

STUDENT EQUITY & ACHIEVEMENT (SEA) COMMITTEE MEETING

[SEA WEBSITE](#)

Thursday, April 15, 2021

3:00 – 4:30 p.m.

MINUTES

Due to the COVID-19 crisis, and in compliance with the Governor's Executive Orders N-29-20 and N-33-20, Santa Barbara City College has temporarily moved meetings online.

Join Zoom Meeting:

<https://sbcc.zoom.us/j/91610694377?pwd=OUx4VUIHUKFJVjRUR3V2TFZnOTdDQT09>

Meeting ID: 916 1069 4377

Passcode: 954209

Members in Attendance: Lydia Aguirre-Fuentes, Co-Chair Paloma Arnold, Cosima Celmayster, Jana Garnett, Vandana Gavaskar, Liz Giles, Pam Guenther, Luz Reyes-Martin, Marit ter Mate-Martinsen, Elizabeth Imhof, Jens Kuhn, Steve Reed, Kristy Renteria, Co-Chair Laurie Vasquez, Sara Volle

Members Unable to Attend: Roxane Byrne, Joyce Coleman, Dylan Penglase, Vanessa Pelton

Resources in Attendance: Robin Goodnough, Cesar Perfecto

1. CALL TO ORDER

1.1 Call to Order

2. PUBLIC COMMENT

2.1 Public Comment Guidelines - Limited to 2 minutes per speaker to ensure committee has sufficient time to address committee business. Committee will not respond to comments during public comment.

3. APPROVAL OF MINUTES

3.1 [SEA 4-1-21 Minutes - Draft](#)

The minutes for the 4-1-21 meeting were approved.

4. REPORTS

4.1 Co-Chairs report

A. 2021-22 SEA meetings are on everyone's Google calendar.

Co-Chair Arnold informed the committee that all of the SEA meetings for 2021-22 have been scheduled and put on everyone's Google calendar, but in order to avoid inundating mailboxes, email calendar invites were not sent.

5. INFORMATION ITEMS

6. DISCUSSION ITEMS

6.1 Three year plan vs. five year plan.

At the last meeting, members discussed putting each of the proposals on a five year plan to either:

- *Transition them over to the unrestricted general fund (UGF)*
- *Potentially operationalize some proposals*
- *Identify ones that are one-time proposals that will be either asked to apply again or may not need to apply again for one-time funding in the future.*

The co-chairs discussed the idea with Pamela Ralston. She was supportive of the plan and process, but asked if it would be better to consider a three year plan instead, knowing that Dr. Goswami is looking at a three year plan to stabilize the budget.

For the proposals that the committee suggests to institutionalize/move over to the UGF, Dr. Ralston asked that the committee draft a plan that she would be able to potentially bring forward to the President's Cabinet for discussion.

Co-Chair Arnold suggested that since the timeline for the Student Equity Plan (SEP) is also three years, to align the timeline with that. However, the next SEP is going to be written for 2022. Logistically, if that's the goal the

committee wants, then there would almost need to be a two year plan to line up with the end of this SEP. The committee may need to map it out and see if it seems realistic as they're developing a plan that Dr.Ralston could present to the President's Cabinet to institutionalize some of these things or move them over to the UGF.

It was agreed that the committee today would:

- *Review the proposals*
- *Identify which direction the committee is encouraging these proposals to take. Later on, hammer out the details of the timing of that with the development of the SEP a little more formally.*

One of the end goals is to look at the proposals, recognizing that some don't have an equity focus, but recognizing that we can't necessarily pull the funding right now. How do we meaningfully make that transition, and really get to the intent of what we want the SEA funding to be working towards supporting?.

Roxane Byrne was not able to be at today's meeting, so she will report on the Equity budget at the next SEA meeting.

7. ACTION ITEMS

7.1 Start the review and scoring of proposals, lines 2 through 19, with equity focus.

At the last meeting, Co-Chair Arnold requested that the committee pause for reviewing the ACC and Tutoring requests because those are actually both part of operational funds right now, and are not necessarily out of rollover one-time funds. She asked that they be reviewed at the next meeting, so the other proposals could be reviewed today.

