

Santa Barbara City College

2022 - 2025 Student Equity Plan



Santa Barbara Community College District

Santa Barbara Campus

721 Cliff Drive
Santa Barbara, CA 93109
(805) 965-0581
Sbcc.edu

Schott Campus

310 W. Padre St.
Santa Barbara, CA 93105
(805) 683-8205

Wake Campus

300 N. Turnpike Rd.
Santa Barbara, CA 93111
(805) 683-8205

Our Mission

As a public community college dedicated to the success of each student...

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.

Our Vision

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

Our Core Principles

Santa Barbara City College's core principles guide all aspects of instruction, organization, and innovation:

- Student-centered policies, practices, and programs
- Participatory governance
- A psychologically and physically supportive environment
- Free exchange of ideas across a diversity of learners
- The pursuit of excellence in all college endeavors

Definitions for Diversity, Equity, Inclusion, Accessibility, and Belonging (DEIAB)

Diversity: The myriad ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, citizenship status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all-inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.

Equity: Equity refers to the processes and results of achieving parity in student educational outcomes, specifically in regard to race and ethnicity, and their impact on the many intersections of identity. Equity requires intentionally recognizing and addressing the history and culture of white supremacy and racism in the United States and its institutions of higher education. Equity is achieved by transforming existing norms through strategic, data-informed, and often unequal distribution of resources to students who have been impacted by systemic marginalization and institutionalized racism.

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Accessibility: A person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by instruction and the use of technology.

Belonging Belonging means existing in a culture that invites people to be themselves: that encourages anyone to feel comfortable in their own skin. We create a sense of belonging with an environment where people feel the psychological safety to bring themselves and their best ideas to campus.

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1. Race Consciousness in Student Equity Plan Development

Based on internal and external analysis of the 2019-2022 Student Equity Plan, Santa Barbara City College has committed to being more race conscious through the development of the 2022-2025 Student Equity Plan by:

- Targeting a specific, racially-minoritized student population for metric based on the magnitude of impact, consistency of student population groups affected, and the total number of students impacted.
- Creating race-specific action steps for each metric.
- Including equity-minded inquiry as a strategy to further understand and analyze the root causes of disproportionate impacts to the chosen student populations.

2. 2019-2022 Student Equity Plan Reflection

The 2019-2022 Student Equity Plan encompassed a college-wide effort to close achievement gaps for our disproportionately impacted students. Some of these efforts are outlined below.

Professional development is instrumental in closing achievement gaps for our most disproportionately impacted students. A variety of training opportunities were championed by the college to promote DEIA efforts. Some of these trainings included:

- *The Affective Learning Institute (ALI)* - This three day workshop taught and demonstrated affective non-cognitive pedagogy or social-emotional learning, emphasizing the foundational skills and relationships students and faculty need for students to best connect with, integrate, and apply course content.
- *Understanding and Analyzing Systemic Racism Workshop* - This three day workshop was aimed at understanding, analyzing, and introducing strategic methodology to dismantle systemic racism, focusing specifically on applying principles of organizing and social/cultural change. This training was led by the Crossroads Antiracism Organizing and Training.
- *Online Teaching with an Equity Mindset (OTEM) Training* - All instructional faculty members (full and part-time) were required to complete this training when courses shifted online due to COVID-19. The training was designed to show faculty how to infuse equity into course materials and practices when teaching online.
- *Equity in Faculty Hiring Training* - This three day workshop was aimed to introduce equitable practices when hiring faculty to the 2021-2022 faculty hiring committees. In addition to this training, new processes based on best practices for anti-racism hiring were created by the Academic Senate and the college administration.
- *Teaching with Humanizing Technology Course* - This course examines why and how to “humanize” online learning. Topics of instructor presence, building community, universal design for learning, and empathy are introduced. Instructors are encouraged to step outside of their comfort zone by utilizing a variety of new tools that infuse students’ learning with their warm presence.

While some of the training opportunities listed were available to staff, faculty, and administrators, it was recognized that professional development opportunities should be more easily accessible and encouraged to all employees across campus, including part-time faculty and staff.

Immersive programs were offered to departments who wished to further learn and apply equitable strategies to increase successful outcomes for students. These programs included:

- *Data Inquiry & Action Teams* - These teams (either by CAP, Program, or Course/Discipline-Specific) were designed to plan and implement data-informed, equity-focused practices to help students stay on the path and ensure their learning. As a result, students experience intentionally-designed, engaging, culturally-responsive, relevant, student-centered courses and programs.
- *Race Equity Impact Assessment Project (REIAP)* - Academic departments identified and analyzed inequities that exist within the department and courses that disproportionately impact historically underrepresented students. The result of this project is the implementation of equity-informed departmental protocols and the integration of culturally responsive and sustaining pedagogical practices within courses.

In addition to the various professional development opportunities available to faculty, the Curriculum Advisory Committee (CAC) utilized the opportunity presented by the sudden shift in teaching modalities, as a result of COVID-19, to begin the institutionalization of equity and accessibility into course curriculum. This included requiring all instructional faculty members to complete equity mindset training when transitioning to online teaching. These efforts have been furthered by the agreement between the Academic Senate and CAC to create a structure that integrates Diversity, Equity, Inclusion, and Accessibility (DEIA) into Course Outline of Records (CORs). COVID-19 also presented opportunities to reimagine certain educational processes, such as Correspondence Education courses provided by the college at the Santa Barbara County Jail.

During the 2019-2022 cycle, Guided Pathways initiatives continued to be championed, targeting the five student journey framework points. Some of these initiatives included:

- Onboarding Redesign - The outcome was to create a student-centered onboarding process to address barriers and provide clarity for connection and entry into the college. This includes:
 - *Development of MyPath* - streamlines and clarifies the enrollment process and connects students early to college programs and supports.
 - Integration of CAP filters as part of CCCApply - this assists students in identifying their career and academic pathway and bringing clarity to the application.
 - *The First-Year Guides Program* - this is aimed to provide students who are undecided in their major or re-entering college access to outreach via onboarding “mentors” throughout their first plus year.
 - *Development of the Wayfinding App* - provides students support navigating the college campus and an interactive experience with the physical campus environment.
 - *Development of an onboarding survey* - to continuously ask and listen to student feedback in order to learn from their experiences and recommendations
- Career and Academic Pathway (CAP) Engagement - The outcome is to create a greater sense of belonging for students and enable them to explore similar disciplines within the CAP with faculty and peers.

- *Equity Teaching & Learning Student Engagement Teams* - Faculty, students and academic support professionals worked together in teams of CAPs to design, build, and implement curriculum and classroom practices with the theme of communication.
- *Presentation of CAPs During In-Service* - to spread awareness about CAPs to employees so everyone can engage, support and connect students to them.
- **Strengthening Dual Enrollment** - The outcome is to ensure students experience greater clarity about their goals and transition smoothly to SBCC programs.
 - *Canvas Course Shell Pilot* - to ensure SBCC Dual Enrollment classes utilize Canvas to provide an online repository of information and resources to students

In addition to the activities listed above, the college worked to eliminate barriers for students in unconventional ways due to COVID-19. Many services were offered virtually or in alternative ways to better fit the needs of our students. A program was implemented to ensure students had access to free technology, such as Chromebooks and hotspots, to ensure that students could be successful in their academic progress during the Pandemic. Targeted outreach was performed to aid in helping students who took a break from their academic goals to return and continue in their academic endeavors.

3. Evidence of Decreased Disproportionate Impact

The 2019-2022 Student Equity Plan (SEP) relied upon CCCCO data and definitions for metrics. Since the 2019-2022 SEP, the calculation of disproportionate impact and the population has been modified by the Chancellor’s Office. Changes in methodologies and metric definitions makes it more difficult to determine the effectiveness of our prior activities. To the extent that we are able to evaluate similar student groups on metrics similar to those in the 2019-2022 SEP, we find that many of the equity gaps have closed. However, in some areas we continue to see equity gaps when isolated to a single characteristic (e.g., race/ethnicity) rather than an intersection of two characteristics. We continue to evaluate disproportionate impact in all of our institutional effectiveness metrics.

Analysis of Access and Successful Enrollment Metric

Table 1. Evaluation of 2019-2022 Successful Enrollment Disproportionately Impacted Students

2019-2022 SEP DI Student Group	DI Present in 2020-2021
American Indian or Alaska Native, Female	No
Black or African American, Female	Yes
Black or African American, Male	No
Filipino, Female	No
Some other race, Female	Data Unavailable
Some other race, Male	Data Unavailable
Foster Youth, Female	Data Unavailable

2019-2022 SEP DI Student Group	DI Present in 2020-2021
Foster Youth, Male	Data Unavailable
LGBT, Female	Data Unavailable
LGBT, Male	Data Unavailable
Veteran, Male	Data Unavailable

Note. SEP = Student Equity Plan, DI = Disproportionate Impact

Analysis of Completed Transfer-Level Math and English Metric

Table 2. Evaluation of 2019-2022 Completed Transfer-Level Math and English Disproportionately Impacted Students

2019-2022 SEP DI Student Group	DI Present in 2020-2021
Black or African American, Female	No
Black or African American, Male	No
Some other race, Female	Data Unavailable
Disabled, Female	No
Economically Disadvantaged, Male	No
LGBT, Female	No
LGBT, Male	No

Note. SEP = Student Equity Plan, DI = Disproportionate Impact

Analysis of Fall to Fall Retention Metric

Table 3. Evaluation of 2019-2022 First to Second Term Persistence Disproportionately Impacted Students

2019-2022 SEP DI Student Group	DI Present in 2019-2020
Black or African American, Female	No
Some other race, Female	Data Unavailable
Some other race, Male	Data Unavailable
Foster Youth, Female	No
LGBT, Male	No
Veteran, Female	No (2018-2019; no data for 2019-2020)
Veteran, Male	No

Note. SEP = Student Equity Plan, DI = Disproportionate Impact

Analysis of Completion (Attain the Vision Goal) Metric

Table 4. Evaluation of 2019-2022 Attain the Vision Goal Completion
Disproportionately Impacted Students

2019-2022 SEP DI Student Group	DI Present in 2017-2018
American Indian or Alaska Native, Female	No
American Indian or Alaska Native, Male	No
Black or African American, Female	No
Black or African American, Male	No
Native Hawaiian or other Pacific Islander, Female	No
Native Hawaiian or other Pacific Islander, Male	No
Some other race, Female	Data Unavailable
Some other race, Male	Data Unavailable
Foster Youth, Female	No
LGBT, Female	No
LGBT, Male	No

Note. SEP = Student Equity Plan, DI = Disproportionate Impact

Analysis of Transfer to a Four-Year Institution Metric

Table 5. Evaluation of 2019-2022 Transfer to a Four-Year Institution
Disproportionately Impacted Students

2019-2022 SEP DI Student Group	DI Present in 2016-2017
American Indian or Alaska Native, Female	No
American Indian or Alaska Native, Male	No
Black or African American, Female	No
Hispanic or Latino, Female	No
Hispanic or Latino, Male	No
Native Hawaiian or other Pacific Islander, Female	No
Native Hawaiian or other Pacific Islander, Male	(2015-2016; no data for 2016-2017)
Some other race, Female	Data Unavailable
Some other race, Male	Data Unavailable
Foster Youth, Female	No

Note. SEP = Student Equity Plan, DI = Disproportionate Impact

4. 2022-2025 Student Equity Planning Efforts

The 2019-2022 Student Equity Plan was a catalyzing factor for several changes in how the college approached achieving its student equity goals. The previous planning efforts were analyzed, which allowed the the college to:

- Strengthen the alignment of student equity planning efforts with equity funding decisions. The two college committees responsible for each of these actions were combined, further integrating the college's equity efforts.
- Move from a wide to a deep focus on the college's planning efforts for the 2022-2025 Student Equity Plan. The previous plan provided a wide focus. This limited being able to fully understand the experiences and needs of our most disproportionately impacted students.
- Leverage the college's local data to align the evaluation of the Student Equity Plan. Using local data and metric definitions allows planning and evaluation efforts to move between institutional, meta-major, department, and program levels of details. This allows the evaluation of the Student Equity Plan to be integrated into other campus structures, such as Program Review.

5. Pandemic Acknowledgement

The COVID-19 Pandemic affected the lives of many, including the college's students, faculty, staff, and administrators. Early planning efforts based on evolving early information of the pandemic led to the decision by Santa Barbara City College to shift the vast majority of credit and noncredit courses online effective on March 16, 2020. Many courses remained online through the Spring 2022 semester. This sudden shift to online caused many faculty, staff, and administrators to rethink the way courses and services are provided to students. The Pandemic affected the college in various ways. While it is easy to view anything from a negative perspective, it is important to acknowledge both the positive and negative results due to the Pandemic in a holistic manner.

6. Student Populations Experiencing Disproportionate Impact

Based on instruction from the California Community College Chancellor's Office (CCCCO), the college reviewed the provided and local data. When considering the college's local context and priorities, the CCCCCO instructed colleges to select the student population experiencing the most disproportionate impact for each of the five metrics. The college was instructed to address at least one student population per metric, but could choose to address up to five student populations. The table below highlights the student populations chosen for each metric indicated in bold. Other populations who demonstrated disproportionate impact in the most recent year of available data but were not selected under each metric are noted in gray.

