

## STUDENT EQUITY & ACHIEVEMENT (SEA) COMMITTEE MEETING

[SEA WEBSITE](#)

Thursday, April 29, 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.

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#### Join Zoom Meeting:

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

Meeting ID: 916 1069 4377

Passcode: 954209

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**Members in Attendance:** Lydia Aguirre-Fuentes, Co-Chair Paloma Arnold, Roxane Byrne, Cosima Celmayster, Jana Garnett, Vandana Gavaskar, Liz Giles, Pam Guenther, Marit ter Mate-Martinsen, Elizabeth Imhof, Vanessa Pelton, Steve Reed, Kristy Renteria, Laurie Vasquez, Sara Volle

**Resources in Attendance:** Robin Goodnough

**Members Unable to Attend:** Joyce Coleman, Jens-Uwe Kuhn, Dylan Penglase, Luz Reyes-Martin (Acting Vice President SEL).

#### 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 4-15-21 Minutes - Draft](#)

*The minutes for the 4-15-21 SEA meeting were approved.*

### 4. REPORTS

#### 4.1 Co-Chairs report

- A. Recording: ACCJC webinar: [Equity, Quality, and Innovation Through Action](#) (2 hours)
- B. Recordings: [Vision for Success Virtual Summit](#)  
Topics:
  - a. Dismantling Structural Racism
  - b. Meeting Students' Basic Needs
  - c. Using Funding Structures to Drive Equity Centered Student Success
  - d. Equitable Placement with Integrity

### 5. INFORMATION ITEMS

#### 5.1 [Tutoring Request Update](#) (Vandana)

*Tutoring is modifying their request for SEA funding next year from \$200,00 to \$150,000, with a caveat. If after fall, Tutoring is growing and students are back on campus etc., they will have the opportunity to come back to SEA and request their original amount. Vandana Gavaskar said that Tutoring's budget from the general fund is \$650,000. She noted that specifically out of the student Tutoring budget, they had a total of \$90,000 and \$49,000 leftover from the general fund in 2018-19 and 2019-20 respectively.*

### 6. DISCUSSION ITEMS

#### 6.1 Communication Steps to award funding

*There are a few more proposals to review today. Next week. Co-Chair Arnold would like the committee to review the letters that will be sent to the people who submitted proposals, with their three year plan. Drafts of the letters will be worked on for the committee to sign off on. The intention will be to ensure that each program/department/person who submitted a proposal knows what the plan is moving forward for their different areas.*

#### 6.2 End of Year Survey

- Wider distribution of information

- Representation sufficient to meet SEA goals
- Areas for improvement
- Goals for next academic year
- Support and education from chairs to support members

*Co-Chair Arnold and Vasquez will be conducting a survey for the SEA committee members. This will be a general survey for future improvement and committee planning purposes. The co-chairs will review the survey responses over the summer to help them with planning purposes for next year.*

## 7. ACTION ITEMS

### 7.1 Finish reviewing proposals

#### ***Program for Students Retaking English 110.***

*This proposal was submitted by Melissa Menendez.*

*Elizabeth Imhof explained that this is one of two pilots that the English department is proposing to help with AB 705 (the other pilot is meant to provide extra support to students in their first attempt).*

- *This pilot is modeled after a program that exists on a couple of other campuses when students do not pass English. On the other campuses it typically takes place during the third semester. This pilot, however, is done after the second attempt.*
- *In the second attempt, the pilot will also be closely aligned with the work being done by the English department in the [Race Equity Impact Assessment project] REIA, the culturally responsive pedagogy work.*
- *It was most definitely designed for underserved students.*
- *The basic idea is to provide extra support for students who didn't make it through English 110 the first time, and to do it with a culturally responsive twist.*
- *It won't be classes for just Latinx students or DI students, but for the entire class. Whoever is in those classes will experience a culturally responsive curriculum.*
- *The idea behind the student program advisor (SPA) is that it's connected with the other pilot also, and it is likely that the program advisor will be funded through Title 5 funds. This program will be funded through a combination of funds from SEA and also from Title 5. Title 5 is an HSI -- Hispanic Serving Institution.*
- *The hope is that this program won't exist forever, and that culturally responsive pedagogy and these practices are going to become the norm. Therefore, it will only take a year or two for these practices to be disseminated.*