- *It was noted that there was enough money to fund all of the proposals.*
- *Pam Guenther said if there are some we are going to fund that don't meet the requirements, she feels like we have to fund all of them because otherwise, what would our criteria be for denying one of them? Co-Chair Arnold was in agreement.*
- *Co-Chair Arnold's recommendation would be that we look at all of these with the assumption that we're going to fund them, but what do we want them to be looking forward to in the next couple of years?*

A & R Hourly Scanners – *Co-Chair Arnold said this request was one she had put forward on behalf of Admissions & Records.. This is for the hourly workers who scan all of the transcripts, petitions, counseling paperwork into SoftDocs so that all of the counselors and staff have access to view those.*

Discussion:

- *Co-Chair Arnold recognizes this is not an equity-focused proposal. This is a proposal that she agrees should be transferred to the unrestricted general fund ASAP. It would be very challenging if it were to lose funding next year.*
- *Nobody disagreed that this needs to be rolled out of SEA funding as soon as possible.*
- *If this is an ongoing hourly position, should it be a part time position?*
 - *There are actually three people doing the work now (the longest has been at SBCC for 12 years)*
 - *As soon as SoftDocs is completely up and running and we have true online forms, the thought is that that workload would reduce quite a bit, and it could easily be two people and maybe even one permanent classified PT position.*
- *Until the need [to scan paper forms and transcripts] completely goes away, there will be a need for this person ongoing.*

Guardian Scholars Program: *Co-Chair Arnold explained that the new EOPS Director would have put this forward, but she was new. This is a program within EOPS that supports foster youth. Foster youth is a population that is specifically called out in the college's SEP. Right now the Guardian Scholars Program, because it lives under the umbrella of EOPS, is primarily funded through EOPS. The additional services that foster youth receive is supported by the Foundation. It doesn't receive any college dollars.*

Discussion:

- *Meets SEA goals, criteria.*
- *Most Guardian Scholars Programs are supported by SEA at other schools.*
- *This is a proposal that the SEA committee would consider for ongoing funding, but they would need to see the data that shows this is actually successful. Note: Z Reisz is willing to support proposals to ensure that they have the data that they might need to determine whether or not they have been successful. There's already a mechanism set up for Guardian Scholars.*

Faculty Mentor Project: *Proposed by Sarah Boggs. Taking the existing Faculty Mentor Project and focusing on students who fall into one of the [DI] populations, and who have been placed on academic dismissal (and have been reinstated). In many ways, these students are most at risk for not persisting because they have already been dismissed because of their grades, and have petitioned to be reinstated.*

Discussion:

- *Discussed intersectionality, and our students that meet one of our DI populations.*
- *This proposal received some of the highest rankings.*
- *It's currently funded through the Title III grant. It was initially funded through Basic Skills, SSSP and iPath. It transitioned to Title III with an Umoja cohort funded by the Foundation and now it's wholly funded by the Title III grant, which is a Hispanic Serving Institution (HSI) grant.*
- *The money for Title III will run out at the end of this year. This is the last full year of the grant and then next year the grant will go into an overflow year, but there will not be a lot of money left.*
- *They have tried very hard to institutionalize it (seeing if they could turn it into a noncredit course), but found that it was not possible.*
- *With nowhere else to turn, they decided they are going to fund this with equity money, or they aren't going to be able to fund it.*
- *Co-Chair Vasquez suggested eventually moving it into the general fund. Co-Chair Arnold said either that or moving it into SEA operational funds. One way they could think about trying to "institutionalize it" even though it would be with categorical funding would be to move it over into the operational fund.*
- *Marit ter Mate-Martinsen noted that question # 12 said that the training of new faculty mentors is going to be paid by Title III grants. She wondered since not many programs can receive support through Title III grants, would it make more sense for SEA to assist with that, even though it was not in the application? Elizabeth Imhof said going forward, yes. In the transition year, they will have about \$2,000. Or, the other thing they can do is bring the training in-house by paying a faculty member to run it.*

Noncredit Student Support Services:

In the past, the SEA has funded two hourly employees to work in the noncredit program. Joyce Coleman, before she wrote this, was very new to the SEA committee. When Co-Chair Arnold reached out to let her know that the hourly funding for noncredit was not something that was automatically rolled over from year to year, she was not aware of the expectation for her to do a proposal again this year.

Discussion:

- *Sara Volle said this proposal was not necessarily aligned with all of the SEA goals, and it is something that needs to be institutionalized. Or, Elizabeth Imhof suggested, it should be designed specifically to support DI students. She noted that embedded within the narrative was this assumption that the students are served, but the intentionality wasn't*

there. And she could see in SEL why it serves a critical role for our students, but if it's not designed specifically for DI students, then it's not an equity initiative.