	Metrics				
Student Population** for Metric Workflow	Enrollment	Completed Transfer-Level Math & English (Data Source)	Retention: First Primary Term to Secondary Term; Fall to Fall Retention (Data Source)	Transfer (Data Source)	Completion Award (Data Source)
Current or former foster youth	Data Unavailable	X Math/English (CO)			
Students with disabilities	Data Unavailable	X Math/English (CO) X Math (SBCC)			X Completion: AA, AS-T (SBCC)
Low-income students	Data Unavailable	X Math/English (CO) X Math (SBCC) X B-STEM Throughput (SBCC) X SLAM Throughput (SBCC) X English Throughput (SBCC) X English (SBCC)		X Transfer (CO)	
Veterans	Data Unavailable	X Math/English (CO)			X Completion (CO) X Completion: AA, AA-T, AS-T, Certificate (SBCC)
American Indian or Alaska Native		X Math/English (CO) X Math (SBCC)		X Transfer (SBCC)	X Completion (CO)
Asian	X			X Transfer (SBCC)	X Completion: AA-T, AS-T (SBCC)
Black or African American	X	X Math/English (CO) X Math (SBCC) X B-STEM Throughput (SBCC)*	X First to Second (CO) X Fall to Fall (SBCC)*		X Completion (CO) X Completion: AA* , AS-T* , Certificate*

		X SLAM Throughput (SBCC)* X English Throughput (SBCC)* X English (SBCC)			(SBCC)
Hispanic or Latino/a/x		X Math/English (CO) X Math (SBCC) X B-STEM Throughput (SBCC) X SLAM Throughput (SBCC) X English Throughput (SBCC) X English (SBCC)	X Fall to Fall (SBCC)		X Completion (CO)
Native Hawaiian or other Pacific Islander					X Completion (CO) X Completion: AA, Certificate (SBCC)
White	X				
Some other race (Unknown/Non-Respondent)	X	X Math (SBCC) X English (SBCC)	X First to Second (CO)	X Transfer (CO)	
More than one race					
Homeless students	Data Unavailable			Data Unavailable	Data Unavailable
LGBTQ+	Data Unavailable				
Other: Asian Females	X*	X English (SBCC)			X Completion: AS, AA-T, AS-T (SBCC)
Other: Black/African American Females	X			X Transfer (CO)*	
Other: Hispanic or Latino/a/x Males		X Math (SBCC)	X Fall to Fall (SBCC)		X Completion (CO) X Completion: AA, AA-T, Certificate (SBCC)

Other: Female Students	X				
Other: Male Students		X SLAM Throughput (SBCC) X English Throughput (SBCC)	X First to Second (CO) X Fall to Fall (SBCC)		X Completion (CO) X Completion: AA, AA-T, Certificate (SBCC)
Other: First Generation Students	Data Unavailable	X Math/English (CO) X Math (SBCC) X B-STEM Throughput (SBCC) X SLAM Throughput (SBCC) X English Throughput (SBCC) X English (SBCC)	X First to Second (CO) X Fall to Fall (SBCC)	X Transfer (CO)	X Completion (CO) X Completion: Certificate (SBCC)

CO = Chancellor's Office, SBCC = Santa Barbara City College

* Students in this population of focus for the metric did not experience DI in the most recent year of available data but did demonstrate DI in previous years.

**Populations detailed in [Education Code 78220](#)

Note. Populations selected for the metric are indicated with an **X**. Populations that demonstrated DI in the most recent year of available data but were not selected are indicated with an **X**. SBCC does not presently disaggregate metrics by homeless or LGBTQ+ status.

7. Metric: Successful Enrollment

Disproportionately Impacted Student Population(s) Identified for Metric:

- Asian Females
- Black/African American - Male and Female

Successful Enrollment Outcomes

Table 6. Successful Enrollment Focused Outcomes

Metric (Population)	Baseline	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)
Successful Enrollment (Asian Females)	21% (68 / 327)	23%	26%	29%
Successful Enrollment (Black/African American Students)	37% (150 / 410)	39%	42%	45%

Note. Baseline is the average successful enrollment rate for students who represent the respective populations from the 2019-2020 and 2020-2021 first-time cohorts. The target for Black/African American students is the overall average for students who were not Black/African American from the same 2019-2020 and 2020-2021 cohorts. The target for Asian females is all other Asian students (e.g., males and other gender categories within the Asian subgroup) since Asian students overall also experienced disproportionate impact in this metric.

Structure Evaluation: Black/ African American

Structural Evaluation: Friction Points

Instruction

- Lack of a student centered schedule of classes addressing needs of Black and African American students.
- Slow implementation of updated, approved, and student centered waitlist policy.

Wraparound Services

- A tedious and confusing college application process, which results in some students abandoning the college application process completely.
- Cumbersome steps for students to enroll in college courses.
- Lack of targeted outreach to Black and African American students identified as disproportionately impacted at SBCC.
- Lack of targeted outreach to provide prospective students information on various types of financial aid the college offers.
- Bottleneck for students attempting to complete academic class planning and understanding what classes to enroll in.
- Lack of early identification, connection and outreach from relevant student support programs (i.e. Umoja, CARE/CalWORKs) to students in the community or based on information provided in CCCApply.
- Limited visibility for students wanting to explore relevant careers during the enrollment process/Career and Academic Pathways (CAP).

- Limited focus on disproportionately impacted students in the Dual Enrollment process and to develop clear and relevant onboarding pathways.

Budgeting and Administration

- Lack of financial support for staffing.
- Lack of financial support and staffing for technology requirements.
- Outdated student portal system.
- Strict drop for non-payment policy.

General Operations

- Lack of process, structure, and system for collecting relevant data in student services that will inform the college's outreach, recruitment and enrollment efforts. Specifically, Student Affairs data that is disaggregated by race, ethnicity, gender, income (i.e. how many African American students did not complete class planning?).
- Limited focus on disproportionately impacted students in the Dual Enrollment process.

Other

- Lack of equity focused, anti-racist training for all staff and faculty in Student Affairs areas that focus on specific needs of student services roles.
- Lack of presence in local, culturally specific communities (businesses and non-profit organizations), resulting in a loss of opportunity to share information about the college.
- Lack of targeted outreach and marketing to the local community to provide information about the college and programs it offers to students free of charge.
- Lack of year-round enrollment marketing campaigns that highlight the breadth of the college's programs, including transfer, career technical education (CTE), Dual Enrollment, noncredit, short term training, on-campus, and online programs.

Current Structure Evaluation

Instruction In addition to the role that Student Services plays in the enrollment process, ensuring that students have a student focused schedule of classes that is developed and created based on student need is also critical to ensuring that students register for classes. For various reasons, including the lack of integration of multiple platforms through the college network to improve course planning based on student needs, which would require additional IT support and ensuring that platforms have all capabilities the college requires. This includes the feasibility of our waitlist process which was updated and approved over a year ago but has yet to be fully implemented and understood by instructional faculty.

Wraparound Services As an initial starting point, we must address the fact that CCCApply is a challenging application to navigate. While the CCCCO has made many efforts to improve CCCApply, completing the CCCApply application remains one of the single most significant barriers to enrolling at SBCC (and most community colleges in California).

Beyond CCCApply, SBCC's Steps to Enrollment are cumbersome and have not been assessed to specifically identify how they might be creating barriers to enrollment for the disproportionately impacted Black and African American students or identify how SBCC might better allocate our resources to where there is greatest student need. Together as a Student

Services division, we have not holistically revised our Steps to Enrollment in many years and more importantly, we have not made intentional, equity focused revisions to our enrollment process. Additionally, SBCC has not conducted intentional and focused outreach at the local high schools or in the community to disproportionately impacted student populations or worked to provide intrusive interventions early in the application process to these students.

SBCC also has an opportunity to increase our focus on Black and African American students in the Dual Enrollment process by creating intentional outreach efforts and specific onboarding pathways from our local high schools to SBCC in relevant academic programs.

Budget and Administration Over the past several years, as the enrollment at the college has slowly declined, SBCC has not been intentional with our downsizing and department and staff structures in Student Affairs. As such, we have not allocated our resources to where there is greatest student need or committed resources to focused outreach towards student populations identified as disproportionately impacted. In general, there has been limited financial resources allocated to important staffing positions needed to grow and support student needs. This is especially true in our information technology (IT) support areas where limited resources to support staffing and growth has led to delayed implementation of replacing our outdated student portal, Pipeline, and limited capacity to fully implement software, such as Starfish.

General Operations SBCC needs to establish a better process, structure and system for collecting relevant data in Student Services that will inform our outreach, recruitment and enrollment efforts and help us understand our gaps and areas of improvement, specifically as they relate to Black and African American, Asian and Female students.

Other We have not done our due diligence in seeking student feedback on the primary issues that our Black and African American students face when applying and enrolling at SBCC and where and how we need to improve. We have also not focused many of our marketing and outreach efforts specifically towards Black and African American students in general or importantly, in specific community based organizations that may be relevant to these populations.

Ideal Structure Evaluation

In an ideal structure, Student Services would fully redesign and improve the student outreach and onboarding experience with specific focus on Black and African American students with all of the necessary financial, technical and human resources necessary to do so. This redesign would be informed by both feedback provided by these students (qualitative) as well as focused enrollment, quantitative data.

Student Services staff and faculty would also have the opportunity to participate in relevant diversity, equity, inclusion, anti-racism and belonging training to ensure that we are approaching this redesign from the most equity focused way possible.

Based on this information and data, we would also create a comprehensive plan to assist students from outreach to enrollment to a meaningful “hand off” to a robust office of Student Life.

SBCC would focus outreach and informational efforts on culturally relevant/family organizations

and events in the community. Additionally, SBCC would focus outreach efforts, including Financial Aid outreach, on local high schools that serve higher percentages of Black and African American students (including our non-credit programs).

SBCC would improve the opportunities available through our robust Dual Enrollment program by ensuring there are sufficient resources to grow and support this important program. We would fully implement the CAP pathways within the Guided Pathways framework, develop Early College student cohorts, expand existing programs and structures that support marginalized students in intentional and meaningful ways (e.g., Program for Effective Access to College, PEAC).

Once students have begun the application process, SBCC would be able to identify where we are creating barriers in our steps to enrollment, specifically for our Black and African American students, by identifying at what point we lose students the most in the enrollment process (application, orientation, class planning, or registration) and dedicating appropriate resources to assisting students at those friction points.

We would work to shift the focus of students needing to find the services and help they need, to relevant services and support providing timely and intrusive interventions and support during the application and enrollment process. For example, if a student were to identify as Black or African American on CCCApply, the Umoja program would be informed promptly in order to reach out to welcome the student and provide any additional support and resources necessary to help the student matriculate.

In addition, we would leverage the opportunities provided through the Guided Pathways framework to help students make informed decisions early on, relevant to their Career and Academic Pathways.

In a more ideal structure, SBCC would implement payment policies that are student centered, especially being mindful of the needs of low-income or financially disadvantaged students. We would have technology and platforms that are user-friendly and based on students' "current needs" and usage trends (mobile friendly, apps, text messaging, social media style platforms, etc).

Finally, SBCC would have a student centered class schedule that meets the needs of our most marginalized students that would be informed by their stated needs, enrollment trends, and their Student Educational Plan (SEP).

Necessary Transformation to Reach Ideal Structure

Over the past several years, as the enrollment at Santa Barbara City College has slowly declined, SBCC has not been intentional with our downsizing and department and staff structures in Student Services and Student Affairs more broadly. As such, we are not structurally set up to be efficient and effective in serving students in the most equitable and impactful ways. We need to complete a comprehensive reorganization of Student Affairs so that we can refocus our resources (including human resources) where they are identified shortages and needs, with a special emphasis on where our marginalized students are being most impacted through the application and enrollment process.

As mentioned previously, Santa Barbara City College needs to develop mechanisms and a structure and system for collecting relevant data in Student Services that will inform our

outreach, recruitment, and enrollment efforts and help us understand our gaps and areas of improvement, specifically as they relate to Black and African American students. For example, how many African American students did not complete class planning? Or, from which local high school come most of our Black and African American students and at which point in the enrollment process are they stopping enrolling? Why? With this information readily available, we need to comprehensively revise our Steps to Enrollment with an equity focused lens based on this qualitative and quantitative data gathered about our students' registration and enrollment experiences and challenges. We need to revise given our current resources and ensure that we are focusing what resources we have where there is demonstrated need.

All departments in Student Affairs need to collectively and individually participate in anti-racist and equity training that is geared for Student Affairs. This will facilitate a broader understanding of where we have created significant barriers for our students, with particular focus on our Black and African American students, and how to dismantle these barriers and recreate improved processes. This will also help facilitate equity within our staff and faculty.

We need to invest in technology and technology support personnel to support the work we do in Students Affairs so that advisors, counselors, and support staff have more time to work directly supporting students. Investing in technology for Student Affairs has two important components: One is improving the student interface, such as Pipeline, so that our systems are easier for students to navigate, especially for students who have limited technology skills. Secondly, we need to improve systems "behind the scenes" such as Starfish, Enrollment Rx and the waitlist process to improve processes for students and to free up time for staff currently managing these systems.

Finally, SBCC and Student Affairs needs to fully integrate and leverage the Guided Pathways framework into the outreach, application and enrollment efforts. This includes modifying the application where possible, providing relevant, major and career focused outreach, and collaborating with instructional departments to provide meaningful onboarding for students, again with special focus on our Black and African American students.

Planning and Action: Black/African American Students

Year 1 (2022-2023) Action Steps

- Implement My Path to help students navigate the Steps to Enrollment and connect with relevant support services early in the application process.
- Revise supplemental questions on CCCApply to connect students with relevant support programs early. Specifically, revise the supplemental questions so that Umoja, EOPS, Rising Scholars, Athletics, CARE/CalWORKs and Guardian Scholars can have access to information for students who may be eligible for these important support programs that traditionally serve Black and African American students.
- Develop internal structures and mechanisms for capturing relevant Student Services data (that includes demographic information) related to outreach, retention and enrollment including surveying students directly about their application and enrollment experience.

- Complete Student Affairs reorganization.
- Increase DEIA training and professional learning opportunities and availability for Student Services staff and faculty.
- Identify new, creative ways to outreach to Black and African American students including non-traditional, community based outreach.
- Complete restructure of Dual Enrollment (DE) program.
- Revise drop for non-payment policy.
- Collaborate with Guided Pathways to develop career focused, Career and Academic Pathways (CAP) onboarding exploration opportunities for students.

