Welcome to the Joint Faculty Plenary

Fall 2020

Dr. Raeanne Napoleon,
Academic Senate President

and

Dr. Pamela Ralston,
Executive Vice President

August 21, 2020

Land Acknowledgment

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

Fall 2020 Faculty Plenary

Raeanne Napoleon
Academic Senate President

[Link to Video](#)
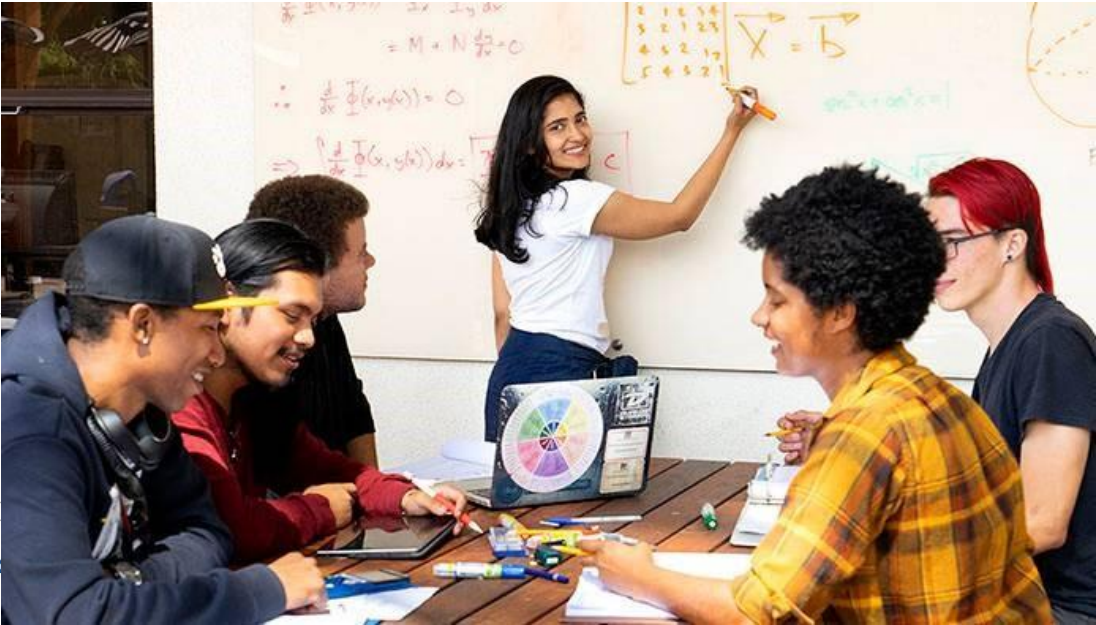
Focus   Impact   Research   Prog

ASSOCIATE

AlamoADVISE
Alamo Colleges District (TX)

Institutional Change

San Antonio College Honors Academ
Program
San Antonio College (TX)

Honors; College Prep

The Math Lab Tutorial
Santa Barbara City College (CA)

STEM; Discipline/Subject

Institutional Change; Faculty Change

School of Science STEM Research Institute
Miami Dade College (FL)

STEM; Undergraduate Research

www.sbcc.edu/academicsenate

Menu **+**   SBCC > Academic Senate

Welcome to the Academic Senate

The Academic Senate at SBCC follows the guidance of the statewide Academic Senate for California Community Colleges, which strives to promote the effective participation in their colleges' decision making in academic and professional matters. These matters are widely known as the "ten plus one", and are locally specified in SBCC's Board Policy 2510, following Title 5, Sections 53200–53206.

SBCC Menu items: PIPELINE, PUBLIC MEETINGS

Santa Barbara City College
Academic Senate

Academic and professional matters include:

- Curriculum, including the establishment of prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- **District and College governance structures as related to faculty roles**
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- **Policies for faculty professional development activities**
- **Processes for program review**
- **Processes for institutional planning and budget development**
- **Other academic and professional matters** as mutually agreed upon between the governing board and the academic senate

New, Regular Agenda Item: Request for Senate Consideration

Communications:

Requests to Agendize Items at Future Meetings

Senate Work from Summer 2020

- Six (6) Mini-Retreat Working Meetings
  1. Introduction to the Senate & Brown Act
  2. Setting our Community Guidelines
  3. Equity, Inclusion, & Diversity Survey
  4. SBCC Finances & Budget 101 with James Zavas
  5. Guided Pathways with Margaret Prothero
  6. Finalizing our Community Guidelines

Other Senate Work

- Emergency Meeting in Late May
- Regular Summer Meeting
  - School of Justice Studies
  - Program Review Equity Audit for Departments
- Equivalency Committee Considerations

Division Meetings

Retirement Notice

Abbreviated Program review

SLO Cycle

Faculty (Full Time) Service

CAC Summer Work

- Summer 2020 courses: All courses submitted and "Emergency Approved" by CAC DE Help Team

- Fall 2020 courses statistics:
    - 791: Total # courses on Fall 2020 schedule
    - 646: Total # courses with pre-existing DE approval, Emergency DE Approval materials submitted
    - 145: Total # of courses needing Emergency DE materials

CAC Update

Curriculum needs to be kept up to date, even during this challenge.