- *Luz Reyes-Martin said it is absolutely a need that institutionally needs to be addressed. In talking to the frontline staff, who are the ones answering questions and responding directly to students on student services-related questions, most of the students they are working with right now are students who are in ESL programs, who are mostly Latino, and who have a language barrier, and students who are looking for the immigration classes.*
- *Co-Chair Arnold said this is a tricky one because a lot of the students who are accessing or who need this resource at SEL are potentially students who would fall into our DI. But making sure that the focus of what they do is equity work is one step further.*
- *There's still the need for work to be done, regardless. We're still going to have people asking questions about how to enroll in noncredit for as long as we have students because they're new every semester, and the process isn't that easy, no matter who you are.*
- *It was decided that this needs to be institutionalized by the college.*

Co-Chair Arnold added that so far, the ones that we've identified as needing to move over to the unrestricted general fund are all ones that have been funded for years by SSSP, Basic Skills, or SEA. How to develop a thoughtful plan to move these over to the unrestricted general fund if possible, and over time. The next goal will be to develop that plan to present to Dr. Ralston.

Enrollment Services Enrollment Coach Program:

Kristy Renteria said that Enrollment Services has the college representatives that do a great job serving the college's general population of students, but the department wants to become more intentional about serving DI populations. She attended a couple of trainings that talked about enrollment coaching, and it really works for a lot of other colleges, so Enrollment Services is going to implement an enrollment coach program. She said the college has a large population of students who applied, but never made it all the way through to registration. Enrollment Services wants to take a very proactive, rather than reactive approach. They want to reach out to those students upon application and various steps to enrollment to provide that support.

Discussion:

- *Have there been any requests to Guided Pathways to help fund this? Ms. Renteria was not sure, but she will reach out to Margaret Prothero, as she thinks it definitely aligns with Guided Pathways as well.*

- *How would they ensure that the coaches are focusing on the students who they believe need help the most? Ms. Renteria said they would be pulling the information from ARGOS reports, ensuring that they are serving DI populations (ex: Black/African American students).*
- *A student would get 8 attempts at contact upon application, and the enrollment coaches would reach out via phone calls or emails. They would continue on through from application to orientation to completing class planning, completing placement, to registration. They're hoping to provide guidance and that little bit of hand holding so students know exactly what they should be doing, because it's a really confusing process.*
- *Steve Reed said a lot of that can be automated. Ms. Renteria agreed, but said they really want to have that personal touch, because so much of what they get is already automated. Getting an email from someone they have already talked to as opposed to an automated email from someone they don't know, may entice them to open up the email.*
- *Enrollment coaches are peers. It will be someone around their age who has gone through the same experience. They know about social media in a way other people don't. It's peer mentorship.*
- *They also want to offer workshops (ex: add/drop or pass/no pass workshops) -- educating students about our processes that will make them more successful, in addition to providing connections.*
- *Meets SEA criteria/consider ongoing, pending data.*
- *Ms. ter Mate-Martinsen said that in ESL, they have had a lot of luck using Google Voice texting with students because so many of them don't pick up the phone. Ms. Renteria thought that was a good suggestion and said she would look into it.*

MET Program:

The English curriculum development for ENG 110. This is one that was funded this year, but they didn't know they had been funded. It is a program designed for equity and to specifically serve DI students. It has a specific emphasis on Latinx students. In the past, MET faculty have always reserved spaces in their classes for students who need to crash that come from equity programs like EOPS. They have since added Umoja.

Discussion:

- *Meets criteria for SEA/one-time funding. Not that they can't reapply again, but this proposal seems like more of a finite thing and not necessarily an ongoing proposal, program, or activity.*
- *There might be other things, but this proposal is for developing the curriculum. Since they learned this year that they got their funding, Jason*

File has been working on, among other things, putting together a retreat and getting a speaker.

SBCC Dream Center:

This is a proposal that Roxane Byrne and Co-Chair Arnold worked on together. For quite some time, there has been a desire to develop a Dream Center to support undocumented students at SBCC. The college recently received some funding from the state, but it's only \$50,000. This proposal would be contingent on finding funding from someplace else to help support this. The idea would be a person to support undocumented students and then some additional programming. They submitted a large proposal to Dr. Ralson, who took it to the President's Cabinet for a Dream Center.

The goal of the Dream Center is to be a safe place where students can go and access information, and a place that coordinates all of the different support and services that undocumented students can receive on campus.