Year 2 (2023-2024) Action Steps

- Begin informed revision of the Steps to Enrollment with equity focused lens and specific attention to the identified needs of Black and African American students based on data collected in Year 1.
- Identify possible targeted support programs for relevant populations (e.g. Hermanos Unidos Brothers United -HUBU).
- Complete the waitlist proposal that was completed and approved in 2020-2021.
- Evaluate the feasibility of replacing the student portal system (Pipeline).
- Increase outreach workshops (e.g. career options, completing an application, and enrolling in courses) at high schools within the district, focused on high schools with a higher percentage of Black/African-American students.
- Complete CCAP Pathways with local high schools/Dual Enrollment program with focus on popular majors for Black and African American students.
- Implement Guided Pathways Career and Academic Pathways/career focused onboarding exploration opportunities for students.
- Assess and evaluate the qualitative and quantitative data for Year 1 initiatives.
- Adjust Year 1 initiatives for Year 2 as required.

Year 3 (2024-2025) Action Steps

- Assess and evaluate enrollment processes, focused on barriers faced by Black and African American students based on continual student feedback and data.
- Assess and evaluate the qualitative and quantitative data for Year 1 and Year 2 initiatives.
- Adjust Year 2 initiatives for Year 3 as required.

Support Needed from CCCCCO

Technical Assistance/Professional Development

- Develop and provide Student Affairs focused diversity, equity, inclusion, and accessibility professional development for faculty, staff, and administrators.
- Technology to support Student Affairs, integrating data from all California community colleges together.

Technology Investment & Tools

- Revise the CCCApply platform to create a more student-focused application process.

- Develop software that can support Student Affairs operations across all community colleges provided free of charge.
- Commit long term funding for re-enrollment and retention. Over the years, the importance that the role of Student Services plays has been highlighted and reinforced. One time money has been invested in colleges to support re-enrollment and retention efforts, which has been greatly beneficial but difficult to institutionalize the efforts initiated with this one-time funding. Long term investments are needed in order to support staff and systems to do this important work so that we can institutionalize these important efforts.

Structure Evaluation: Asian Females

Friction Points

- Female Asian students were disproportionately impacted in five of the seven years for which data is available. However, we need to investigate what the current friction points are to appropriately envision and develop the ideal structure.

Current Structure Evaluation

- Female Asian students were disproportionately impacted in five of the seven years for which data is available. However, we need to investigate what the current friction points are to appropriately envision the ideal structure.

Ideal Structure Evaluation

- Female Asian students were disproportionately impacted in five of the seven years for which data is available. However, we need to investigate what the current friction points are to appropriately envision the ideal structure.

Necessary Transformation to Reach Ideal Structure

- Female Asian students were disproportionately impacted in five of the seven years for which data is available. However, we need to investigate what the current friction points are to appropriately envision the ideal structure.

Planning and Action: Asian Females

Year 1 (2022-2023) Action Steps

- Develop an assessment plan to investigate this disproportionate impact.

Year 2 (2023-2024) Action Steps

- Implement the findings from the qualitative and quantitative assessment of this disproportionately impacted Asian females performed in Year 1.

Year 3 (2024-2025) Action Steps

- Assess and evaluate the qualitative and quantitative data from year 2
- Develop an action plan based on the assessment.

8. Metric: Completion of Transfer-Level Math & English

Disproportionately Impacted Student Population(s) Identified for Metric:

- Black/African American - Male and Female

Transfer-Level Math and English Outcomes

Faculty Professional Development:

- Offer one (1) or more professional development opportunities to all English and math faculty per primary semester focused on methods for supporting Black/African American students in their classes.
- Develop a structure for an Umoja Faculty Inquiry Group that includes instructors from Umoja-specific and Umoja-supported classes that meet twice a primary semester to support and learn from each other.
- Develop a structure for a combined English and math Faculty Inquiry Group that meets at least once per semester to share best practices to support disproportionately impacted students.
- Develop a structure for Umoja faculty mentors to discuss general feedback from their mentees.
- Schedule at least one speaker/event grounded in Black/African American culture per semester that is intentional and involves the entire campus community.

Table 7. English and Math Focused Outcomes

Activity	Baseline	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)
Umoja specific faculty professional development	2021-2022 Zero offerings	1 PD event (0 in fall, 1 in spring)	2 PD events (1 in fall, 1 in spring)	2 PD events (1 in fall, 1 in spring)
Umoja faculty inquiry group meetings	2021-2022 Zero meetings	2 meetings (0 in fall, 2 in spring)	4 meetings (2 in fall, 2 in spring)	4 meetings (2 in fall, 2 in spring)
Umoja mentors to discussion structure	2021-2022 Zero offerings	Develop group in Spring to develop structure	Use structure to mentor	Use structure to mentor & evaluate effectiveness
Speaker/event grounded in Black/African American culture	2021-2022 Zero speakers/events	1 speaker (0 in fall, 1 in spring)	2 speakers (1 in fall, 1 in spring)	2 speakers (1 in fall, 1 in spring)

Transfer-Level Math Focused Outcomes

Table 8. Transfer Level Math Focused Outcomes

Metric (Population)	Baseline	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)
B-STEM Throughput (Black/African American Students)	36% *	43%	51%	59%
SLAM Throughput (Black/African American Students)	46% (23 / 50)	49%	54%	57%
Transfer-Level Math in One Year (Black/African American Students)	44% (63 / 142)	50%	56%	63%

Note. * = FERPA suppressed due to small group size where either the numerator or denominator in the rate calculation is less than 10. Baseline for throughput is the average rate for Black/African American students whose first relevant course attempt started in the 2019-2020 and 2020-2021 regular semesters. Baseline for transfer-level math in one year is the average rate for Black/African American students in the fall 2020 and fall 2021 first-time cohorts. The target is the average for all other races/ethnicities in the same starting semesters/cohorts.

Transfer-Level English Focused Outcomes

Table 9. Transfer Level English Focused Outcomes

Metric (Population)	Baseline	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)
Umoja-supported & specific ENGL 110 section offerings	2021-2022 Zero offerings	See Table X. English and Math Focused Outcomes	See Table X. English and Math Focused Outcomes	See Table X. English and Math Focused Outcomes
English Throughput (Black/African American Students)	69% (58 / 84)	70%	71%	72%
Transfer-Level English in One Year (Black/African American Students)	60% (85 / 142)	64%	69%	74%
Umoja-ENGL 110 Success rate (Black/African American Students)	47% (81 / 174)	53%	59%	64%

Note. Baseline for course success determined by the average success rate in English 110 during 2020-2021 and 2021-2022 primary terms for students who identify as Black/African American. Baseline for throughput is the average rate for Black/African American students whose first relevant course attempt started in the 2019-2020 and 2020-2021 regular semesters. Baseline for transfer-level English in one year is the average rate for Black/African American students in the fall 2020 and fall 2021 first-time cohorts. The target is the average for all other races/ethnicities in the same starting semesters/cohorts.

Structure Evaluation

Structural Evaluation: Friction Points

Instruction

- Underrepresentation of Students in Math and English Courses
 - There is a small population of Black/African American students at the college. When taking an English or Math course, there are an extremely small number of Black/African American students in any given section of English 110 and Math 114, 117, and 137. In these Math courses, Black/African American students are not reflected in course materials and assignments. There is also a lack of representation of our Black/African American students amongst the Math and English department faculty. The underrepresentation of Black/African American students perpetuates negative outcomes for the successful completion of transfer-level Math and English courses due to students looking through a window, rather than being reflected like a mirror.
- Lack of developing a safe space to cultivate a sense of belonging in Math and English courses and the development of relationships with Black/African American students.
 - In transfer-level Math and English courses, faculty may lack the skills and training to develop a safe space for our Black/African American students through the use of culturally responsive pedagogy and andragogy. This may lead Black/African American students feeling as though they do not belong in the course, which negatively affects the successful completion of transfer-level Math and English.

Wraparound Services

- Lack of institutionalization of the Umoja program to support Black/African American students.
 - At the college, there has been a lack of institutionalizing the Umoja program to bolster the academic success of our Black/African American students. This program is categorically funded, rather than generally funded. This lack of administrative support has delayed the implementation of student support tailored to our Black/African American students.
- Lack of development of Umoja-specific and Umoja-supported Math 114, 117, and 137 courses.
 - The Math department, despite known completion rates for Black/African American students in transfer-level math courses, has not created a Math 114, 117, or 137 course that is either an Umoja-specific or Umoja-supported course. The Umoja courses, by design, are created to tailor the course to be relevant to the lives of Black/African American students.
- Lack of counseling to Black/African American students in proper English and Math courses.
 - With the implementation of AB 705, new corequisite support courses were offered in the Math and English departments to support students who needed additional instructional support when taking transfer-level Math and English courses. While these new corequisite support courses are offered for Math and

English, more targeted counseling is needed to ensure our Black/African American students are enrolled in the proper Math and English course. When the English department offered Umoja-specific and Umoja-supported courses, there were multiple barriers to our Black/African American students: lack of designation in the schedule of classes to signify the Umoja course, the lack of accessibility of the course due to process to enroll in the course, a lack of capacity to increase counseling targeted specifically to our Black/African American students to ensure proper placement in the Umoja course offered by SBCC.

Budgeting and Administration

- Lack of support from college administration in financially supporting Umoja-specific and Umoja-supported English 110 courses if under-enrolled.
 - In 2017, the English department offered two English 110 sections tailored to Black/African American students: an Umoja-specific English 110 section and an Umoja-supported English 110 section. The Umoja-specific English 110 section was offered first, composed solely by Umoja students. The second English 110 section offered was only Umoja-supported due to a lack of enrollment. The second English 110 Umoja-supported course was filled to capacity with general population students due to a lack of financial support by the college administration to allow an under-enrolled Umoja-specific course to be offered. Based on faculty and student feedback from both courses, it was deemed that the Umoja-specific course filled solely by Umoja students provided the best safe space and cultivated a better sense of belonging for Black/African American students. This led to a greater course success rate for the transfer-level English 110 course.

Other

- Lack of continuous faculty professional development aimed towards improving equity for our Black/African American students by infusing culturally relevant pedagogy and andragogy into course curriculum.
 - There is no formalized structure for continuous professional development for all Math and English faculty in order to improve their capacity to effectively engage and support Black/African American students. This limits the infusion of culturally responsive pedagogy and andragogy into course material to foster a sense of belonging for Black/African American students in transfer-level Math and English courses, leading to lower transfer-level Math and English course completion rates.
- Lack of equity assessment in faculty evaluation process.
 - There is no formalized structure for the evaluation of equity practices and culturally responsive pedagogy and andragogy in the classroom as part of the faculty evaluation process.

Current Structure Evaluation

Instruction There is a lack of representation of Black/African American students in current transfer-level Math and English courses, from course materials to faculty. While many Math and

English faculty have participated in equity and culturally responsive pedagogy and andragogy, a more formalized implementation of these practices are needed department-wide for transfer-level Math and English courses. Revisions to transfer-level Math and English Course Outline of Records are needed to ensure these curricular and pedagogical practices are explicitly stated and followed by all Math and English faculty. This would ensure that all Black/African American students are successful in completion of transfer-level Math and English courses within their first year of enrollment, whether they are enrolled in Umoja-specific, Umoja-supported, or general population courses.

Wraparound Services The lack of a developed and supported Umoja program, including dedicated personnel for this program, has impeded the successful completion of transfer-level Math and English courses by our Black/African American students. This has hindered efforts in:

- Targeted placement in transfer-level Math and English courses that offer additional support that would aid in our Black/African American students in successful completion of these courses.
- Development of transfer-level Umoja-specific and Umoja-supported Math courses (Math 114, 117, and 137).
- Further implementation of offering a transfer-level Umoja-specific and Umoja-supported English 110 course.

For students not enrolled in an Umoja-supported or Umoja-specific course, no peer-mentor program that is explicitly tailored to our Black/African American students exists to aid in successfully completing transfer-level Math or English.

Budget and Administration The college's policy of regarding under-enrollment of an Umoja-specific course impedes equitable outcomes for our Black/African American students in completing transfer-level English. The English department has previously offered transfer-level Umoja English courses. The first transfer-level English course offered was Umoja-specific and filled solely with Umoja students. This environment fostered a greater sense of belonging for our Black/African American students, aiding in higher course completion rates due to students being more ready to engage with course materials and discussion. The second transfer-level English course offered was originally offered as an Umoja-specific course. Due to college policy of not allowing a class to be offered if it is under-enrolled, the course was opened to the general student population and filled. This turned the course into an Umoja-supported, rather than Umoja-specific course. In this mixed class environment, the same level of engagement in course material and discussions was not observed. Faculty and student surveys of these courses highlight our Black/African American students preference towards Umoja-specific courses.

Other The lack of continuous, focused, and required professional development for Math and English faculty which is tailored to Black/African American students and how to aid them in the successful completion of transfer-level Math and English courses has impeded equitable outcomes. Equity and culturally responsive pedagogy and andragogy practices being infused in the classroom is not part of the institution's evaluation of faculty, which may also impede outcomes for our Black/African American students. The Course Outline of Records for these

transfer-level Math and English courses have not been updated to explicitly state equity and culturally responsive pedagogy and andragogy practices.

Ideal Structure Evaluation

Instruction In the ideal structure, all Math and English faculty would participate in continuous equity and culturally responsive pedagogy and andragogy training and infuse these practices into the classroom. These practices would also be explicitly stated in the Course Outline of Records for transfer-level Math and English courses (Math 114, 117, 137 and English 110). The curriculum in all transfer-level Math and English courses would be tailored and relevant to the lives of our Black/African American students. This includes course content that reflects representation of Black/African American culture and the development of relationships between faculty and students. This ensures the creation of a safe, welcoming environment that builds a sense of belonging for our Black/African American students, leading to higher transfer-level Math and English course completion rates.

