



**SANTA BARBARA CITY COLLEGE**

# **Student Equity Plan**

**2014-2017**

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# Executive Summary

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Santa Barbara City College holds equity as a top priority for the institution, as reflected in the mission statement: “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.” In support of this mission, the College offers a comprehensive array of programs and services, including EOPS, DSPS, Guardian Scholars, MESA, STEM, Transfer Achievement Program, and Veterans’ Support Program, many of which target underrepresented populations.

## Target Groups

Despite the many programs and services that currently serve underrepresented and at-risk populations, an equity gap still exists among Santa Barbara City College students, most notably for Black/African American and Hispanic students. These differences are exacerbated within three other sub-groups: males; economically-disadvantaged students; and part-time students. Analysis of campus-based research informs the target groups for our ongoing equity efforts with mindfulness of the role that economic conditions, part-time status, and gender play in student success.

## Phases and Timeline of Student Equity Plan

The Student Equity Plan covers a three-year period from Fall 2014 through Spring 2017. Plan activities will be phased in with three cycles of activities as indicated in the chart below.



## Summary of Goals and Activities

The narrative portion of the Goals and Activities section includes relevant data analysis and a detailed description of each proposed activity. The specific goals and activities outlined in this plan address the needs of underrepresented populations on four main fronts:

- 1) Deepening outreach activities and the orientation experiences of students through Vaquero Welcome and ongoing connections with students as they enter college for the first time;
- 2) Expanding existing high-impact programs that personalize the educational experience, such as Express to Success;
- 3) Initiating new programs modeled after other successful programs which target more specific student goals, such as iPath;
- 4) Investing in dedicated research efforts which provide the data and analysis needed to evaluate these student equity efforts.

To clarify the scope of these activities, the chart below lists the associated success indicator, the primary goal in each area, the activity title, and person(s) responsible. The activity number references the detailed narrative that follows.

| Success Indicators | Goal  | Activity   | Person(s) Responsible   |
|--------------------|---|--|---|
| <b>A. Access</b>   | Bridge access and retention by building more concentrated, personalized outreach efforts. As the first point of contact for students to the college, these efforts will influence their first-semester experience and beyond. | A1.1 Reinstate Outreach Committee.                             | Executive Vice President, Educational Programs; Director of Marketing                                     |
|                    |   | A1.2 Create master calendar to include outreach.               | Executive Vice President, Educational Programs; Director of Marketing; Coordinator of Enrollment Services |
|                    |   | A1.3 Implement high contact enrollment services.               | Coordinator of Enrollment Services; Dean of Student Development, DSPS, and Counseling                     |
|                    |   | A1.4 Create Constant Contact links with students.              | Coordinator of Enrollment Services  |
|                    |   | A1.5 Modify College website.                                   | Co-chairs of the Enrollment Management Committee; chair of the Outreach Committee                         |
|                    |   | A2.1 Explore potential development of a summer bridge program. | Deans for these areas; Coordinator of Noncredit Programs  |
|                    |   | A3.1 Customize student orientations.                           | Dean of Student Development, DSPS, and Counseling; Coordinator of Enrollment Services                     |

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|                             |  | A3.2 Expand Vaquero Welcome activities.   | Associate Dean, Educational Programs; Coordinator of Enrollment Services   |
|                             |  | A4.1 Support former students' return to school.   | Dean responsible for the Credit and Noncredit Back-on-Track programs; dean assigned responsibility for the Fresh Start Program; Coordinator of Noncredit Programs, Dean of Student Development, DSPS, and Counseling; department chair for Academic Counseling |
| <b>B. Course Completion</b> | Increase successful course completion rates for all students, with particular focus on target populations. | B1.1 Create holistic, integrated descriptions of programs and services.                                 | Academic Counseling faculty and Library Director   |
|                             |  | B1.2 Establish Faculty Inquiry Groups on best instructional practices for underrepresented populations. | Executive Vice President; dean responsible for faculty professional development; co-directors of the Faculty Resource Center; chair of the Academic Senate's Committee on Teaching and Learning  |
|                             |  | B1.3 Research barriers and strategies for success in CTE programs.                                      | Executive Vice President; deans with CTE programs working with CTE department chairs   |
|                             |  | B1.4 Assess needs of unidentified subgroups within DSPS populations.                                    | Director of DSPS   |
|                             |  | B2.1 Expand the Gateway tutoring program.   | Co-directors of the Gateway Tutoring program; Dean for Faculty Professional Development and Faculty Resource Center; co-chairs of Faculty Inquiry Groups   |
|                             |  | B2.2 Explore feasibility of supplemental instruction.   | Director of Learning Resources; dean assigned to oversee the supplemental learning program in conjunction with chairs of departments with gatekeeper courses   |
|                             |  | B2.3 Expand Multicultural English Transfer Program.   | Coordinator of Multicultural English Transfer Program  |
|                             |  | B2.4 Address parking issues as a barrier to student success.  | Vice President of Business Services  |
|                             |  | B3.1 Provide early intervention for at-risk students.   | Associate Dean of Student Services; Coordinator for Enrollment Services  |