AB 540 students are the only undocumented students that we can actually identify in our system. If students don't qualify for AB 540 but are otherwise undocumented, we don't actually know who they are, and we can't really track how many of those students we have. So our AB 540 population is an indicator of an undocumented population, but not actually the true number of how many undocumented students we have. This would work with the Citizenship Center at noncredit and collaborate and be a central hub where all these different services could be. There could be Dream Application workshops by Financial Aid in the Dream Center, as well as an immigration lawyer. All the different resources that we have spread out through campus would be centralized in this one place. Contingent on finding other funding.

Discussion:

- *The committee agreed that this was long overdue for our campus, and that it sends a very important message to students.*
- *It could potentially be housed in the Campus Center, right next to where Umoja is moving back to.*
- *It was written into the job description for the Executive Director of Equity that if we were to have a Dream Center on campus, it would report to that person (Anselmo Villanueva). Recognizing that Dr. Villanueva is new, we could support that in different ways until that happened.*
- *Meets SEA criteria/ pending additional funding.*
- *Sara Volle wondered if other departments who serve students that could also be well-served by this Center could do something similar, such as using some of their budget to help or offset some resources, especially while we're trying to get this off the ground.*

Provide specialized and specific Health and Wellness [Part Time-Bicultural] mental health [clinician] for Umoja, CESJ, and EOPS programs. Lacey Peters submitted this proposal in collaboration with H & W, EOPS, and Umoja.

Discussion:

- This was done last year through a Health and Wellness grant in 2019-20. Part of that grant went to specifically house a mental health counselor in EOPS and one in Umoja, and it was very successful.
- The piece that gets tricky is that H & W services have to be specially grant funded, or else they have to serve everybody. This is because students are required to pay the health fee, and that's how a lot of their services are funded.
- Meets SEA criteria/consider ongoing, pending data.

ESL Peer Advisor: Peer Advising for Student Success program in ESL has been in existence since 2003. Over the years they've had to look for different sources of funding, and now they have to apply each year. The department realized the need to extend services to all of the ESL students. Students are linked with services on campus, but also off campus, such as free clinics. They work very closely with the faculty as well. Peer advisors visit classes and have lots of contact with students. Marit ter Mate-Martinsen hopes that this program can be considered for something more long term instead of needing to apply every year.

Discussion:

- Co-Chair Arnold noted that enrollment in ESL classes is down a little bit. Do they feel like the amount of money would need to change because of that, or is the type of work that needs to be done increasing because of that? Ms.ter Mate-Martinsen attributed some of that to remote services due to COVID. The amount requested is the same amount that was agreed upon in 2015. She explained they need to quickly boost up their numbers again, and right now students need a lot of extra support because they are serving a mainly DI population, and their lives have been affected very dramatically during this time. There is going to be a lot of work rebuilding the program post-COVID as well.
- Kristy Renteria said that when reading the ESL peer advising and then the ESL student Outreach and Retention Program proposals, she saw a lot of overlap. She wanted to know if they work together, or are they two separate things?
 - Both of them reach out to students with phone calls.
 - Robin Goodnough noted that peer advisors are student-to-student contact, and they're very limited to certain roles. The peer advisors

provide the type of emotional and informational support from one student to another.

- *The Outreach and Retention Coordinator is not a student and works directly with the ESL office and has access to student information. They are more engaged with student performance in classes, doing outreach to students who are at risk etc.*
- *Peer advisors offer peer support, but Ms. Goodnough made it clear that they do not offer mental health support, which is reserved for mental health counselors. They are an entry and a friendly face contact. They provide a sense of belonging, help students get oriented and find their way in the college environment, and also help them connect with those support services like mental health counseling etc.*
- *Co-Chair Vasquez suggested adding ESL students to the population that the mental health counselors could be specifically serving. Ms. Goodnough said they already have bilingual adjunct mental health counselors, but they have limited hours. She and Ms. ter Mate-Martinsen agreed it would be good to add ESL to the group of students served in [Lacey Peters' proposal].*
- *Meets SEA/ consider ongoing, pending data.*

Helpful Links

[Ranking Folder \(including pdf Applications\)](#)

[Spreadsheet of ALL Proposals](#)

[Spreadsheet for Committee Ranking](#)

8. ADJOURNMENT

Co-Chair Arnold reminded the committee members of the additional meeting that was added [April 29th] to finish the last few proposals, in addition to talking about Tutoring and Academic Counseling.

The meeting ended at 4:28 p.m.