In the ideal structure, there would be more representation of our Black/African American students in the Math and English faculty. There would also be the institutionalization of college-wide events that are grounded in Black/African American culture. A greater emphasis would be placed on the development and implementation of transfer-level Umoja-specific and Umoja-supported Math and English courses to further support our Black/African American students. A peer-mentor program tailored to our Black/African American students would be developed to aid in successful completion of transfer-level Math and English courses.

Wraparound Services In the ideal structure, the Umoja program and Umoja program leadership would work alongside the Math, English, and Academic Counseling departments to develop a structure for developing and implementing transfer-level Umoja-specific and Umoja-supported Math and English courses. This structure needs to include the continuous feedback and analysis of courses by the Umoja program and Math and English faculty in order to improve the courses. The Umoja program would also perform targeted counseling to Black/African American students to ensure effective enrollment in transfer-level Math and English courses, improving coordination and visibility of Umoja-specific and Umoja-supported Math and English courses being offered.

Budget and Administration In the ideal structure, the Umoja program would be supported by the college administration by allowing an under-enrolled Umoja-specific Math or English section to be offered. This would allow the Math and English department to implement and offer at least one transfer-level Umoja-specific and one transfer-level Umoja-supported Math and English course. This variety would allow our Black/African American students to choose which learning environment is best suited for their needs, leading to successful completion of transfer-level Math and English. It is important to note that in Umoja-supported Math and English courses, there would be a minimum threshold of Umoja students in the course that must be met, such as 40% of the class must be Umoja students.

Other In the ideal structure, all Math and English faculty would understand the importance of participating in continuous professional development surrounding topics of equity and culturally

responsive pedagogy and andragogy as it pertains to students of color, with a great emphasis on our Black/African American students. These equity and culturally responsive pedagogy and andragogy practices would be infused in the classroom so all Black/African American students are successful in completing transfer-level Math and English courses.

In the ideal structure, faculty evaluations would be infused with assessments of equity and culturally responsive pedagogy and andragogy in the classroom. Course Outline of Records would be infused with Diversity, Equity, Inclusion, Accessibility, and Belonging.

Necessary Transformation to Reach Ideal Structure

Instruction In order to transform the current structure to the more ideal structure, equitable and culturally responsive pedagogy and andragogy practices need to be infused in transfer-level Math and English courses. A department-wide implementation of these practices is needed. The Course Outline of Records for all transfer-level Math and English courses need to explicitly state these teaching practices. This would ensure that in all transfer-level Math and English courses, there would be an emphasis on creating an environment that fosters a sense of belonging for our Black/African American students. Our Black/African American students would be reflected throughout course materials and curriculum. In the classroom, faculty would develop deeper relationships with our Black/African American students.

Targeted outreach and hiring of faculty that mirror our Black/African American students would be performed to provide better representation amongst our Math and English faculty. Black/African American guest speakers in the local community who work in Math and English fields would be invited to speak in these transfer-level Math and English courses.

Wraparound Services In order to transform from the current structure to the more ideal structure, the Umoja program needs to be developed working alongside the Math, English, and Academic Counseling departments. The Umoja program must be structured to allow the continuous feedback and analysis of Umoja-specific and Umoja-supported transfer-level Math and English courses by faculty and staff. This structure would allow for the continual improvement of the course, ultimately leading to higher successful completion rates for transfer-level Math and English courses by our Black/African American students. The Umoja program would also work with Academic Counseling to aid in increasing the visibility of Umoja courses to ensure full enrollment in Umoja-specific courses, including providing specific designations of the Umoja courses and creating a more accessible process to enroll in these courses. This structure would also allow for data collection for Black/African American students who are not enrolled in the Umoja program.

Budget and Administration In order to transform the current structure to the more ideal structure, the Math and English departments must be allowed by college administration to allow an Umoja-specific transfer-level Math or English section to be offered, even if it is under-enrolled, rather than canceling the course or opening it to general student population enrollment if the minimum threshold for the course enrollment is not met. An agreement by the college administration is needed in situations of under-enrollment of Umoja-specific Math and English sections.

Other In order to transform the current structure to the more ideal structure, all Math and English faculty would participate in continuous professional development related to equity and culturally responsive pedagogy and andragogy tailored to students of color, with an increased emphasis on Black/African American students. The Umoja program, the Faculty Professional Development Coordinator, and Math and English faculty would work in conjunction to choose continuous professional development, such as one training per semester for faculty.

It is also essential that continuous feedback and analysis is performed for all transfer-level Math and English classes, whether the course is Umoja-specific, Umoja-supported, or a general student population. This will ensure that all Black/African American students in a transfer-level Math or English course have the necessary support to successfully complete these courses within their first year of enrollment.

To include equity and culturally responsive pedagogy and andragogy in faculty evaluations, an institutionalized structural change would need to be agreed upon by the college stakeholders (FA, FRC, etc.). While this goal is aspirational, it is important to note this change would promote the successful completion of transfer-level Math and English courses by our students of color, especially our Black/African American students.

Planning and Action

Year 1 (2022-2023) Action Steps

- Schedule meetings during the Fall 2022 semester for Math and English department chairs to meet with the Coordinator of Equity, Diversity, and Cultural Competency and Umoja Student Program Advisor to:
 - Develop 1 Umoja-supported section of each transfer-level Math course (Math 114, 117, and 137) to be offered in Spring 2023 and subsequent semesters.
 - Develop 1 Umoja-specific section of each transfer-level Math course (Math 114, 117, and 137) to be offered in Fall 2023 and subsequent semesters.
 - Develop 1 Umoja-supported sections of both transfer-level English courses (Eng 110) to be offered in Spring 2023.
 - Develop 2 Umoja-specific sections of both transfer-level English courses (Eng 110 and 111) to be offered in Fall 2023.
 - Develop structure for the Umoja program to receive feedback from Umoja students to provide genuine feedback for transfer-level Math and English Umoja-specific and Umoja-supported courses that are provided to Umoja Math and English faculty for course improvement. This group would consist of the Umoja SPA and Math and English Umoja faculty that meets at least monthly to share best practices in supporting our Black/African American students.
 - Develop a structure, in conjunction with the Academic Counseling department, to provide tailored counseling to Umoja students to ensure proper enrollment in transfer-level Math and English courses.
 - Develop a structure for the implementation of required professional development for all Math and English faculty. This would consist of one Umoja-sponsored training per semester.

- Schedule at least one Black/African American guest speaker to speak in each section of the Umoja-supported transfer-level Math and English courses.
- Provide additional staffing to the Umoja program to ensure a 1 FTE full-time faculty committed to this program.
- Identify Math and English faculty committed to equity and culturally responsive pedagogy and andragogy that would like to teach Umoja-specific and Umoja-supported Math and English courses.
- Establish Data Inquiry and Assessment teams for the transfer-level Math courses to review Course Outline of Records and educate Math faculty on the current experience of our Black/African American students in transfer-level Math courses.
- The Umoja program, the Faculty Professional Development Coordinator, and Math and English faculty will offer 1 professional development training for Spring 2023, with the plan to offer one per semester in subsequent semesters.
- Establish a peer-mentor program tailored to our Black/African American students.

Year 2 (2023-2024) Action Steps

- Assess and evaluate the qualitative and quantitative data for Year 1 initiatives.
- Adjust Year 1 initiatives for Year 2 as required.
- Continue to support the redesign of the curriculum for transfer-level Math and English courses.
- Continue to support professional development for Math and English faculty.

Year 3 (2024-2025) Action Steps

- Assess and evaluate the qualitative and quantitative data for Year 1 and Year 2 initiatives.
- Adjust Year 2 initiatives for Year 3 as required.

Support Needed from CCCC

Professional Development To increase the successful completion of transfer-level Math and English courses by our African American students within their first year of enrollment, professional development in equity and culturally responsive pedagogy and andragogy is needed for these subjects. This professional development needs to be tailored to assisting students of color, with a strong emphasis placed on Black/African American students.

9. Metric: Retention from Fall to Fall

Disproportionately Impacted Student Population(s) Identified for Metric:

- Black/African American - Male and Female

Retention Target Outcomes

Table 10. Retention Focused Outcomes

Metric (Population)	Baseline	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)
Fall to Fall Retention (Black/African American Students)	61% (67 / 109)	63%	65%	67%

Note. Baseline is the average percentage of Black/African American students who were retained fall to fall from the fall 2019 and fall 2020 first-time student cohorts. The target is all other non-Black/African American students who were retained from the same cohorts.

Structure Evaluation

Structural Evaluation: Friction Points

There are several friction points that Black and African American students face in and outside of the classroom which may impact retention from Fall to Fall. One of the most prominent factors is the exceedingly low level of representation of Black/African American individuals on campus and within the surrounding community of Santa Barbara. Many Black/African American students come to SBCC from out of the area and experience culture shock both on and off campus. Navigating the predominately white and Latinx Santa Barbara landscape can be challenging for Black/African American students who report experiences of covert and overt racism. On campus the lack of representation is present across all sectors of faculty, staff, and students. Not seeing themselves represented on campus can lead to decreased sense of belonging and community for Black/African American students. Additionally, there is a lack of cultural awareness and relevance across the institution that permeates instruction, policy, practices, programming, and wraparound services.

Navigating on campus support systems can also prove challenging for Black/African American students. Several key friction points in wraparound services for Black/African American students include a lack of access to Black/African American mentors, limited student support programming for Black/African American students, a lack of culturally relevant/responsive mental health resources, campus security and facilities policies that replicate racist policing policies, etc. Many staff and faculty are unaware of services available to support students and are especially unaware of the unique needs of and resources available to Black/African American students. The Umoja program is one such resource designed to support Black/African American students. Like many affinity based programs, students within the program have access to more information and support than those who are not connected.

Students not engaged in support programs have significantly less information, support, and

resources. These students may lack information about critical deadlines, policies, and resources. For example, these students may not be aware of the option to petition for academic renewal, where to seek mental health support, or how to access priority registration opportunities, all of which can impact course success and ultimately, retention.

Additional friction points that may impact Black/African American retention rates include the increasingly high cost of living and rent in the Santa Barbara area and challenges managing personal finances. These students often report difficulty in maintaining a work-life-school balance as they struggle to pay for housing, transportation, food and other basic needs.

Current Structure Evaluation

Instruction Despite ongoing professional development opportunities in the areas of diversity, equity, inclusion, accessibility, and antiracism, there is no mandatory requirement for faculty and staff to participate. Instructors and staff are left to decide if they want to participate in professional development opportunities. As a result, there is no baseline of knowledge and competency in these areas which results in widely varied experiences for students. Course content is often lacking cultural relevance for Black/African American students resulting in an invalidating and microaggressive learning environment. Instructors and staff may also be unaware of bias and its impact on pedagogy. For example course materials and assignments may lack representation of Black/African American people and experience which can result in a decreased level of interest and success. Additionally, there is no baseline requirement for equitable classroom practices such as a DEIA statement in syllabi or a policy for addressing racism, including racial microaggressions, in the classroom. These inconsistencies result in an instructional environment that is inequitable and in some cases hostile to Black/African American students.

Wraparound Services As noted previously, professional development opportunities in the areas of diversity, equity, inclusion, accessibility, and antiracism are entirely optional for staff. Not mandating participation in such professional development opportunities sends a message about its value to the institution. Institutionalization of DEIA and antiracism demands a clear institutional statement and policy that informs and priorities equitable practices that support Black/African American students.

Black/African American students have reported the lack of culturally relevant support resources in areas such as mental health services, tutoring, and academic counseling. The lack of representation and cultural relevance in these areas creates additional stressors for students in need of support. There is also a lack of coordination and communication between student services departments and between student services and instructional programs. This lack of integration creates situations where Black/African American students lack access to critical resources and support.

Additionally, there are some resources that the college does not currently address such as housing. Black/African American students, especially those from out of the area (many of whom are student athletes) struggle to live in Santa Barbara and the surrounding areas. Despite

having a Basic Needs Program, the college currently lacks any housing support services. Housing insecurity impedes a student's ability to remain in and be successful in college.

Budget and Administration The lack of diversity in the staff and faculty negatively impacts students of color and Black/African American students in particular. Hiring, recruitment, and employee retention practices need review in order to ensure a DEIA focus that will attract and retain more Black/African American faculty and staff.

Course scheduling is not currently based on student-centered criteria, and instead are often driven by faculty preferences and classroom availability. Many students juggle multiple responsibilities including school, work, family, clubs, athletics, etc. Course schedules that consider and prioritize student needs will positively Black/African American student ability to select courses and make progress from fall to fall.

The Umoja program focused on the Black/African American students at SBCC is 100% categorically funded. The lack of institutionalization for programs such as Umoja negatively impacts program stability and sense of security. The lack of representation and community for Black/African American faculty and staff who support such programs can impact efficacy and equitable outcomes.

General Operations Students may be impacted by various fines during their time at SBCC including parking tickets, lost materials fees, etc that, if not paid, can result in a registration hold on a students account. These fines may not only result in a hold, but may increase in cost over time and result in car registration holds and ultimately economic distress for students. Registration holds create additional barriers for Black/African American students, and may deter them from persisting with their academic goals.

Ideal Structure Evaluation

Instruction A culture shift away from symbolic DEIA and antiracism ideas to informed and strategic DEIA anti-racist practice is necessary in order to create equitable outcomes in Fall to Fall retention for Black/African American students. Ideally, these students would be supported as fundamentally as other students both inside and outside of the classroom. Faculty and staff would engage in continuous, coordinated, required professional development in the areas of DEIA and anti-racism. DEIA policies would guide classroom and campus expectations for students, staff, and faculty. Additionally, instruction would be developed and delivered in a manner reflective of the strengths, barriers, and needs of Black/African American students. Ideally, the schedule of classes would reflect a variety of days and times, as well as teaching modalities, that reflect student needs, allowing them to successfully complete their academic goals while balancing external obligations.

