity Plan, methodology at that time revealed significant gaps in achievement for these groups. That methodology was flawed, and the gaps have been subsequently updated to the methodology required by CCCCCO. The data have been updated to reflect the current, accurate methodology, and as such, Table C.2 below indicates the lack of any significant gaps in achievement among these groups in the area of ESL/Basic Skills Completion.

C.2. ESL/Basic Skills Completion - Progress

Equity Group	2014-2015	2015-2016	2016-2017	Change in Successful Course Completion Rate
Latinx	-3%	-3%	-1%	+2%
African American	2%	-9%	-1%	-3%
Low Income	-3%	-3%	-2%	+1%

C.3. ESL/Basic Skills Completion - Activities

- Continued support and growth of Express to Success Program (ESP)

D. Degree/Certificate Completion

Goal: Improve Degree and Certificate completion for disproportionately impacted student populations.

D.1. Degree/Certificate Completion* - Goal

Target Populations	Baseline gap, cohort	Goal	Goal Year
African American	-14%, 2012	Reduce gap to 7% or less	2020
Foster youth	-10%, 2012	Reduce gap to 5% or less	2020
Disabled	N/A, 2012	Reduce gap to 4% or less	2020
Latinx	-6%, 2012	Reduce gap to 3% or less	2020

* Completion is defined as receiving a degree or certificate within three years.

D.2. Degree/Certificate Completion – Progress

Equity Group	2012	2013	2014	Three-Year Change in Degree/Certificate Completion Rate
African American	-14%	-13%	-12%	+2%
Foster Youth	-10%	-17%	-19%	-9%
Disabled*	N/A	N/A	N/A	N/A
Latinx	-6%	-5%	-3%	+3%

* Disability indicator in student information system is currently under review to ensure data accuracy

D.3. Degree/Certificate Completion - Activities

- Support Guardian Scholars program that provides services to foster youth
- Hire Career Technical Education (CTE) Student Program Advisor
- Hire EOPS Student Program Advisor
- Professional Development, Research, and Evaluation of effective practices and services designed to address unique concerns of disabled students

E. Transfer

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

E.1. Transfer - Goal			
Target Populations	Baseline gap, cohort	Goal	Goal Year
Asian	-8%, 2012	Reduce gap to 4% or less	2020
Latinx	-5%, 2012	Reduce gap to 4% or less	2020
Disabled	N/A, 2012	Reduce gap to 3% or less	2020
African American	-6%, 2012	Reduce gap to 3% or less	2020

* Transfer is defined as transferring to a four-year institution within three years.

E.2. Transfer - Progress				
Equity Group	Fall 2012	Fall 2013	Fall 2014	Three-Year Change in Transfer Rate
Asian	-8%	-8%	-5%	-3%
Latinx	-5%	-7%	-5%	0%
Disabled*	N/A	N/A	N/A	N/A
African American	-6%	+1%	+4%	+10%

* Disability indicator in student information system is currently under review to ensure data accuracy

E.3. Transfer - Activities
<ul style="list-style-type: none"> • Support STEM Transfer Program (STP) Activities and STEM Center • Hire STEM Transfer Center Coordinator • Hire STEM Transfer Program (STP) Student Program Advisor • Professional Development, Research, and Evaluation of effective practices and services designed to address unique concerns of disproportionately impacted groups with regard to transfer rates

F. Additional 2014-2017 activities affecting several goals

F. Additional Activities Affecting Several Goals

- Hire Director of Equity, Diversity and Cultural Competency
- Hire Research and Assessment Analyst
- Conduct Faculty Inquiry Groups regarding equity issues
- Host Career Technical Education (CTE) Summit
- Continue to support professional development for broad equity-focused areas
- Host Just Communities workshops and Speaker series
- Develop Personal and Educational Development Lecture Series
- Conduct Diversity in Hiring Research
- Develop and host High School Equity and Leadership Conference

2017-2018 ACTIVITIES PLANNED IN ADDITION TO CONTINUED ACTIVITIES FROM PREVIOUS PLANS

New activities for 2017-2018

- Develop and support Student Pantry to address food insecurities of our students
- Fund professional development activities regarding non-cognitive strategies for student success
- Expand support for Cultural Events Series on campus. These events include brown bag lunch discussions of topical issues, in-class presentations, and notable speakers
- Provide support and leadership for Student Equity Coalition
- Acquire and develop dedicated space for a Student Equity Center on campus
- Provide support for Faculty Mentoring program
- Develop and support a multi-/cross-cultural program that incorporates Umoja and Puente programs
- Provide support for Professional Development activities for Distance Education instruction to close significant achievement gaps in online courses

2014-2018 BUDGET SUMMARY

Object Code	Category	2017-2018 Budget	2016-2017 Expenditures	2015-2016 Expenditures	2014-2015 Expenditures
1000	Academic Salaries	\$121,257	\$211,191	\$230,105	\$172,213
2000	Classified and Other Nonacademic Salaries	\$579,889	\$608,037	\$651,381	\$283,403
3000	Employee Benefits	\$203,305	\$294,621	\$239,482	\$79,359
4000	Supplies & Materials	\$34,808	\$63,368	\$45,028	\$480
5000	Other Operating Expenses and Services	\$254,072	\$71,740	\$182,875	\$57,091
6000	Capital Outlay	\$37,000	\$2,057	\$11,590	\$0
7000	Other Outgo	\$690	\$130	\$52,651	\$214,330
	Program Totals	\$1,231,021	\$1,256,144	\$1,413,112	\$806,876

CONTACT PERSON

Dr. Luis Giraldo - Director, Equity, Diversity and Cultural Competency
lggiraldo@pipeline.sbcc.edu
(805) 965-0581, extension 4230