Kaylene Thomas and Alicia Meyer will be helping chairs and faculty to review and modify out-of-date courses.

DE Help Team

Tara Carter   Gandara

Elizabeth Im   O'Connor

Armando Ra   Hutchinson

ANne Reddi   ramer

Justina Bue

Curriculum Coordinators: Kaylene Thomas and Alicia Meyer

CAC Chair: Matt Kay

Remembering DE Addendum Parts

- Methods of instruction
- Accessibility
- Ensuring disproportionately impacted students are reflected in your course content and what intrusive communication methods do you plan to employ
- Regular and effective contact
- Using various methods of evaluation to address the course objectives and various methods of instruction and delivery

Take Care of Your Students

Take Care of Each Other

Take Care of You
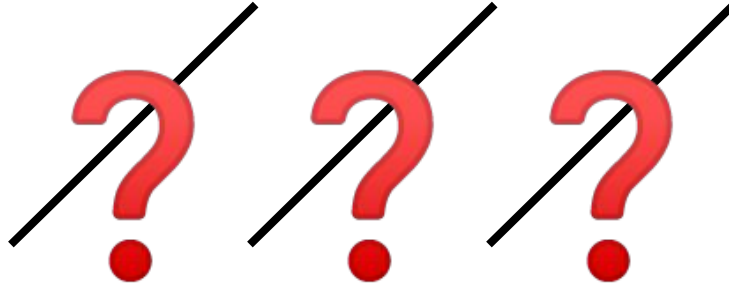
Q&A after EVP Presentation

Raeanne L. Napoleon
rlnapoleon@pipeline.sbcc.edu

A Semester Like No Other (We hope!)

Fall 2020 Faculty Plenary

Dr. Pamela Ralston, Executive Vice President

The Best Laid Plans

Strategic Directions

Educational Master Plan

Program Review

Student Equity Plan

Technology Plan

Distance Ed Plan

SLO Assessment

Curriculum revision

Often Go Awry

Fire

Debris Flow

Racism

Sexism

Leadership Transitions

Budget Crisis

Pandemic

Commitment to Our Mission

In the face of increasing challenges, we have to continue to come back to the touch point:

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.
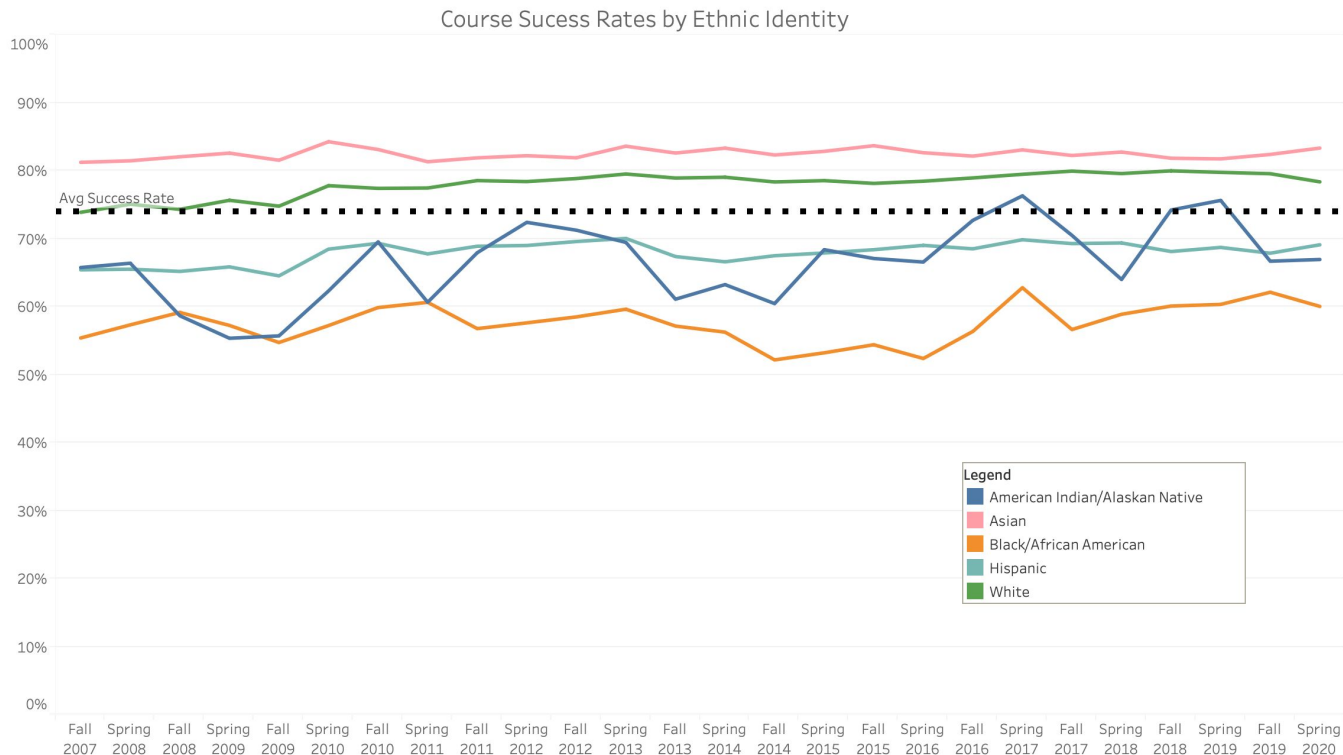
Vision for Success Goals

1. Increase by at least 20% the number of students annually who acquire associates degrees, credentials, certificates, or specific skill sets for in-demand jobs.