Wraparound Services Student services would also be intrinsically responsive to the needs of Black/African American students. Awareness of the structural barriers facing Black/African American students would guide the design and implementation of various services including mental health, academic counseling, financial aid, cashiers, basic needs, transfer services etc.

Budget and Administration The Umoja program at SBCC is currently the only program on campus solely dedicated to Black Student Success and is 100% categorically funded. Ideally this program would be insulated from funding trends by institutionalizing a portion of its budget with general funds.

Ideally, Black/African American representation would also increase across the college, especially within faculty and staff. Human resource practices would be targeted to support the hiring of Black/African American and other diverse employees. Retention practices would include an increased number of Black/African American employees, fiscal support of the employee affinity resource groups, administrators attending Black centric events, institutional support of such events, paying Black/African American employees for involvement in DEIA and racial equity work on campus, and validating the lived experience and knowledge of Black/African American employees in decision making processes.

General Operations Registration holds on student accounts for arbitrary fees, such as parking tickets and library fees should not prohibit a student from registering for classes. Basic needs and emergency support funding would be readily available to support Black/African American students impacted by economic hardship.

Necessary Transformation to Reach Ideal Structure

Instruction In order to shift from the current to ideal structure, culturally-responsive pedagogy and andragogy would be integrated into course materials and curriculum to empower our Black/African American students. All college faculty would be required to participate in professional development focused on DEIA and anti-racism practices in the classroom. Faculty would also develop relationships with students to foster a sense of community and belonging. The schedule of classes would reflect a more student-centered approach, reflecting a variety of days and times for course offerings, as well as different teaching modalities.

Wraparound Services Transformation of student services would require departments and programs within Student Affairs to develop the knowledge and capacity to better serve Black/African American students. Staff would be required to participate in professional development activities that center DEIA/antiracism themes and in particular address anti-Blackness in higher education. Various services including physical and mental health, career and academic counseling, financial aid, cashiers, basic needs, transfer services, and so forth must undergo a structural evaluation and redesign, including reorganization and development of new policies and practices where needed.

Budget and Administration To transform from the current to ideal structure, the Umoja program would need to be further institutionalized by providing a portion of the program's budget through the use of general funds. The college administration should also aim to infuse Black/African American culture into the campus community by providing tailored college campus events.

A more effective structure for the recruitment and retention of Black/African American college staff, faculty, and administrators would be developed. This structure would include equitable hiring practices that would allow for a more diverse and inclusive workplace.

General Operations To change from the current to ideal structure, the process for collecting fees that students accrue (like parking tickets and library fees) needs to be reviewed and modified. These fees would not cause a registration hold on student accounts, but rather direct these students to college resources that may be needed, like emergency support funding.

Planning and Action

Year 1 (2022-2023) Action Steps

- Implement tiered system for Umoja program participation (e.g. provide base level informational resources to all Black/African American students and provide increasing levels of resources/benefits to students based on Umoja enrollment status, interest, gpa etc.)
- Increase intrusive outreach to all Black/African American students (e.g. phone banking, text messages, emails, events) to increase awareness of the Umoja program and about critical knowledge points about deadlines, resources, and other support services.
- Increase Umoja workshops (e.g., career & academic planning, financial literacy, transfer opportunities, mental wellness, and community building) available to registered Umoja students and other Black/African American students.
- Analyze current professional development for staff and faculty focused on supporting Black/African American students.
- Implement first year Umoja English and Math sequence (see English and Math completion metric).
- Hire a full time Umoja Academic Counselor/Coordinator.
- Pilot Umoja Mentor program in Spring 2023 semester.
- Start communication with college administration to institutionalize the Umoja program with the commitment of general funds.
- In collaboration with campus stakeholders, develop a DEIA statement to be included in course syllabi.
- Assemble a Black Student Success task force to strategize about how to coordinate instructional and student support services.

Year 2 (2023-2024) Action Steps

- Identify additional general education courses (e.g. personal development, African American history, communication) to “Umojify” either as an Umoja specific or Umoja supported course.
- Analyze and improve Umoja support programming (e.g. workshops, academic counseling, mentorship, academic support, social support) and student tracking methods.
- Analyze and improve the Umoja Mentor program (e.g. evaluate effectiveness, seek additional mentors, refine mentor/mentee expectations and objectives)
- Based on the analysis from year 1, develop a plan for ongoing professional development for all college faculty, staff, and administrators on topics relating to equitable and culturally responsive teaching and student service support for Black/African American students
- Analyze and improve current HR practices related to recruitment and retention of BIPOC

staff and faculty.

Year 3 (2024-2025) Action Steps

- Assess and evaluate the qualitative and quantitative data for Year 1 and Year 2 initiatives.
- Adjust Year 2 initiatives for Year 3 as required.

Support Needed from CCCCCO

- The CCCCCO currently does not provide funding specifically earmarked for supporting Black/African American student success.
- Develop and implement a structure that requires and provides all California Community College faculty, staff, and administration professional development on topics of diversity, equity, inclusion, accessibility, and belonging related to disproportionately impacted students on topics of curriculum development, instruction, student services support programs, and information on California Community College programs like CCPG.

10. Metric: Completion

Disproportionately Impacted Student Population(s) Identified for Metric:

- Black/African American - Male and Female

Completion Target Outcomes

Table 11. Completion Focused Outcomes

Metric (Population)	Baseline	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)
Earned an AA Within 3 Years				
Earned an AA Within 3 Years (Black/African American)	16% (15 / 96)	18%	19%	21%
Earned an AS Within 3 Years				
Earned an AS Within 3 Years (Black/African American)	0% (0 / 96)	1%	2%	3%
Earned an AA-T Within 3 Years				
Earned an AA-T Within 3 Years (Black/African American)	9% *	10%	11%	12%
Earned an AS-T Within 3 Years				
Earned an AS-T Within 3 Years (Black/African American)	2% *	3%	4%	5%

Earned a Credit Certificate				
Earned a Credit Certificate Within 3 Years (Black/African American)	12% (14 / 118)	15%	18%	21%

Note. * = FERPA suppressed due to small group size where either the numerator or denominator in the rate calculation is less than 10. Baseline is the average percentage of Black/African American students who earned the indicated award within three years from the fall 2018 and fall 2019 first-time cohorts who had a degree-seeking educational goal for degree awards, and any educational goal for certificates. With the exception of AS and AA-T degrees, the target for Black/African American students is the overall average for students who were not Black/African American from the same fall 2018 and fall 2019 first-time cohorts. For AS and AA-T degrees, the targets represent small, incremental growth over three years. The college is presently developing overall targets for degree completion in its enrollment management planning.

Structure Evaluation

Structural Evaluation: Friction Points

Instruction

- Course Offering Sequences - In some instances, if a student is not able to enroll in a course, or does not successfully complete a course, they may have to wait one academic year before having the ability to take the course again.
- Scheduling of Courses - The days and times of the week when a course is offered can impede course completion in a timely manner due to these students' obligations outside of school being balanced with completing their educational goals.
- Lack of Black/African American representation among the college faculty, staff, and administrators.
- Lack of representation of Black/African American students in course materials and curriculum.
- Lack of infusement of equity and culturally responsive pedagogy and andragogy in the classroom environment.
- Lack of sufficient number of faculty trained in universally designed courses (UDL)
- Lack of sufficient number of faculty trained in the technical skills to create UDL courses
- Lack of affordable course materials for students.
- Not enough faculty adopting Open educational textbooks (OER) to reduce cost
- Limited and lack of robust technology not available for students to support complex software needed to finish courses

Wraparound Services

- Lack of continuous and coordinated communication between faculty, Academic Counseling department, and Student Services.
- Lack of awareness and training on Mental Health by college faculty, staff, and administrators.
- Lack of awareness about the different student support services by college faculty, staff, administration, and students.
- Lack of targeted mentorship programs.
- Lack of coordination with the Career Center to aid these students in career exploration at an earlier part of their academic tenure if undecided on a major.

Budgeting and Administration

- Not allowing higher level transfer required courses that do not meet the enrollment criteria to be offered, make some of these students wait one academic year before being able to take the course.
- The lack of financial support by the college administration to implement and institutionalize a digital system or program that can be across various programs, departments, and by faculty that seamlessly tracks student academic progress.
- The lack of financial support by the college administration to continue to implement and institutionalize new technology and resources provided by the California Community College Chancellor's Office once these systems are no longer provided free of cost to the college, leaving most of this new technology halfway completed.
- A lack of institutionalizing equitable hiring practices to promote the hiring of faculty, staff, and administrative positions that mirror our diverse student population.
- The process of evaluating equivalency when hiring faculty, which perpetuates a lack of representation among college faculty for these students.
- Lack of competitive wages when compared to the local community.

General Operations

- Lack of a degree audit software program to track when students are close to educational goal attainment.
- Lack of data availability from software programs that have not been implemented entirely.
- Lack of structure to auto-award degrees and certificates.
- Lack of structure that provides continuous student feedback to gain insight to the modern student experience at the college.

Other

- A lack of required, continuous, and coordinated professional development for all faculty to ensure equity and culturally responsive pedagogy and andragogy practices are infused in the classroom.
- Lack of assessment of equitable and culturally responsive pedagogy and andragogy practices in the classroom environment as part of faculty evaluations.
- A lack of continuous and coordinated cross training for instructional and non-instructional faculty to improve how we serve these students throughout the four-year university transfer process.

Current Structure Evaluation

Instruction Black/African American Male and Female students must coordinate their academic goals with external impacts, such as mental health, personal, work, and familial obligations. In the current structure, the lack of variety in the scheduling of courses impedes equitable outcomes for these students. The schedule of classes offered reflects a faculty-focused, rather than a student-focused schedule of classes. Course offering sequences that are difficult to complete, such as courses not being offered due to under enrollment, force the student to delay

their academic goal by at least one year. This results in these disproportionately impacted student populations leaving the college without attaining their educational goal.

The lack of representation of our Black/African American Male and Female students among our faculty, staff, administrators, and course curriculum impedes equitable outcomes for these students completing their academic goals. While many faculty have undergone training on equitable and culturally responsive pedagogy and andragogy, many sections have not transitioned to infusing these teaching practices into the classroom environment. High course materials costs adds an additional financial burden to our Black/African American students. Chromebooks are provided at no cost to students; however, limited marketing strategies have resulted in many students being unaware of these supports during their academic tenure. Student technology may be limited in capabilities and should be reviewed continuously.

Wraparound Services In the current structure, a lack of coordination between faculty, the Academic Counseling department, and Student Services hinders these students from receiving comprehensive information related to career pathways and educational plans. Our Black/African American Male and Female students may exhibit signs related to mental health issues. Due to limited and targeted training opportunities, faculty, staff, and administrators may be limited in personal ability and skills to effectively assist students with this need. While the college does provide a wide variety of support (such as basic needs and mental health) to aid students to stay on the journey and complete their educational goal, the lack of awareness and skills by college faculty, staff, administration, and students, hinders these disproportionately impacted students. There is a lack of mentorship programs targeted at Black/African Male and Female students. A more coordinated effort between Student Services and the Career Center needs to aid these students in career exploration early in their academic tenure if they are undecided on a major.

Budget and Administration The current college administration policy of not allowing a course section to be offered if under-enrolled impedes equitable outcomes for our Black/African American Male and Female students. Due to the scheduling and sequencing of courses, some students from these populations must wait one academic school year if they are not able to enroll in the higher-level transfer required course. Some of these courses do not meet enrollment criteria, perpetuating this cycle of these students not completing their academic goals. The lack of financial support to increase transfer assistance to these students, including the personnel and technology resources required (systems required to seamlessly track student academic progress across various programs, departments, and faculty), also impedes these disproportionately impacted students from transferring to a four-year university in a timely manner. When the college adopts new technology and resources provided by the Chancellor's Office, when these provided resources are no longer funded externally, the college administration does not adequately provide support to continue to implement and institutionalize these resources any further.

The lack of institutionalizing equitable hiring practices of faculty, staff, and administrators impedes our Black/African American Male and Female Students, due to a lack of representation amongst the college community. College policies, such as the process for evaluating the

equivalency for faculty being hired, impede the hiring of qualified faculty that mirror these students in the classroom.

General Operations The college does not currently have a software program with degree audit capabilities, which hinders the ability to review when students are close to completing their educational goal. The college also lacks the personnel resources required to administer these student support software systems that can be used college-wide for a variety of services. This software system would be able to target specific disproportionately impacted student populations. Software that was sold to the college boasted a degree audit capability that had not been developed. The lack of a structure to implement the auto-awarding of the college's degrees and certificates hinders our Black/African American Male and Female students in completing their academic goals. The lack of a structure that provides continuous, authentic, and targeted feedback from these disproportionately impacted students about their college experience impedes equitable outcomes.

Other The lack of required professional development for all faculty to ensure that equity and culturally responsive pedagogy and andragogy practices are infused in course curriculum and materials impedes successful completion of educational goals for our Black/African American Male and Female students because they are not reflected in course curriculum and material. This makes the course unrelatable to these students' lives, causing a lower successful course completion rate, which ultimately affects these students' completion of their educational goal. There is no requirement for faculty to infuse equity and culturally responsive pedagogy and andragogy in course curriculum and materials, such as being part of faculty evaluations. The lack of structure for continuous and coordinated cross training for instructional and non-instructional faculty impedes the improvement of how we serve these disproportionately impacted students throughout their student journey in college.

Ideal Structure Evaluation

Instruction In the ideal structure, departments would offer a student-focused schedule of classes. This schedule would include alternative days and times to traditional scheduling, such as evening and weekend courses, as well as offering different course modalities. This would allow our Black/African American Male and Female students to more easily coordinate their educational goals with external impacts. Departments would review course sequences that are only offered one time per year to identify the needs of the department to be able to offer the course more often.