**Questions, comments and concerns:**

- *Would the SPA be responsible for training the peer mentors and overseeing them? Who would oversee the SPA for this? Answer: Currently the director of the grant is a faculty member, so they couldn't oversee the SPA. Probably Dr. Imhof, the Dean over the grant. If that person comes from counseling faculty or if there's some kind of different incarnation, it could be Co-Chair Arnold. Or it could end up being the chair of counseling. It really depends if it ends up being a part-time faculty member or full-time faculty. It'll really be about [who] we're allowed to hire. Co-Chair Arnold said she wanted to connect with Dr. Imhof on that piece.*
- *Dr. Imhof noted that there's a possibility that this will switch to a faculty member because of the timeline and doing the full hire is a very hard thing to do, to get permission from CSEA.*
- *It was made clear that before any final decision was made about who this individual would be supervised under, there would be a conversation about it.*
- *The timeline for this would be as soon as possible.*
- *For auditing purposes, as long as the expenses are within the allowable expenses for the SEA funding, we wouldn't get audited if they said, "We want to hire a classified person," and then end up hiring an adjunct. Dr. Imhof noted that you're always allowed to change your expenditures, as long as they're within the same general categories (ex: personnel).*
- *Co-Chair Arnold said that the message we could put out to people who are receiving the funding is, "If the way you're using the funding is changing significantly, let us know." If it were something major or something totally outside their proposal, we probably want to bring it back to the committee. If it's something minor, we might not as long as it still seems to be meeting the intent of their proposal.*
- *Co-Chair Vasquez said we should have periodic checks and balances from the time that someone is notified so that communication is ongoing rather than just saying, "Here's the money, we'll see you in a year from now."*
- *Regarding auditing issues, Dr. Imhof noted that the committee just needs to decide what our standards are, and she thinks we should have a certain level of control about major changes in how funding is spent. Meets SEA goals/one time funding.*

**7 Minutes to Academic Success**

*This proposal was submitted by Ellen O'Connor and Rony Santiago, and it entails implementing a short seven minute workout into the beginning of strategically chosen classes.*

- *A lot of data has shown that [the workout] increases academic success in those classes.*
- *This is something similar to what they proposed last year. They were approved, but they were one of the programs that also said they hadn't been notified. Because of the pandemic, they wouldn't have been able to really take advantage of the funding last year.*
- *When Co-Chair Arnold spoke with Ms. O'Connor, she felt that this was something that would be best done in-person, so it may be something that they do more in the Spring instead of in the fall.*

**Questions, comments and concerns:**

- *Was Ms. O'Connor in touch with the departments to see what classes she wanted to participate in this project? Answer: No, Co-Chair Arnold did not believe so.*
- *Ms. O'Connor would be bringing together two different pieces of research. One is an exercise program that they did with students and the other one is how you can actually do efficient exercise in seven minutes.*
- *This would be doing a seven minute [exercise program] and seeing if that impacts the success of students in the class.*
- *Would the ESL, Math [or English] faculty be the one leading the exercises? Sara Volle wondered if that is something instructors could see themselves doing for seven minutes during every class meeting with their students.*
- *A lot of the funding request was for gadgets that would monitor heart rate. Ms. Volle noted you could check your own heart rate with a clock. She wondered if it would be absolutely necessary to make this program successful, or if it could be done without purchasing the heart monitor. Co-Chair Vasquez believes getting the statistics is probably what they're looking at. Co-Chair Arnold said that each student who participates gets their own heart rate monitor, and they get to keep it.*
- *Part of this is developing a video that Ms. O'Connor would develop and take to the class, and then help the teacher of that class know how to do the video. Then, it's up to the class, but there would actually be a few videos that the students would do on a rotating basis, so the teacher wouldn't have to create the content.*
- *It was suggested to have Ms. O'Connor attend the next SEA meeting for 5 - 10 minutes to answer the questions. Since next week is finals week, it was decided that a Google document with questions would be sent to Ms. O'Connor that she would answer. The document with the answers would be brought back to the next SEA meeting. Co-Chair Arnold will reach out to Ms. O'Connor with the questions.*
- *Is this a one-time proposal or something that she might be asking for again, especially if the heart rate monitors are being given to the students?*
- *Accessibility for the students who might have a physical disability. What kind of accommodations could be made for them?*

*This proposal was put on pause, pending hearing back from Ms. O'Connor.*

***EOPS Intrusive Academic Success:***

*Support for adjunct counselors in EOPS, especially during the summer. The need has increased over the years because of the summer bridge program. This was funded by SEA last year for \$35,000. Even though the enrollment has been down in EOPS because of the pandemic, counselors are finding that the needs are a lot more intense and a lot more time is needed for each student than usual. Even though the number may be down a little bit, the need is very high now.*