2. Increase by 35% the number of students transferring annually to a UC or CSU.

3. Decrease the average number of units students accumulated earning associate's degrees, from approximately 87 (the most recent system-wide average) to 79 total.

4. Increase the percent of exiting students who report being employed in their field of study, from the most recent statewide average of 69% to 76%.

5. **Reduce equity gaps across all of the above measures with the goal of cutting achievement gaps by 40 % within 5 years and fully closing those achievement gaps within 10 years.**

# Has there been a sustained reduction in course success equity gaps?

In this chart we focus on course success as a central aspect in attaining equitable educational outcomes. While access and education goal completion are central to our mission, these are complex metrics with multiple influences. Course success is a unique outcome that every instructor has the power to change, and it is the fundamental unit from which an education is developed at SBCC.

Course Sucess Rates by Ethnic Identity

Legend
- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic
- White

What are potential barriers to course success unique to part-time students?

SBCC serves predominantly part-time students enrolled in less than 12 units. In a typical semester 67% of credit students will be part-time. The SBCC Promise has afforded many incoming students the freedom to enroll full-time. Unfortunately, many other students cannot enroll full-time and garner the benefits of mainly focusing on learning. This is not unique to an ethnic identity, but it does add further barriers.

Course Sucess Rates by Ethnic Identity and Units Enrolled
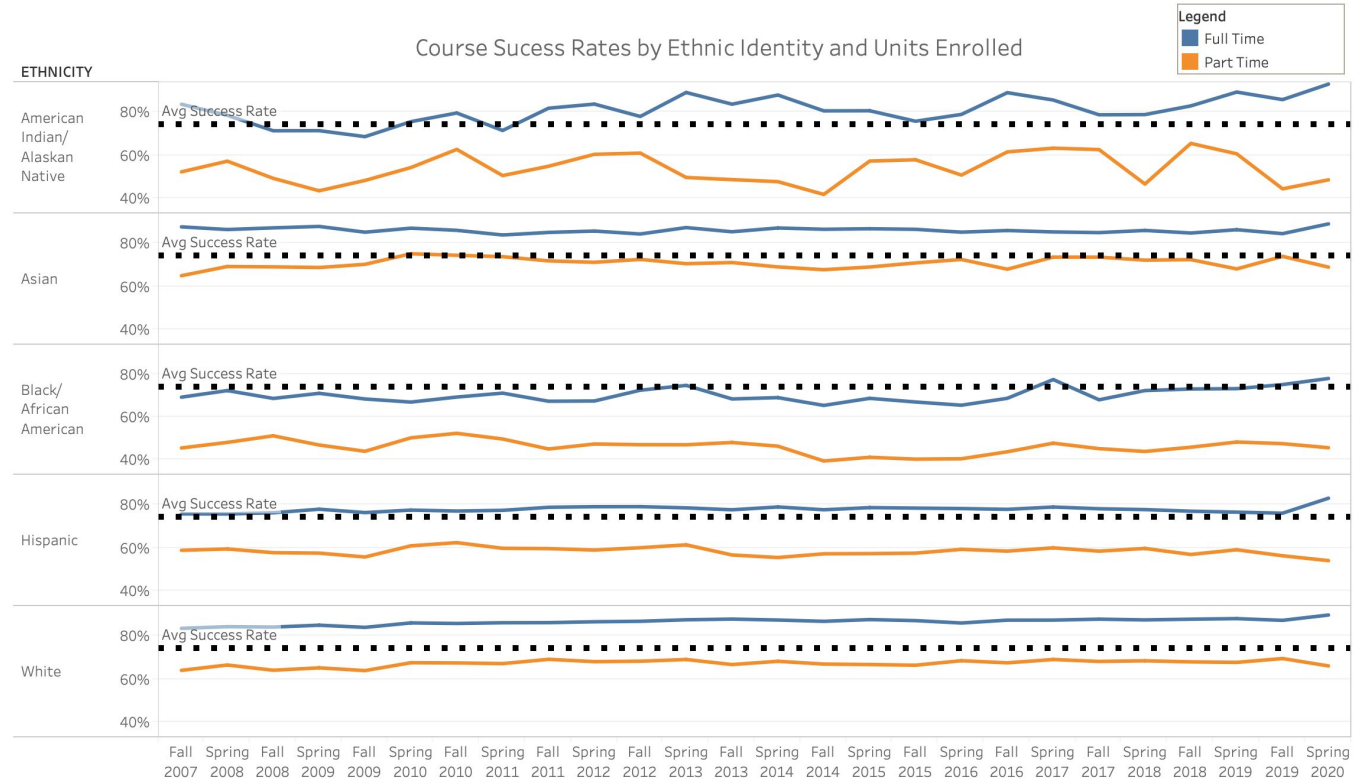
# Do all our students experience similar outcomes in online education?