Our Black/African American Male and Female students would be reflected amongst our faculty, staff, administrators, as well as course curriculum and materials. All faculty would infuse equity and culturally responsive pedagogy and andragogy in the classroom environment, building a great sense of belonging for these disproportionately impacted students, resulting in a higher course completion rate, ultimately allowing students to complete their educational goals. Students would be able to complete all of their academic tenure at no cost. The college would provide required course materials and the appropriate technology resources free to students. The IT department would have the financial and robust personnel resources to provide 24/7 technical support to students.

Wraparound Services In the ideal structure, there would be continuous and coordinated communication between faculty, the Academic Counseling department, and Student Services. This would ensure that our Black/African American Male and Female students would receive comprehensive information related to career pathways and educational plans earlier in their academic tenure. Faculty, staff, and administrators would receive training on Mental Health as it relates to supporting our Black/African American students and have the knowledge to assist these students in attaining these vital resources provided by the college. A mentorship targeted at these disproportionately impacted student populations would be developed to aid these students in persisting and completing their educational goal. There would be continuous and coordinated communication between Student Services and the Career Center to assist our Black/African American Male and Female students in exploring careers earlier in their academic tenure if they are undecided on a major.

The different supports offered by the college would have greater marketing and visibility to students. These supports would be tailored and targeted our disproportionately impacted student populations, Black/African American Male and Female students. An institutionalized approach would be taken to communicate these programs effectively to students and faculty, including communication on multiple platforms.. The college would also institutionalize a computer system that can seamlessly track student academic progress.

Budget and Administration In the ideal structure, higher-level transfer required courses would be allowed to be offered by the college administration even if under-enrolled to ensure that our Black/African American Male and Female students are able to complete the course without having to delay their academic goals for an additional year, which may cause a student not complete their academic goals. The schedule of classes would reflect a variety of days and times (including evenings and weekends) and modalities (in-person, online, hybrid, etc.) for course offerings at the college. This would ensure these students can successfully complete their academic goals while balancing external obligations.

When hiring faculty, staff, and administrators for the college, all members of the college would be trained on equitable hiring practices, not just members participating in hiring committees. This would assist in hiring more college community members who mirror our disproportionately impacted students. College processes for hiring faculty would include a more streamlined, equitable process for reviewing equivalency.

When new technology and resources provided by the Chancellor's office are no longer funded, the college administration would financially assist these resources to ensure they are completely implemented and used by the college. This includes providing financial support, technical assistance, and the training of college users of the system.

General Operations In the ideal structure, the college would have a software program that had degree audit capabilities, which would allow the college to review when students are close to completing their educational goals. This information, along with having the adequate personnel resources required to operate and maintain the software program, would allow the college to target our Black/African American Male and Female students along their student journey for a variety of reasons. There would also be a structure development to auto-award degrees and

certificates to ensure that a process like the degree or certificate application does not hinder these disproportionately impacted students from completing their academic goal.

Other All faculty would be required to participate in continuous and coordinated professional development on topics of equity and culturally responsive pedagogy and andragogy. These practices would be infused in course curriculum and materials to ensure that our disproportionately impacted students are mirrored in the course. Faculty would spend more time developing relationships with students and create welcoming classroom environments that foster a sense of belonging for our Black/African American Male and Female students. Faculty, staff, and administrators would also participate in continuous and coordinated cross-training on different topics relating to the student journey at the college. This would improve how all campus stakeholders assist our Black/African American Male and Female students in completing their academic goals.

Necessary Transformation to Reach Ideal Structure

Instruction In order to shift from the current to the ideal structure, departments would need to receive training on how to offer a student-focused schedule of classes. A holistic approach would need to be taken in order to offer alternative schedules and alternative modalities to better suit the needs of our Black/African American Male and Female students. Class sequences where courses are only offered once per year would be reviewed by departments and their needs would be analyzed to see what would need to be performed to be able to offer the course more often.

A structure for requiring all faculty to be trained on equity and culturally responsive pedagogy and andragogy practices would be created and institutionalized. This would ensure that all courses on campus infuse these practices in the classroom. Course material and curriculum would be changed to ensure that our Black/African American Male and Female students are reflected in the course. This would create a sense of belonging for these disproportionately impacted students, which would increase completion rates in class and lead to our students completing their academic goals. Course materials would be reviewed to ensure low or no costs for students when participating in the course. This would include courses shifting to the use of Open Educational Resources (OER). Technology offered by the college would be robust enough to provide students equipment that is capable of handling increased course requirements.

Wraparound Services In order to transform from the current to ideal structure, a structure would need to be developed to implement continuous and coordinated communication between faculty, staff, administrators, the Academic Counseling department, and Student Services. This would include offering a variety of cross-training on different topics relating to the student journey metrics at the college targeted at our Black/African American Male and Female students. This would allow all college stakeholders to have the knowledge to fully assist students in a holistic manner. A mentorship program targeted at our Black/African American Male and Female students would be developed and implemented to offer support to these students. A structure would be developed to ensure that our disproportionately impacted students who are undecided on a major are paired with the Career Center to aid these students in career exploration earlier in their academic tenure.

Support programs provided to students by the college would be communicated through multiple platforms in order for the entire college community to be aware of these supports. This support would be infused early in a student's academic tenure, ensuring students are able to complete their academic goal. Targeted support would be marketed to each of our disproportionately impacted student populations to ensure the supports offered by the college have greater visibility. The college would also institutionalize a computer system that can seamlessly track student academic progress.

Budget and Administration In order to transform from the current to ideal structure, the current administration policy would need to be changed in order to allow specialized courses to be offered, even if it is under-enrolled, to ensure students can complete these courses in a timely manner. The college administration would also ensure courses are offered in a wider variety of days and times, as well as providing different course modalities to ensure our Black/African American Male and Female students successfully complete their academic goals.

The college would also require all faculty, staff, and administrators to participate in training in equitable hiring practices. This training would highlight the direct impact of faculty developing relationships and mentoring our Black/African American Male and Female students as potential community members that could become staff, faculty, or administrators at the college. A more streamlined process to evaluate equivalency would be enacted to ensure departments can hire qualified faculty, despite not possessing conventional qualifications for the position.

When new technology and resources provided by the Chancellor's office are no longer funded, the college administration would financially assist these resources to ensure they are completely implemented and used by the college. This includes providing financial support, technical assistance, and the training of college users of the system.

General Operations In order to shift from the current to ideal structure, the college would institutionalize a computer system that can seamlessly track student academic progress, including having degree audit capabilities. This would ensure that all college stakeholders can use the same database to efficiently assist our Black/African American Male and Female students. The college would also have the adequate personnel resources required to operate and maintain this student academic progress software program. A structure to address the auto-awarding of degrees and certificates would be developed and implemented to ensure a process like applying for a degree or certificate does not hinder our Black/African American Male and Female students from completing their academic goals.

Other In order to change from the current to ideal structure, the college would need to review and build a structure that requires all faculty to participate in continuous and coordinated professional development on topics of equity and culturally responsive pedagogy and andragogy and infuse these practices in the classroom. This would ideally be evaluated through an updated faculty evaluation process that includes metrics on diversity, equity, inclusion, accessibility, and belonging. Course curriculum and materials would reflect our disproportionately impacted students, especially our Black/African American Male and Female students. Faculty would concentrate not only on the course topics and materials, but also create a welcoming environment that builds a sense of belonging for our disproportionately impacted

students. Faculty would understand the importance of their roles on students and work on developing relationships with students throughout courses in any capacity. A structure would be developed to implement continuous and coordinated cross-training on topics related to the student journey to all college faculty, staff, and administrators. This would improve how all campus stakeholders assist our Black/African American Male and Female students successfully complete their academic goals.

Planning and Action

Year 1 (2022-2023) Action Steps

- Start communication with college administration to:
 - Change the policy that prohibits courses to be offered if under-enrolled.
 - Develop a structure to require continuous and coordinated professional development for all college faculty, staff, and administrators on topics relating to the four-year transfer process, equitable and culturally responsive teaching and student service support to our disproportionately impacted students.
 - Equitable hiring practices for new faculty, staff, and administrators.
- Gather and analyze data related to:
 - Course scheduling and modalities, including gathering student feedback and college data, and start developing alternate college structure for course scheduling and modalities to ensure future students have greater access to entering and completing their academic goals.
 - Modern technology requirements of courses students take at the college to assess what additional technology students require.
- The college Curriculum Advisory Committee (CAC) to develop a structure that requires all courses to review and assess how diversity, equity, inclusion, accessibility, and belonging is infused into the Course Outline of Record (COR).
- Work with the Office of Communications to develop a structure for providing clear, directed, and consistent communication about support programs offered free of charge to students across various communication platforms, including social media and institutionalized text messages.
- Start identifying course sequences where courses are only offered one time per year and have conversations with the department chairs to identify the need of the department in order to be able to offer the course more than 1 time per year.
- Work on current college “Guided Pathways initiatives.”

Year 2 (2023-2024) Action Steps

- Assess and evaluate the qualitative and quantitative data for Year 1 initiatives.
- Adjust Year 1 initiatives for Year 2 as required.

Year 3 (2024-2025) Action Steps

- Assess and evaluate the qualitative and quantitative data for Year 1 and Year 2 initiatives.

- Adjust Year 2 initiatives for Year 3 as required.

Support Needed from CCCCCO

Technical Assistance/Professional Development

- Provide a computer system that is institutionalized among all California Community Colleges, provided free of charge, that seamlessly tracks students academic progress that can be used by college faculty, staff, and administrators and work among all colleges.
- Develop and implement a structure that requires and provides all California Community College faculty, staff, and administration professional development on topics of diversity, equity, inclusion, accessibility, and belonging related to disproportionately impacted students on topics of instruction, student services support programs, and information on California Community College programs like CCPG.

11. Metric: Transfer

Disproportionately Impacted Student Population(s) Identified for Metric:

- Black/African American - Female

Transfer Outcomes, Based on CCCCCO Data

Table 12. Transfer Focused Outcomes, Based on CCCCCO Data

Metric (Population)	Baseline	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)
Transfer Within 4 Years (Black/African American Females)	20% (14 / 70)	22%	25%	28%

Note. Baseline is the average percentage of Black/African American female students who transferred within four years from the 2015-2016 and 2016-2017 first-time cohorts. The target is the overall average for all other student groups not representing the respective populations in the same cohorts.

Transfer Outcomes, Based on SBCC Data

Table 13. Transfer Focused Outcomes, Based on SBCC Data

Metric (Population)	Baseline	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)
Transferred Within 1 Year of Degree/Transfer-Ready (Black/African American Females)	70% (16 / 23)	72%	74%	76%

Note. Baseline is the average percentage of Black/African American female students who transferred within one year from the 2019-2020 and 2020-2021 degree earners/transfer-ready student cohorts. Since Black/African American

females demonstrated a higher transfer rate than other student groups, the target represents a two percentage point growth year-over-year.

Structure Evaluation

Structural Evaluation: Friction Points

Instruction

- Course Offering Sequences - In some instances, if a student is not able to enroll in a course, or does not successfully complete a course, they may have to wait one academic year before having the ability to take the course again.
- Scheduling of Courses - The days and times of the week when a course is offered can impede course completion in a timely manner due to these students' obligations outside of school being balanced with completing their educational goals.
- Lack of representation among the college faculty, staff, and administrators.
- Lack of representation of students in course materials and curriculum.
- Lack of infusement of equity and culturally responsive pedagogy and andragogy in the classroom environment.
- Lack of affordable course materials for students.
- Limited technology available to students.

Wraparound Services

- Lack of knowledge and awareness of the Four-Year University Transfer process by faculty and students.
- Lack of knowledge and awareness of the different types of financial aid available to students while attending college by faculty and students.
- Lack of coordination with the Career Center to aid these students in career exploration at an earlier part of their academic tenure if undecided on a major.
- Lack of resources and support for the Career Center.
- Lack of multilingual information on the four-year university transfer requirements and process.
- Lack of assistance to students with the transfer process.
- Lack of program-focused transfer support, such as transfer support infused into the EOPS and Umoja program.
- Lack of coordinated efforts between the Academic Counseling Center and the Transfer Center to increase capacity for transfer support.

Budgeting and Administration

- Not allowing higher level transfer required courses that do not meet the enrollment criteria to be offered, make some of these students wait one academic year before being able to take the course.
- The lack of financial support by the college administration to implement and institutionalize a digital system or program that can be across various programs, departments, and by faculty that seamlessly tracks student academic progress.
- The lack of financial support by the college administration to continue to implement and institutionalize new technology and resources provided by the California Community

College Chancellor's Office once these systems are no longer provided free of cost to the college, leaving most of this new technology halfway completed.

- A lack of institutionalizing equitable hiring practices to promote the hiring of faculty, staff, and administrative positions that mirror our diverse student population.
- The process of evaluating equivalency when hiring faculty, which perpetuates a lack of representation among college faculty for these students.

Other

- A lack of institutionalizing a process to promote awareness and knowledge of course articulations and constantly changing transfer requirements to all college stakeholders.
- A lack of awareness for the four-year university selection policies and requirements.
- A lack of required, continuous, and coordinated professional development for all faculty to ensure equity and culturally responsive pedagogy and andragogy practices are infused in the classroom.
- A lack of continuous and coordinated cross training for instructional and non-instructional faculty to improve how we serve these students throughout the four-year university transfer process.

Current Structure Evaluation

Instruction Current practices regarding course offering sequences negatively impacts our Black/African American Female students in successfully transferring to a four-year university in a timely manner. Many students from these populations experiencing disproportionate impacts must coordinate their academic goals with external impacts, such as mental health, personal, work, and familial obligations outside of the college. This creates situations where these students must wait an excessively long time to complete a course, especially if the course sequence is such that the course is offered a limited amount of times during the academic year, such as one time per year. If a student is not able to enroll in this course due to timing issues, or the course is canceled due to under-enrollment, the student is not able to transfer to a four-year university in a timely manner. The scheduling of courses also impedes the successful transfer of these students in a timely manner due to faculty-focused, rather than student-focused scheduling for the days and times of courses offered.