*Cosima Celmayster added that depending on the student's accessibility, there may be multiple emails and then a phone call and maybe a zoom meeting, but it's more intensive.*

***Questions, comments, and concerns:***

- *Since it seems like the need for EOPS counseling will increase, especially with enrollment going up, is this something that will be considered for permanent funding? Co-Chair Arnold said that it is challenging to get a full-time counselor, and the benefit of having adjunct faculty is that they work in the summer. Counseling faculty do work 20 extra days (usually during the summer or the intersession), but that still leaves areas and times where there is more coverage needed, and a lot of times that comes with the support of adjuncts.*
- *Co-Chair Arnold is not clear if this is an ongoing position. It's part of that larger conversation about whether it should be funded by the general fund or categorical program.*
- *EOPS students are required to meet with EOPS counselors twice a semester. When you do the math, the TLU loads that we have are not enough to actually meet the need. That's why there's the ongoing request for adjunct support. Ana Garcia who's our adjunct counselor, is also partially funded by EOPS. This is additional support that the EOPS categorical funds don't pay for.*
- *EOPS is working to offer summer services, (i.e. summer book grants for students). But if summer services are offered, then students have to have a counselor contact during the summer.*
- *Co-Chair Arnold said there were some options to consider:*
  - *Meets the SEA intent/true one-time funding*
  - *Meets the SEA intent/consider ongoing funding (this would be where we suggest reducing the SEA support if the EOPS support can increase).*

*Meets SEA/consider ongoing with increased EOPS categorical support. That's something that Co-Chair Arnold is able to help EOPS transition through.*

### ***ESL Student Outreach and Retention Program***

*This proposal was submitted by Robin Goodnough. This was first presented to SSSP five years ago. Ana Garcia was the first person in this position, and she did a lot of defining what the work would entail. She was funded for one semester in Spring, and then they applied and got one year funding two more times from SSSP. At the end of the second term, they were approved for ongoing funding from SSSP, just as the funds were consolidated into the SEA fund. They had waited on hiring because of a couple of things, and then they discovered the fund was not ongoing. Since then they have applied each year for one-time funding.*

*This position does outreach and retention efforts. Almost 100% of the ESL student population fits into more than one DI population. Ms. Goodnough wanted it noted that ESL is not recognized by the state as a DI population. It's important to mention that none of these factors are recognized as being a DI group:*

- *Being an immigrant in this country*
- *Being undocumented*
- *Being document-challenged (i.e. not having a birth certificate because you were born at home and not in a hospital).*
- *Being a second language learner in an English dominant country*

*ESL students are typically immigrant students, are typically first in the family to attend college, and they are often first time in college. Almost all of the ESL students qualify for CCPG. Typically, about 80%, but now with fewer international students, they're closer to 100% Latinx. They're economically and socially disadvantaged and often disadvantaged in terms of familiarity with the college environment and also the rules surrounding institutions in this country and how they function.*

*During COVID, it has been challenging. The outreach takes longer with each student, and it often covers a variety of topics.*

*This position has not yet been able to function fully in the summer because of funding. Last year they had funding, but they didn't get it until almost the end of September, so they couldn't do their outreach that they needed to do in summer.*

*They're hopeful that this year will be the first year they will have full outreach this summer for the fall semester. Continuity of funding has been challenging under the year-to-year mostly because the funding wasn't approved early enough to be on board as soon as the other funding expired. Their funding would expire on June 30th, and the funding wouldn't get set up until after fall semester began, which for their outreach is too late for fall semester.*

*Meets SEA/consider ongoing pending data.*

### **STEM Transfer Program**

*Co-Chair Arnold noted that Jens Kuhn was not here today to discuss the proposal.*

*The STEM Transfer Program has a small amount of their operational funds paid for by the SEA program: \$24,000. These funds were actually part of the operational funds, not one-time funds. But because we as a committee said that we wanted anything that was not permanent positions to be looked at, Co-Chair Arnold asked them to submit this proposal for these funds. They do also have a full time position (Lorena Cisnero's position is also funded by SEA). But this proposal is for some of their operational expenses for their programs.*

*Roxane Byrnse said she thinks this should be an ongoing fund. She noted that there are some programs (including this one) that could easily fall under the office of Equity programming.*

*Meets SEA/consider ongoing pending data.*

***ACC and Tutoring Proposals** are part of our operational funds, and as previously discussed, the hope is not to cut them off by any means, but to make sure that there continues to be an equity focus with this work. Co-Chair Arnold said that what we're really looking for is asking these bigger expenses, bigger programs to develop their own equity plan for their individual programs.*

### **(ACC) Equity Grounded Counseling -- SEA Funded Adjunct Counselors**

*Cosima Celmayster wanted it noted that Lydia Aguirre-Fuentes stepped out of the meeting and that Ms. Celmayster will be switching out from being*



co-chair. She didn't want to speak too much into what Ms. Aguirre-Fuentes' vision would be moving forward next year, but per Co-Chair Arnold's request, Ms. Celmayster spoke to some of the things that were put in the proposal in terms of being equity focused.