With COVID-19 online education is the safest way to engage in teaching and learning. Unfortunately, many of the pedagogical practices that excelled in face to face education do not carry over to online education. Historically success rates in online classes have been about 9% lower than face to face success rates. Over time this gap has been reduced for some student populations but not for all.

Course Sucess Rates by Ethnic Identity and Modality

Legend
In-Person
Online
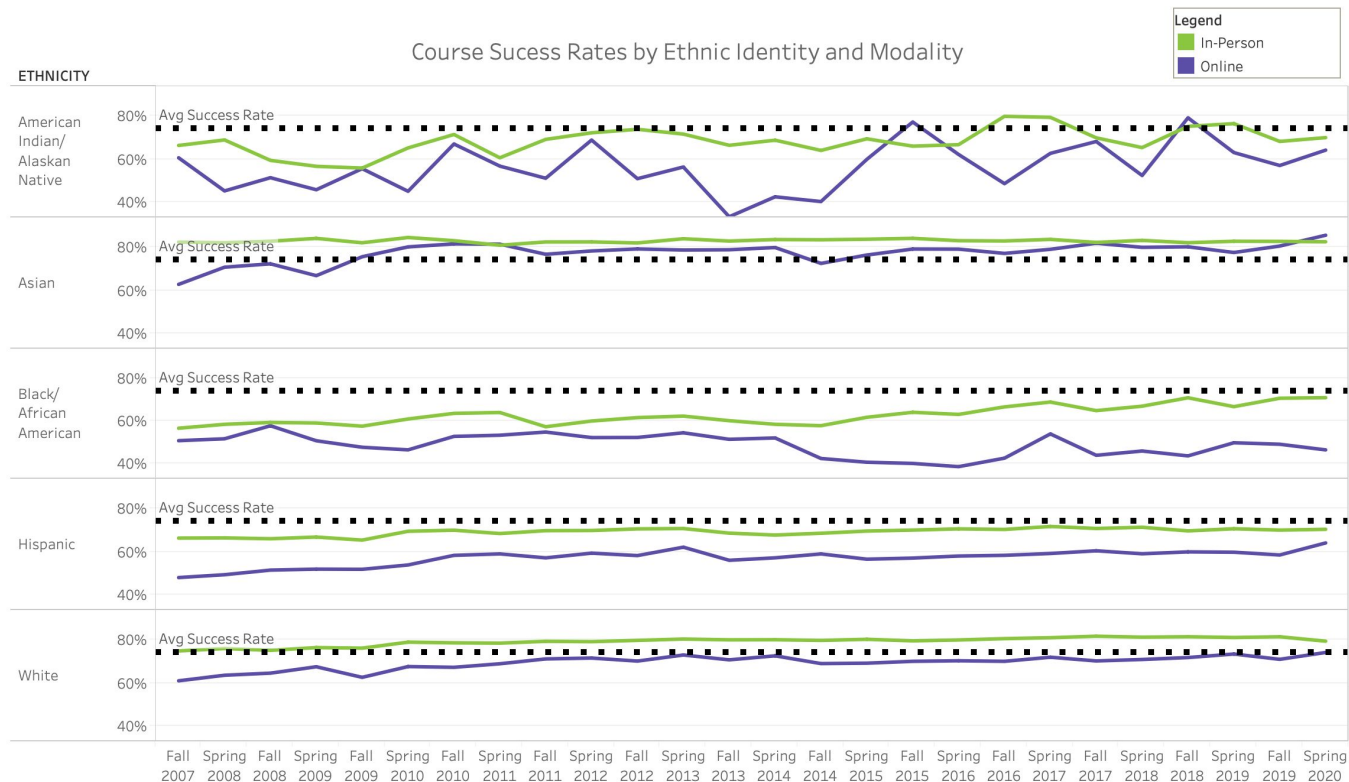
Does online education exacerbate equity gaps for Asian American students?

### Course Sucess Rates by Ethnic Identity, Units Enrolled, and Modality

The next five charts display course success information at the intersection of ethnic identity, units enrolled, and course modality.