The lack of representation among the faculty and course curriculum of Black/African American Female students impedes equitable outcomes for the successful transfer to a four-year university. In many sections offered, the classroom environment lacks equitable and culturally responsive pedagogy and andragogy. High course material costs adds a financial burden to our disproportionately impacted students. Chromebooks are provided at no cost to students, however, this technology is limited in assisting students completing course work. The marketing and visibility of this support program, along with other student supports, is limited, leaving many students unaware of these supports to assist them during their academic tenure.

Wraparound Services While the college offers a wide variety of support (including Basic Needs and Mental Health) to students to aid them in the four-year university transfer process, our Black/African American Female students, as well as faculty on campus, lack knowledge and awareness of these supports. A more institutionalized approach to communicate these

programs to students and faculty is needed to promote transfer to a four-year university earlier in these students' academic tenure. The current transfer process program that assists students lacks the capacity to provide more support to these disproportionately impacted student populations due to the lack of college personnel, such as transfer coaches, and the capacity required to train these transfer coaches. The opportunity to build capacity amongst all counseling faculty is needed to better understand the support necessary to transfer of Black/African American Female students. Lack of funding impedes building the capacity to increase the transfer support provided to our Black/African American Female students. Currently, students in specific programs like EOPS and TAP receive concentrated transfer assistance, unlike students who are not in specific student services programs. There is not a dedicated counselor to work with our Black/African American Female students to offer four-year university transfer support.

Budgeting and Administration The current college administration policy of not allowing a course section to be offered if under-enrolled impedes equitable outcomes for our Black/African American Female students. Due to the scheduling and sequencing of courses, some students from these populations must wait one academic school year if they are not able to enroll in the higher-level transfer required course. Some of these courses do not meet enrollment criteria, perpetuating this cycle of these students not transferring to a four-year university in a timely manner. The lack of financial support to increase transfer assistance to these students, including the personnel and technology resources required (systems required to seamlessly track student academic progress across various programs, departments, and faculty), also impedes these disproportionately impacted students from transferring to a four-year university in a timely manner. When the college adopts new technology and resources provided by the Chancellor's Office, when these provided resources are no longer funded externally, the college administration does not adequately provide support to continue to implement and institutionalize these resources any further.

The lack of institutionalizing equitable hiring practices of faculty, staff, and administrators impedes our Black/African American Female students, due to a lack of representation amongst the college community. College policies, such as the process for evaluating the equivalency for faculty being hired, impede the hiring of qualified faculty that mirror these students in the classroom.

Other Currently, knowledge of course articulations, constantly changing transfer requirements, and four-year university selection policies and requirements are concentrated in the Academic Counseling department. This perpetuates a lack of awareness and deeper understanding of the four-year university transfer process by faculty and students, which ultimately impedes our Black/African American Female students in transferring to a four-year university in a timely manner.

The lack of required professional development for all faculty to ensure that equity and culturally responsive pedagogy and andragogy practices are infused in course curriculum and materials impedes successful transfer for these disproportionately impacted student populations because they are not reflected in course curriculum and material. This makes the course unrelatable to

these students' lives, causing a lower successful course completion rate, which ultimately affects these students transferring to a four-year university in a timely manner. The lack of structure for continuous and coordinated cross training for instructional and non-instructional faculty impedes the improvement of how we serve these disproportionately impacted students throughout the four-year university transfer process.

Ideal Structure Evaluation

Instruction In the ideal structure, a higher-level required transfer course would be allowed to be offered if under-enrolled due to the strain that canceling the course puts on these disproportionately impacted students to successfully transfer to a four-year university in a timely manner. If our Black/African American Female students did not have to possibly wait one additional year for these courses to be offered and fill to capacity, it would decrease their time spent at the college. The scheduling of courses would also be reviewed to implement alternative days and times, as well as modalities, for classes being offered by the college. By offering more evening and weekend courses, these students would have a wider variety of courses to choose from. This would enable them to complete their academic goals faster while still being able to balance external impacts, such as Mental Health, personal, work, and familial obligations.

Our Black/African American Female students would be reflected through our college faculty, staff, and administration, as well as in course curriculum and materials. All faculty would infuse equity and culturally responsive pedagogy and andragogy in the classroom environment, building a great sense of belonging for these disproportionately impacted students, resulting in a higher course completion rate, ultimately allowing students to be transfer ready earlier in their academic tenure. Students would be able to complete all of their academic tenure at no cost. The college would provide required course materials and the appropriate technology resources free to students. The IT department would have the financial and robust personnel resources to provide 24/7 technical support to students.

Wraparound Services In the ideal structure, the different supports offered by the college would have greater marketing and visibility to students. These supports would be tailored and targeted to our disproportionately impacted student population, Black/African American Female students. An institutionalized approach would be taken to communicate these programs effectively to students and faculty, including communication on multiple platforms. This would promote the benefits of transferring to a four-year university earlier in these students' academic tenure. The transfer process program would have the capacity to assist a larger number of students, including providing transfer support in specific programs like EOPS, Umoja, and Transfer Achievement Program (T.A.P). The college would also institutionalize a computer system that can seamlessly track student academic progress.

Budgeting and Administration In the ideal structure, higher-level transfer required courses would be allowed to be offered by the college administration even if under-enrolled to ensure that our Black/African American Female students are able to complete the course without having to delay their academic goals for an additional year, which would enable these students to successfully transfer to a four-year university in a timely manner. The schedule of classes would reflect a variety of days and times (including evenings and weekends) and modalities

(in-person, online, hybrid, etc.) for course offerings at the college. This would ensure students can successfully complete their academic goals while balancing external obligations.

When hiring faculty, staff, and administrators for the college, all members of the college would be trained on equitable hiring practices, not just members participating in hiring committees. This would assist in hiring more college community members who mirror our disproportionately impacted students. College processes for hiring faculty would include a more streamlined, equitable process for reviewing equivalency.

When new technology and resources provided by the Chancellor's office are no longer funded, the college administration would financially assist these resources to ensure they are completely implemented and used by the college. This includes providing financial support, technical assistance, and the training of college users of the system.

Other In the ideal structure, knowledge of the transfer process would be shared in a structured process that would ensure that all stakeholders (the Academic Counseling Department, faculty, students, and the local community) have all of the proper information regarding transfer requirements earlier in a student's academic tenure. This would aid our Black/African American students transferring to a four-year university in a timely manner.

All faculty would be required to participate in continuous and coordinated professional development on topics of equity and culturally responsive pedagogy and andragogy. These practices would be infused in course curriculum and materials to ensure that our disproportionately impacted students are mirrored in the course. Faculty would spend more time developing relationships with students and create welcoming classroom environments that foster a sense of belonging for our Black/African American students. Faculty, staff, and administrators would also participate in continuous and coordinated cross-training on the transfer process. This would improve how all campus stakeholders assist our Black/African American Female students through the four-year university transfer process.

Necessary Transformation to Reach Ideal Structure

Instruction In order to transform from the current structure to the ideal structure, the college administration would need to create a policy in which these higher-level transfer courses that are offered once per year are allowed to be offered, even if they are under-enrolled. The scheduling of classes would reflect the diverse needs of our students. More courses would be offered at various days and times, including the evening and weekend. The modality of courses would also reflect student needs, including in-person, online, hybrid, and other alternative modalities. The sequencing of courses would be reviewed to see if there is any way to offer classes more often to ensure students are not delayed a year if unable to take the course.

A structure for requiring all faculty to be trained on equity and culturally responsive pedagogy and andragogy practices would be created and institutionalized. This would ensure that all courses on campus infuse these practices in the classroom. Course material and curriculum would be changed to ensure that our Black/African American Female students are reflected in the course. This would create a sense of belonging for these disproportionately impacted students, which would increase completion rates in class and lead to our students transferring to

a four-year university in a timely manner. Course materials would be reviewed to ensure low or no costs for students when participating in the course. This would include courses shifting to the use of Open Educational Resources (OER). Technology offered by the college would be robust enough to provide students equipment that is capable of handling increased course requirements.

Wraparound Services In order to transform from the current to the ideal structure, tailored support would be marketed to our Black/African American Female students. These programs would be communicated through multiple platforms in order for the entire college community to be aware of these supports. This support would be infused early in a student's academic tenure, ensuring students are able to transfer to a four-year university in a timely manner. Programs on campus, such as EOPS, Umoja and the Transfer Achievement Program, would work with the Academic Counseling department to provide students transfer support. The transfer center would also have the financial and personnel resources needed to create a training program to build capacity to provide more transfer support to our Black/African American Female students. A more holistic collaboration approach would occur between the transfer center and other student support services at the college.

Budgeting and Administration In order to transform from the current to ideal structure, the current administration policy would need to be changed in order to allow higher-level transfer required courses to be offered, even if it is under-enrolled, to ensure students can complete these courses in a timely manner. The college administration would also ensure courses are offered in a wider variety of days and times, as well as providing different course modalities to ensure our Black/African American Female students successfully transfer to a four-year university in a timely manner.

The college would also require all faculty, staff, and administrators to participate in training in equitable hiring practices. This training would highlight the direct impact of faculty developing relationships and mentoring our Black/African American Female students as potential community members that could become staff, faculty, or administrators at the college. A more streamlined process to evaluate equivalency would be enacted to ensure departments can hire qualified faculty, despite not possessing conventional qualifications for the position.

Other In order to transform from the current to the ideal structure, information about the transfer process would be shared across multiple platforms and through a variety of methods to ensure that all college stakeholders have the correct information regarding requirements to complete a degree and transfer to a four-year university. College stakeholders include faculty, staff, administrators, and our local community, such as families of high school students who will be attending college soon. Targeted outreach for Black/African American Female students would occur to ensure information regarding the four-year university transfer process, resulting in an overall reduced time for students pursuing their academic goals.

The college would need to review and build a structure that requires all faculty to participate in continuous and coordinated professional development on topics of equity and culturally responsive pedagogy and andragogy and infuse these practices in the classroom. This would ideally be evaluated through an updated faculty evaluation process that includes metrics on

diversity, equity, inclusion, accessibility, and belonging. Course curriculum and materials would reflect our disproportionately impacted students, especially our Black/African American Female students. Faculty would concentrate not only on the course topics and materials, but also create a welcoming environment that builds a sense of belonging for our disproportionately impacted students. Faculty would understand the importance of their roles on students and work on developing relationships with students throughout courses in any capacity. A structure would be developed to implement continuous and coordinated cross-training on the four-year transfer process to all college faculty, staff, and administrators. This would improve how all campus stakeholders assist our Black/African American Female students transfer to a four-year university in a timely process.

Planning and Action

Year 1 (2022-2023) Action Steps

- Start communication with college administration to:
 - Change the policy that prohibits upper-level transfer required courses to be offered if under-enrolled.
 - Develop a structure to require continuous and coordinated professional development for all college faculty, staff, and administrators on topics relating to the four-year transfer process, equitable and culturally responsive teaching and student service support to our disproportionately impacted students, and equitable hiring practices for new faculty, staff, and administrators.
- Gather and analyze data related to:
 - Course scheduling, Student Educational Plans (SEP's) and modalities, including gathering student feedback and college data, and start developing alternate college structure for course scheduling and modalities to ensure future students have greater access to entering and completing their academic goals.
 - Modern technology requirements of courses students take at the college to assess what additional technology students require.
- The college Curriculum Advisory Committee (CAC) to develop a structure that requires all courses to review and assess how diversity, equity, inclusion, accessibility, and belonging is infused into the Course Outline of Record (COR).
- Work with the Office of Communications to develop a structure for providing clear, directed, and consistent communication about support programs offered free of charge to students across various communication platforms, including social media and institutionalized text messages.
- Start communicating with unique student programs on campus, such as EOPS and Umoja, to develop a structure in which four-year transfer support can be offered through these programs to students.
- Start identifying course sequences where courses are only offered one time per year and have conversations with the department chairs to identify the need of the department in order to be able to offer the course more than 1 time per year.
- Work on current college Guided Pathways initiatives, including:
 - In Fall 2022, pilot Guided Pathways "First-Year Guides" program to provide students access to outreach via onboarding "mentors" throughout their first + year. This program is to target students who are "undecided" in their major or are 25 years and older "re-entering" college.
 - The transfer center team assists in further developing Guided Pathways Program Maps to align them with 4 year universities. Program Maps are being designed to

help clarify paths for students, aid departments in curriculum redesign, and as a tool to help counselors.

- Pilot Guided Pathways work with Dual Enrollment to develop and offer an evening course for families of 11th graders, specifically targeting First Generation families in Spring 2023 to provide clarity about SBCC's programs. This would include discussing what an Associates degree is, what a transfer degree is, as well as how they lead to careers and other degrees.

Year 2 (2023-2024) Action Steps

- Continue to develop structure and implement these changes by Spring 2024 that have not been completed yet.
- Assess and evaluate the qualitative and quantitative data for Year 1 initiative completed.
- Adjust Year 1 initiatives for Year 2 as required.

Year 3 (2024-2025) Action Steps

- Assess and evaluate the qualitative and quantitative data for Year 1 and Year 2 initiatives.
- Adjust Year 2 initiatives for Year 3 as required.

Support Needed from CCCCCO

Technical Assistance & Professional Development

- Provide a computer system that is institutionalized among all California Community Colleges, provided free of charge, that seamlessly tracks students academic progress that can be used by college faculty, staff, and administrators and work among all colleges.
- Develop and implement a structure that requires and provides all California Community College faculty, staff, and administration professional development on topics of diversity, equity, inclusion, accessibility, and belonging related to disproportionately impacted students on topics of instruction, student services support programs, and information on California Community College programs like CCPG.