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|   |  | B3.2 Increase faculty use of online early intervention system.                        | Dean of Student Development, DSPS, and Counseling; chair of Academic Counseling  |
|   |  | B4.1 Implement tutoring for online students.  | Director of Learning Resources Center who is responsible for the tutor training and management of this program   |
|   |  | B5.1 Expand targeted programs to include part-time students.                          | Director of EOPS; Director of the Express to Success Program; dean and co-directors for the iPath Transfer Success Program   |
|   |  | B5.2 Research causes for lower completion rates among part-time students.             | Dean assigned to oversee this activity; Dean of Student Development, DSPS, and Counseling in consultation with the Student Services Leadership Group                                     |
|   |  | B6.1 Identify obstacles part-time students face.                                      | Chairs or co-chairs of the college Professional Development Advisory Committee; Student Equity Committee; Faculty Professional Development Committee; Committee on Teaching and Learning |
|   |  | B7.1 Create a home base for foster youth.   | Coordinator of Guardian Scholars; Library Director   |
|   |  | B8.1 Research impact of equity efforts.   | Office of Institutional Assessment, Research, and Planning   |
| <b>C. ESL and Basic Skills Completion</b> | The percentage of students transitioning from noncredit ESL to credit ESL and from credit ESL to credit English will increase; the percentage of basic skills students who complete the first degree-applicable course in math or English will increase. | C1.1 Analyze and review noncredit and credit ESL.                                     | Dean and department chair for ESL; Coordinator of Noncredit Programs   |
|   |  | C2.1 Open Express to Success to part-time students.                                   | Director of ESP in conjunction with the ESP Leadership Team  |
|   |  | C2.2 Institutionalize the Express to Success program.                                 | Director of ESP  |
|   |  | C3.1 Enhance instructional practices and integration with services.                   | Dean of Student Development, DSPS, and Counseling; chairs of Faculty Professional Development and the Committee on Teaching and Learning   |
|   |  | C4.1 Explore development of refresher courses.  | English and math faculty   |
|   |  | C5.1 Develop a crosswalk visual aid for noncredit and credit transitions.             | Dean of Student Development, DSPS, and Counseling; chair of Academic Counseling  |
|   |  | C6.1 Expand services to part-time students and others not eligible for financial aid. | Co-chairs of the Student Equity Committee  |

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| <b>D. Degree and Certificate Completion</b> | Increase the percentage of students in general and the percentage of students in historically underrepresented populations who complete their certificate and/or degree requirements. | D1.1 Identify barriers to CTE success.  | Deans and department chairs for CTE programs; Director of Dual Enrollment Programs; Office of Institutional Assessment, Research, and Planning  |
|   |   | D1.2 Possibly develop contextualized math courses for CTE programs.             | Dean and department chair for the Math department; deans and department chairs for CTE programs   |
|   |   | D1.3 Develop contextualized information literacy for CTE programs.              | Library Director; CTE faculty   |
|   |   | D1.4 Clarify noncredit and credit CTE pathways.                                 | Two of the CTE deans assigned to provide the leadership for the Career Technology Education Achievement Program; faculty member(s) appointed to serve as the director or co-directors for this program; Dean of Student Development, DSPS, and Counseling; chair of Academic Counseling |
|   |   | D2.1 Integrate Degree Works capabilities to support early intervention efforts. | Dean of Student Development, DSPS, and Counseling   |
|   |   | D2.3 Explore case management model for counseling.                              | Dean of Student Development, DSPS, and Counseling; chair of Academic Counseling   |
|   |   | D3.1 Explore development of accelerated pathways for part-time students.        | Dean responsible for the Part-time Student Accelerated Goal Achievement Program   |
| <b>E. Transfer</b>                          | Increase the transfer rates of all students with a goal of transfer, particularly for those in historically underrepresented populations and for part-time students.                  | E1.1 Develop iPath Transfer Success Program.                                    | Dean for the iPath Transfer Program in conjunction with the iPath co-directors and iPath Leadership Team  |
|   |   | E1.2 Develop STEM Transfer Program.   | Dean for the Math and Sciences Divisions; STEM Transfer Project Director; Office of Institutional Assessment, Research, and Planning  |
|   |   | E1.3 Create accelerated transfer pathways for part-time students.               | Dean responsible for the Part-time Student Accelerated Goal Achievement Program and the Project Director  |
|   |   | E1.4 Expand College Achievement Program   | CAP Coordinator   |

## Resources

Santa Barbara City College's Student Equity Program Allocation is \$806,876 for the 2014-2105 academic year. These funds are allocated to support activities that will help close the achievement gap for the target populations of this Student Equity Plan, as documented in the disproportionate impact study. In addition, there are many existing programs and activities which already serve the College's underrepresented student populations, and these are supported by the general fund, Title V and other grants, SSSP funding, and other categorical funds.

### Restricted Fund

#### Revenue (2014 – 2015)

|      |       |           |
|------|-------|-----------|
| 8600 | State | \$806,876 |
|------|-------|-----------|

#### Expenditures

|      |                          |
|------|--------------------------|
| 1000 | Academic Salaries        |
| 2000 | Classified Salaries      |
| 3000 | Employee Benefits        |
| 4000 | Supplies and Materials   |
| 5000 | Other Operating Expenses |

## Contact People

Dr. Jack Friedlander, Executive Vice President of Educational Programs, and Mr. Oscar Zavala, Co-chair of the Student Equity Committee, are the contacts for the Student Equity Plan.