This first chart indicates that course modality is relatively unrelated to course success for Asian student enrolled in 12 or more units. Online education shows a small and promising boost to course success for part-time students.
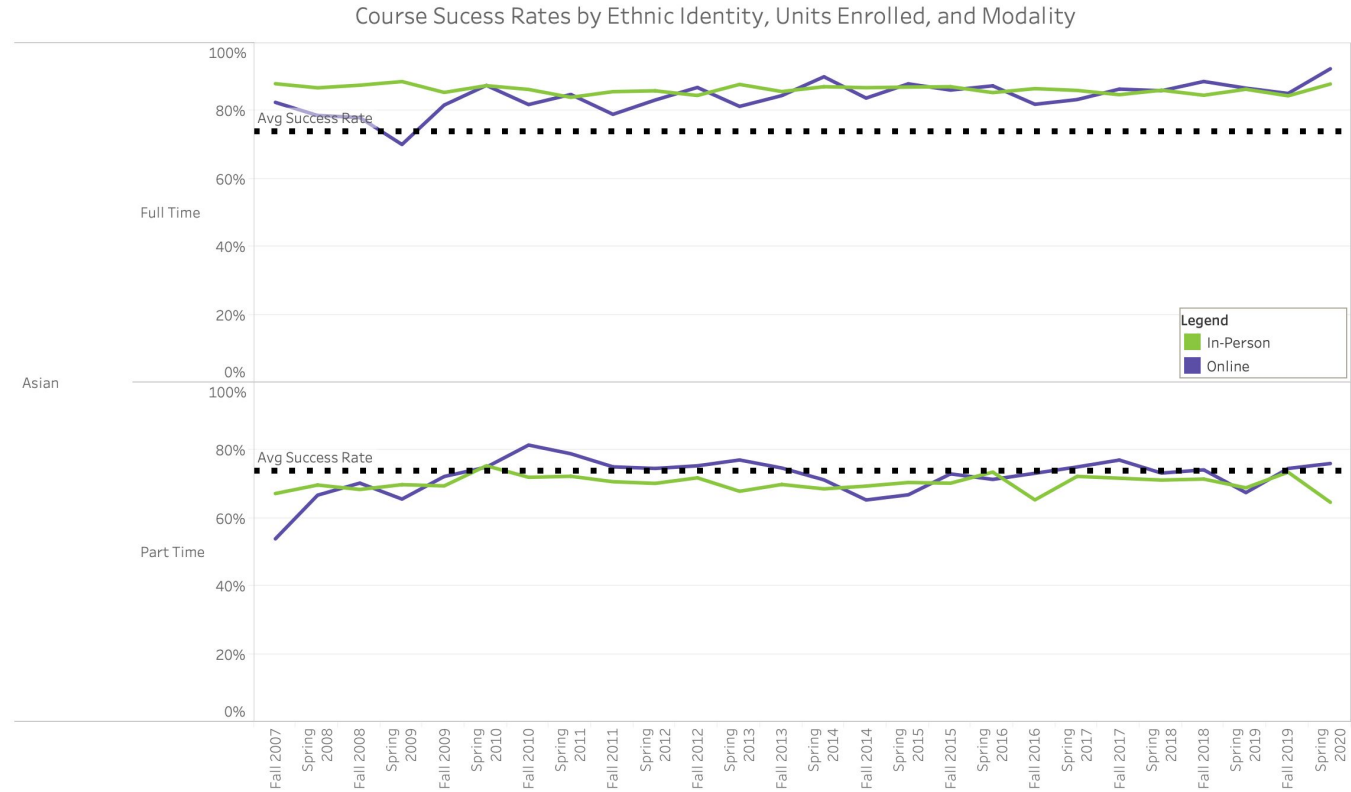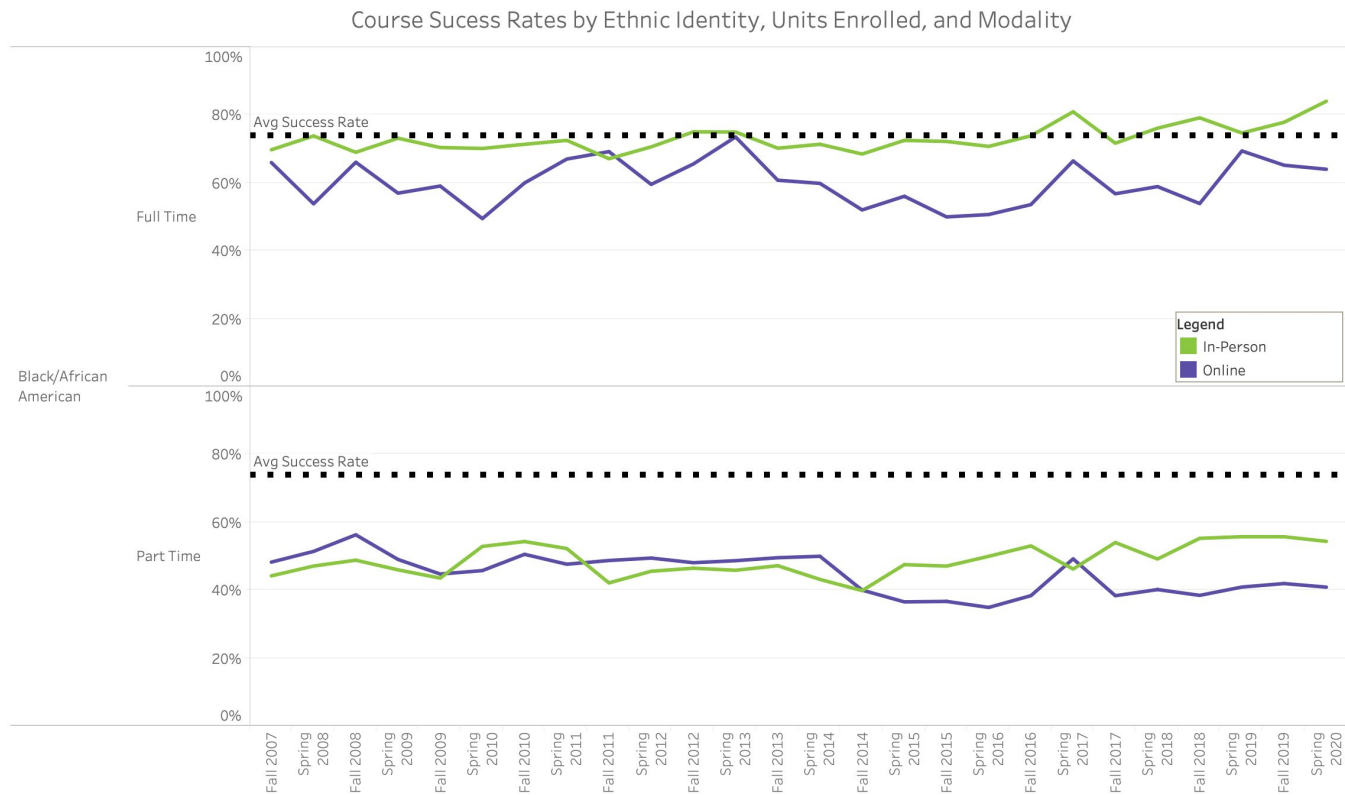
Does online education exacerbate equity gaps for Indigenous students?