- Ms. Celmayster said they wanted to speak to the data piece in terms of being able to identify where the gaps are because data has been such a problematic area in terms of being able to capture what all the work ACC is doing and also where those gaps and needs are. Ms. Celmayster said that it almost seems like some counselors should be moved into the general fund if they're not going to be doing specific SEA related work.
- Co-Chair Arnold thought that the way we might want to start thinking about this is not necessarily which counselors are SEA funded and which ones aren't, but how as an Academic Counseling Center, can we be looking at each one of our services and how we provide those services? So, how can we be looking at each one of our practices that we're doing in ACC, making sure they're really meeting the needs of the people who are having the hardest time accessing them?
- Ms. Celmayster said that the framework they took was to say here are some DI populations. Are they making appointments with an academic counselor? Are they keeping those appointments?

**Questions, comments, and concerns:**

- Kristy Renteria noted that class planning is the most important step to enrollment for first time-to-college students. She added that it gets to a certain point where class planning fills up and that becomes stressful for a student. Reaching out to someone is also stressful for a student. If you're a DI population, you don't really have resources or know who to reach out to, but if we take that proactive approach, especially at the onset of their journey, and then they can get into the habit of understanding 'this is my counselor, this is a person I can go to.' 'This person reached out to me.' Maybe that's a way to start looking at it, especially at the onset of class planning. Are we reaching out specifically to DI populations who have not completed it? Or just encouraging them to attend priority sessions, specifically for DI populations. Ms. Celmayster thought that suggestion linked with Kate Brody-Adams' proposal.
- Co-Chair Arnold thought they could even consider taking it one step further and continue to look at, is the way we do class planning the most equity focused practice? Is there a different way that we could do what we still need to do and get all of the students to be able to meet with a counselor? Class planning is incredibly efficient for lots of students, but is there a different practice altogether that we could look at that would meet the

*need of class planning? That would be one of our goals, to not just look at what we have and do it slightly differently.*

- *There was a question about collecting data through the student's K number. Co-Chair Arnold said they have met with Steve Reed and Z Reisz to start discussing that, since the match is not happening now in a way that they can digest the information. Ms. Celmayster noted that Starfish isn't designed to do that, so it is almost like adding an additional thing for it to do. The other piece is that the counselors touchpoint with students is higher now, but when the data is pulled, it often pulls unduplicated contacts. And it also does not necessarily capture comprehensive student education plans accurately.*
- *Co-Chair Arnold noted that in Guided Pathways and in a lot of the student equity plan, having students develop educational plans is a retention practice --making sure that all of our students have access to the counselors. Some students may be having better access to the counselors, so that is where we need to focus. And figuring out and making sure that the way that we're conducting our services are really equity focused is our goal.*
- *This proposal is really working with ACC to develop their own equity action plan, holistically as a department. It can go beyond just which counselors are SEA funded, but looking at ACC in general. Because ACC receives the biggest amount of SEA funding and that's really a leftover from SSSP because that's what SSSP essentially was. Co-Chair Arnold said making that shift is going to be important over the next couple of years.*

### ***Tutoring Proposal***

*One new thing Vandana Gavaska had in this proposal was to provide a baseline equity data for Tutoring, so that they would be able to measure it over the following years in terms of improvement. Ms. Gavaskar emphasized that the data piece is going to be really big, not just for this proposal, but for tutoring in general.*

*There are a couple of populations that she's always had on her wish list, which are the academic probation populations and those that are struggling just to be on the pathway. Ms. Gavaskar will need collaboration as usual with the counselors, Co-Chair Arnold etc. She wants it to be more purpose driven.*

*The committee agreed to reduce her request from \$200,000 to \$150,000, again with the caveat that if they are able to use all of that, and they feel like they might need more, then the committee will give them the opportunity to come back mid year and request the additional amount back.*

*Three year plan: Develop equity action plan.*

## Helpful Links

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

[Spreadsheet of ALL Proposals](#)

[Spreadsheet for Committee Ranking](#)

## 8. ADJOURNMENT

*The meeting ended at 4:27 p.m.*