In this chart we see more variation is course success from semester to semester. Overall, online courses tend to show lower success rates, but it is difficult to discern a consistent pattern in relation to ethnic identity, units enrolled, and course modality. There is a slightly smaller average success gap for part-time students.

Course Sucess Rates by Ethnic Identity, Units Enrolled, and Modality

Legend
In-Person
Online
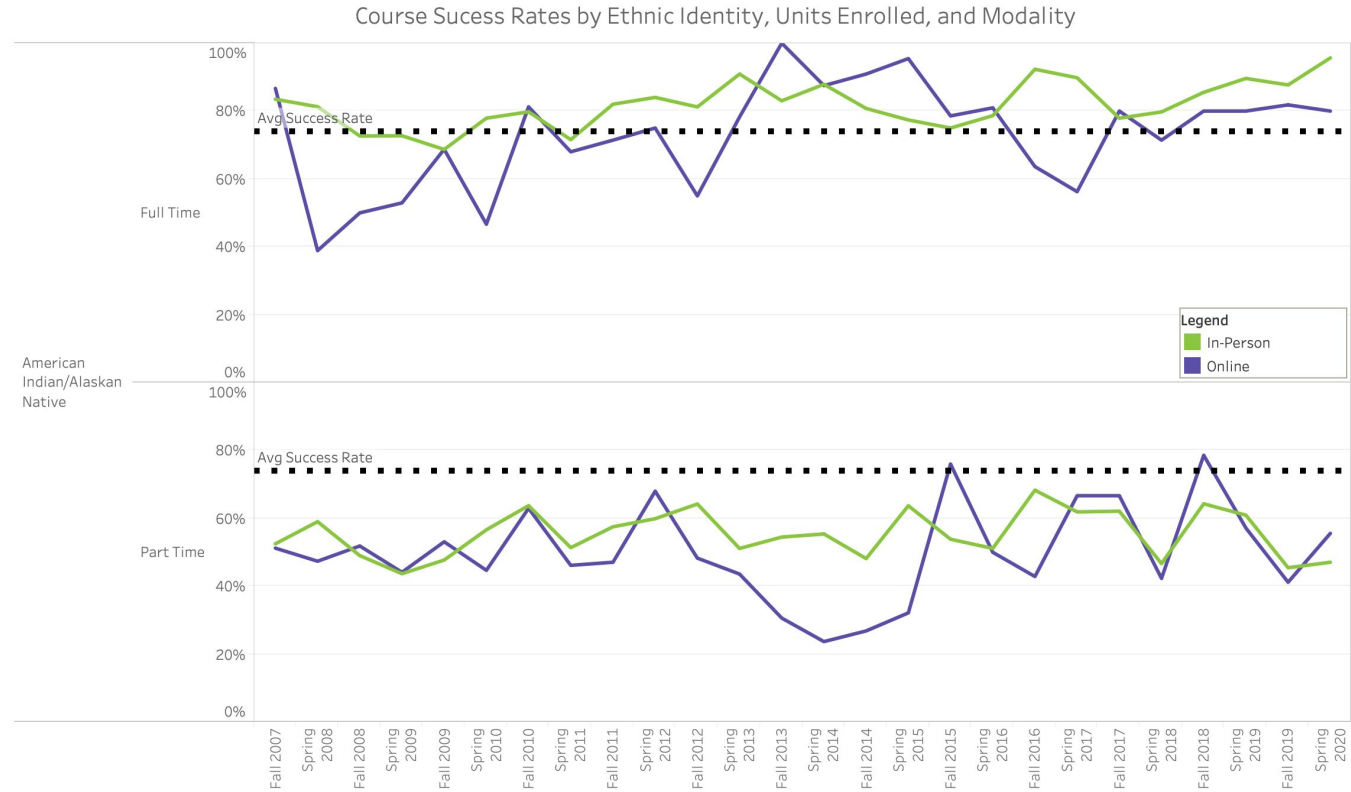
Does online education exacerbate equity gaps for Black/African American students?

This chart displays a consistent trend of lower course success in online classes for African American student enrolled full-time. However, for part-time students the gap in course success between online and face to face modality is smaller.

Does online education exacerbate equity gaps for Hispanic/Latinx students?

In this chart we see that both full-time and part-time Hispanic students have lower success rates in online classes. There has been a very slight narrowing of the success gap in recent years, but overall the gap is consistent across semesters.

Course Sucess Rates by Ethnic Identity, Units Enrolled, and Modality

Legend
In-Person
Online
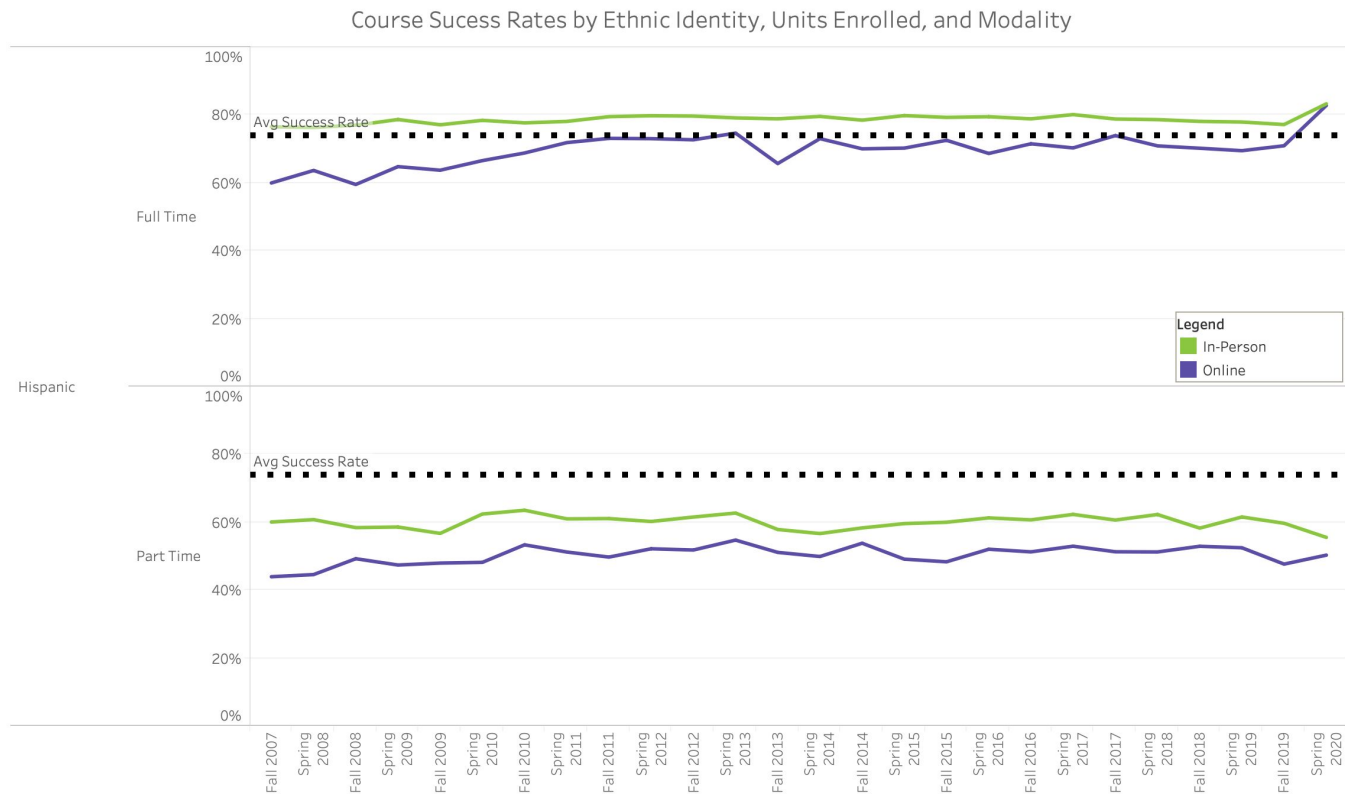
Does online education exacerbate equity gaps for white students?

In this chart we see a similar result as has appeared in four of the five groups reviewed here. White students enrolled part-time have a smaller success gaps between face to face and online education.

Course Sucess Rates by Ethnic Identity, Units Enrolled, and Modality

Legend
In-Person
Online
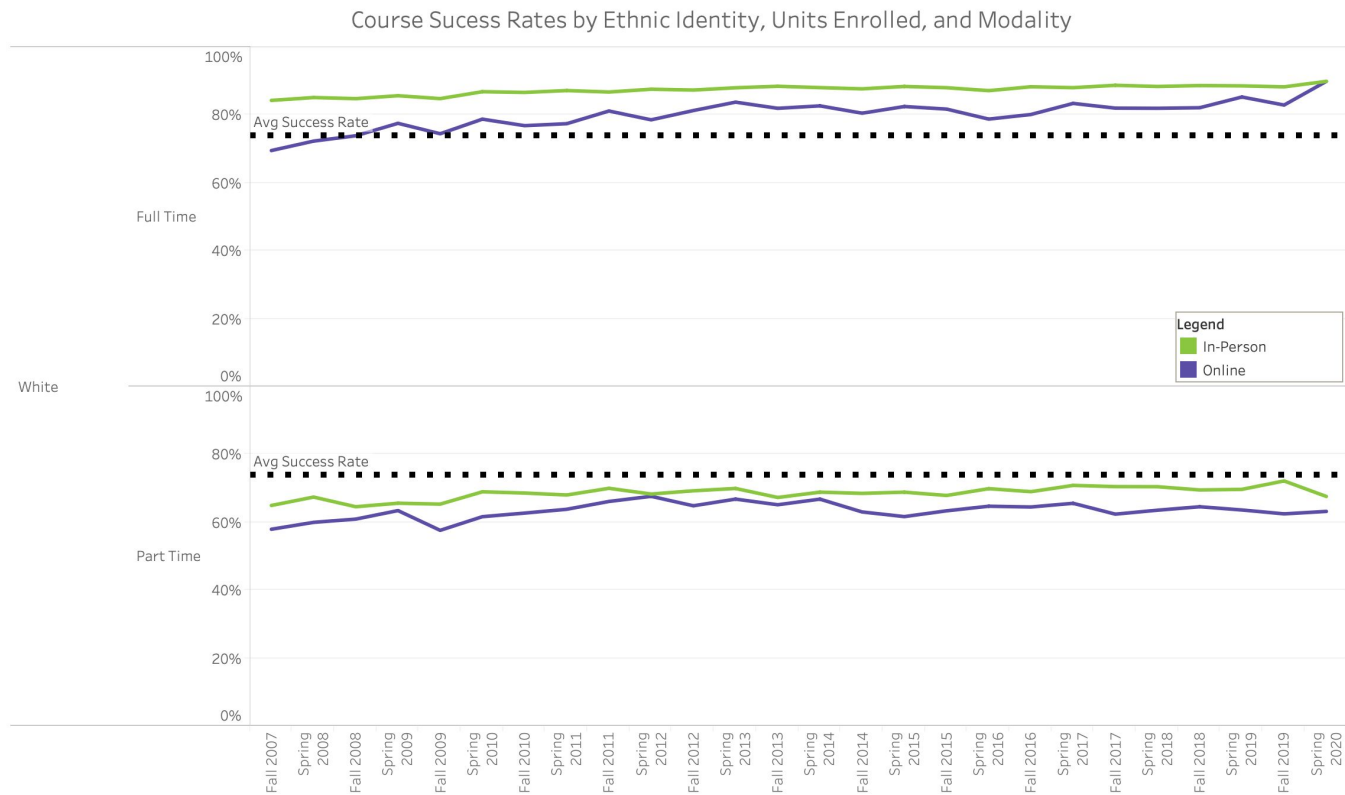
SBCC Guided Pathways Guiding Philosophy,
written and developed by Questions & Ideas Work Team, Spring 2018

"SBCC Guided Pathways" is a college-wide undertaking that provides a framework for integrating existing programs and services through a student-centered approach designed to increase student success while closing equity gaps.

The guiding philosophy of Guided Pathways is threefold:

1) to identify the obstacles that keep students from achieving their goals at every step of the journey: from completing their application and steps to enrollment, to attending their first classes, to continuing to their subsequent semesters, to completing their goals of degree, certificate, transfer, personal growth, or graduation;

2) to identify, modify, and fix any and all barriers to success, including processes that can be improved and streamlined, and find ways to make things more clear and understandable for students;

3) to create an environment where each student feels they belong here, that we want them here and that they deserve to be here.

http://www.sbcc.edu/enrollmentservices/student-success-resources.php

Student Success Resources

Finalizing and Approving the ISER

- Quality focus essay on Guided Pathways' approach to enrollment/outreach, degree planning, program mapping
- Integrated Improvement Plan for Standard IV
- Smaller plans embedded in other standards
- All improvements will be shared with governance committees and other interested parties in early fall
- Feedback will be incorporated into final self-evaluation report, to be submitted in Spring 2021.

Quality Focus Essay Elements

A focused three-year plan to increase student achievement with

- Transformed Student Onboarding

- Completion of Program Mapping and the Academic and Career Pathways

- Implementation of Educational Planning Software

Standard IV A Improvement Plan

Using the Spring 2019 Diversity, Equity and Inclusion survey results as a guide, the College will improve governance structures to support innovation, employee engagement and shared decision-making and work to make them more inclusive and to:

- Clarify the role of each constituency group in governance and decision making and the difference between participatory governance and operational committees.

- Update committee roles and structures and develop models for training and tools to improve efficiency and transparency, while infusing equity and inclusion in all aspects of governance and decision-making, including clarifying the role of classified staff.

Improving Planning with Program Review Redesign

In alignment with the Vision for Success, the Student Equity Plan, and the college's recently revised Strategic Directions, the 2019-2020 Program Evaluation Committee has proposed improving the Program Review Process.

During 2020-21, PEC will work collaboratively with other committees, programs, and stakeholders to undertake a comprehensive overhaul of the current program review process.

Resource requests will continue as normal during Fall 2020 for review for 2021-22.

Delays, Challenges, and Patience

Bookstore: We are experiencing delays at the Bookstore for students that are choosing delivery. The bookstore offers curve side pickup; however, several students are picking to order delivery. Right now, the Post Office has a delay of 7-10 days.

IT: Everyone here is working to accommodate request as quickly as possible.

Students will likely experience delays with funding and other bureaucratic parts of their experience this semester. Work to keep them in class and connected.

Questions? Answers?