Appendix A

Successful Enrollment Disproportionate Impact Trend Analysis

Table A1. Successful Enrollment Disproportionate Impact Trend Analysis by Ethnicity

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
Asian	16.2% (544 / 3,356)	-16.7%	479	7/7	71	2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21
Black/African American	22.7% (592 / 2,603)	-8.6%	434	6/7	33	2014-15, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21
Filipino	16.6% (165 / 992)	-13.8%	165	6/7	20	2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20
Multiple Values Reported ¹	23.6% (21 / 89)	-16.9%	45	2/7	9	2018-19, 2019-20
Pacific Islander/Hawaiian Native	7.5% *	-12.7%	*	1/7	7	*
Unknown/Unreported	20.4% (74 / 362)	-14.2%	91	4/7	12	2014-15, 2017-18, 2018-19, 2020-21
White	46.3% (1,062 / 2,295)	-2.9%	2,295	1/7	68	2020-21

Table A2. Successful Enrollment Disproportionate Impact Trend Analysis by Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
Female	28.4% (9,870 / 34,773)	-5.2%	4,968	7/7	235	2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21
Multiple Values Reported ¹	23.6% (21 / 89)	-16.9%	45	2/7	9	2018-19, 2019-20
Non-Binary	0% *	-47.9%	*	1/1	1	*
Unknown/Unreported	29.1% (25 / 86)	-14.5%	43	2/7	7	2018-19, 2020-21

Table A3. Successful Enrollment Disproportionate Impact Trend Analysis by Ethnicity and Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
American Indian/Alaska Native: Male	14.3% *	-33.6%	*	1/7	3	*
American Indian/Alaska Native: All Other Values	0% *	-30.9%	*	2/7	1	*
Asian: Female	12.1% (200 / 1,654)	-6.7%	331	5/7	53	2014-15, 2015-16, 2016-17, 2017-18, 2019-20
Asian: All Other Values	0% *	-19.7%	*	5/7	1	*
Black/African American: Female	17.2% (177 / 1,029)	-9.1%	257	4/7	28	2014-15, 2016-17, 2017-18, 2020-21
Black/African American: All Other Values	0% *	-24.1%	*	2/7	1	*
Filipino: All Other Values	0% *	-35.0%	*	2/7	1	*
Hispanic or Latino/a/x: All Other Values	0% *	-44.8%	*	2/7	1	*
Pacific Islander/Hawaiian Native: Female	0% (0 / 31)	-27.0%	16	2/7	5	2014-15, 2018-19
Pacific Islander/Hawaiian Native: All Other Values	0% *	-39.6%	*	1/7	1	*
Two or More Races: Female	22.5% (309 / 1,374)	-2.5%	1,374	1/7	35	2015-16
Two or More Races: All Other Values	16.7% *	-31.2%	*	1/7	2	*
Unknown/Unreported: Male	13.9% *	-14.7%	*	1/7	6	*
Unknown/Unreported: Female	34.4% (88 / 256)	-7.6%	256	1/7	20	2019-20
White: Female	39.6% (1,589 / 4,011)	-4.1%	1,337	3/7	60	2018-19, 2019-20, 2020-21

Note. ¹ = Multiple values reported is where students are placed if there is conflicting information at different colleges in the system. * = FERPA suppressed due to small group size where either the numerator or denominator in the rate calculation or the number impacted is less than 10. Overall Rate for Group is the average overall rate for the years disproportionate impact (DI) was present. Magnitude is the average percent difference—or equity gap—between the DI group and the reference group for the years DI was present. Number Impacted is the average cohort size for the years DI was present. Number of Years DI Present is the count of years the group experienced DI over the number of years in the dataset. Target Number is the average number of students needed to achieve full equity for the years DI was present. Actual Years DI Present lists the academic years where DI was present for the group.

Data Source. California Community Colleges Data on Demand, file: SEP_2022_expanded_all_years_650_122889_REVISIED_20220801.csv

Appendix B

Completion of Transfer-Level Math & English Disproportionate Impact Trend Analysis

Table B1. Transfer-Level Math Completion Within One Year Disproportionate Impact Trend Analysis by Ethnicity

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
American Indian/Alaskan Native	10.5% *	-31.0%	*	2/8	3	*
Black/African American	20.7% (134 / 648)	-16.8%	108	6/8	17	2014-15, 2015-16, 2016-17, 2017-18, 2020-21, 2021-22
Hispanic or Latino/a/x	52.1% (1,766 / 3,388)	-5.0%	1,129	3/8	34	2018-19, 2020-21, 2021-22
Unknown/Unreported	26.4% (73 / 277)	-23.7%	92	3/8	22	2017-18, 2018-19, 2021-22
White	32% (1,383 / 4,323)	-3.7%	1,441	3/8	30	2014-15, 2015-16, 2019-20

Table B2. Transfer-Level Math Completion Within One Year Disproportionate Impact Trend Analysis by Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
Female	25.3% (1,242 / 4,908)	-4.7%	1,636	3/8	39	2014-15, 2015-16, 2016-17
Unknown/Unreported	38% (35 / 92)	-23.5%	46	2/8	10	2019-20, 2021-22

Table B3. Transfer-Level Math Completion Within One Year Disproportionate Impact Trend Analysis by Ethnicity and Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
American Indian/Alaskan Native: Female	14.3% *	-48.0%	*	2/8	2	*
Asian: Female	56.3% (36 / 64)	-12.0%	64	1/8	5	2018-19
Hispanic or Latino/a/x: Male	47.8% (761 / 1,592)	-5.7%	531	3/8	17	2018-19, 2019-20, 2021-22
Pacific Islander/Hawaiian Native: Male	50% *	-50.0%	*	1/8	1	*
Two or More Races: Female	43.5% (100 / 230)	-16.3%	77	3/8	7	2015-16, 2017-18, 2020-21
Two or More Races: Male	42% (37 / 88)	-20.0%	88	1/8	8	2018-19
Unknown/Unreported: Female	26.2% (22 / 84)	-18.0%	84	1/8	7	2021-22
Unknown/Unreported: Unknown/Unreported	18.2% *	-41.0%	*	1/8	4	*
White: Female	30% (1,045 / 3,479)	-7.0%	696	5/8	24	2014-15, 2015-16, 2016-17, 2018-19, 2019-20

Note. * = FERPA suppressed due to small group size where either the numerator or denominator in the rate calculation or the number impacted is less than 10. Overall Rate for Group is the average overall rate for the years disproportionate impact (DI) was present. Magnitude is the average percent difference—or equity gap—between the DI group and the reference group for the years DI was present. Number Impacted is the average cohort size for the years DI was present. Number of Years DI Present is the count of years the group experienced DI over the number of years in the dataset. Target Number is the average number of students needed to achieve full equity for the years DI was present. Actual Years DI Present lists the academic years where DI was present for the group.

Data Source. Santa Barbara City College. (2022). [Tableau dashboard]. *Progress: Transfer Math*. Retrieved from https://tableau.sbcc.edu/#/views/ProgressTransferMath_16325232992370/TransferMath?iid=3.

Table B4. B-STEM Throughput Disproportionate Impact Trend Analysis by Ethnicity

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Semesters DI Present	Target Number	Actual Semesters DI Present
Black/African American	13.5% (15 / 111)	-21.2%	22	5/14	4	S15, F15, S16, F16, F20
Hispanic or Latino/a/x	28.9% (680 / 2,350)	-9.4%	181	13/14	16	F14, S15, F15, S16, F16, S17, F17, S18, F18, S19, F19, F20, S21
Unknown/Unreported	14.3% *	-34.0%	*	1/14	2	*
White	45.6% (26 / 57)	-13.0%	57	1/14	7	S20

Table B5. B-STEM Throughput Disproportionate Impact Trend Analysis by Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Semesters DI Present	Target Number	Actual Semesters DI Present
Female	27.5% (253 / 920)	-5.8%	230	4/14	13	F14, S15, F16, F18

Note. The data source dashboard does not provide DI with intersectionality (e.g., ethnicity and gender). Presented semesters are those where the population made its first relevant course attempt. Semesters are abbreviated: F14 is Fall 2014, for example.

Note. * = FERPA suppressed due to small group size where either the numerator or denominator in the rate calculation is less than 10. Overall Rate for Group is the average overall rate for the semesters disproportionate impact (DI) was present. Magnitude is the average percent difference—or equity gap—between the DI group and the reference group for the semesters DI was present. Number Impacted is the average cohort size for the semesters DI was present. Number of Semesters DI Present is the count of semesters the group experienced DI over the number of semesters in the dataset. Target Number is the average number of students needed to achieve full equity for the semesters DI was present. Actual Semesters DI Present lists the regular semesters where DI was present for the group.

Data Source. Santa Barbara City College. (2022). [Tableau dashboard]. *B-STEM: Throughput*. Retrieved from <https://tableau.sbccc.edu/#/views/AB705Outcomes/B-STEMThroughput?iid=4>.

Table B6. SLAM Throughput Disproportionate Impact Trend Analysis by Ethnicity

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Semesters DI Present	Target Number	Actual Semesters DI Present
Black/African American	7.9% (13 / 165)	-19.4%	33	5/14	6	F14, S15, F15, F16, F17
Hispanic or Latino/a/x	29.2% (1,072 / 3,665)	-7.9%	262	14/14	19	F14, S15, F15, S16, F16, S17, F17, S18, F18, S19, F19, S20, F20, S21
Two or More Races	33.3% *	-25.0%	*	1/14	5	*

Table B7. SLAM Throughput Disproportionate Impact Trend Analysis by Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Semesters DI Present	Target Number	Actual Semesters DI Present
Male	29.6% (1,018 / 3,435)	-6.6%	286	12/14	18	F14, S15, F15, S16, S17, F17, S18, F18, S19, F19, S20, F20
Unknown/Unreported	7.1% *	-20%	*	2/14	3	*

Note. The data source dashboard does not provide DI with intersectionality (e.g., ethnicity and gender). Presented semesters are those where the population made its first relevant course attempt. Semesters are abbreviated: F14 is Fall 2014, for example.

Note. * = FERPA suppressed due to small group size where either the numerator or denominator in the rate calculation is less than 10. Overall Rate for Group is the average overall rate for the semesters disproportionate impact (DI) was present. Magnitude is the average percent difference—or equity gap—between the DI group and the reference group for the semesters DI was present. Number Impacted is the average cohort size for the semesters DI was present. Number of Semesters DI Present is the count of semesters the group experienced DI over the number of semesters in the dataset. Target Number is the average number of students needed to achieve full equity for the semesters DI was present. Actual Semesters DI Present lists the regular semesters where DI was present for the group.

Data Source. Santa Barbara City College. (2022). [Tableau dashboard]. *SLAM: Throughput*. Retrieved from <https://tableau.sbcc.edu/#/views/AB705Outcomes/SLAMThroughput?.iid=1>.

Table B8. Transfer-Level English Completion Within One Year Disproportionate Impact Trend Analysis by Ethnicity

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
Asian	37.1% (369 / 994)	-11.3%	249	4/8	26	2014-15, 2015-16, 2016-17, 2017-18
Black/African American	32.9% (190 / 578)	-19.4%	116	4/8	21	2014-15, 2015-16, 2016-17, 2017-18, 2021-22
Hispanic or Latino/a/x	63.2% (2,097 / 3,317)	-5.0%	1,106	3/8	34	2016-17, 2020-21, 2021-22
Pacific Islander/Hawaiian Native	20% *	-43.0%	*	1/8	2	*
Unknown/Unreported	41.6% (148 / 356)	-24.0%	71	5/8	17	2016-17, 2017-18, 2018-19, 2020-21, 2021-22

Table B9. Transfer-Level English Completion Within One Year Disproportionate Impact Trend Analysis by Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
Male	46.9% (3,077 / 6,554)	-6.8%	1,639	4/8	56	2014-15, 2015-16, 2017-18, 2018-19
Unknown/Unreported	51.2% (65 / 127)	-24.0%	42	3/8	9	2019-20, 2020-21, 2021-22

Table B10. Transfer-Level English Completion Within One Year Disproportionate Impact Trend Analysis by Ethnicity and Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
American Indian/Alaskan Native: Female	40% *	-60.0%	*	1/8	1	*
Asian: Female	82.9% (58 / 70)	-12.0%	70	1/8	4	2021-22
Asian: Male	32% (180 / 563)	-12.3%	141	4/8	8	2014-15, 2015-16, 2016-17, 2017-18
Black/African American: Male	27% (26 / 97)	-12.0%	97	1/8	4	2014-15
Hispanic or Latino/a/x: Male	46.6% (1,098 / 2,357)	-7.0%	589	4/8	22	2014-15, 2015-16, 2017-18, 2018-19
Hispanic or Latino/a/x: Unknown/Unreported	23.1% *	-27.0%	*	1/8	3	*
Two or More Races: Male	55.6% (94 / 169)	-20.5%	85	2/8	8	2016-17, 2018-19
Two or More Races: Unknown/Unreported	33.3% *	-51.0%	*	1/8	3	*
Unknown/Unreported: Female	39.3% (33 / 84)	-19.0%	84	1/8	7	2021-22
Unknown/Unreported: Male	20% *	-22.0%	*	1/8	4	*
Unknown/Unreported: Unknown/Unreported	27.3% *	-42.5%	*	2/8	4	*
White: Female	55% (376 / 680)	-4.0%	680	1/8	14	2016-17
White: Male	54.3% (1,132 / 2,086)	-7.3%	695	3/8	26	2014-15, 2017-18, 2021-22
White: Unknown/Unreported	29.8% (14 / 47)	-15.0	47	1/8	7	2014-15

Note. * = FERPA suppressed due to small group size where either the numerator or denominator in the rate calculation is less than 10. Overall Rate for Group is the average overall rate for the years disproportionate impact (DI) was present. Magnitude is the average percent difference—or equity gap—between the DI group and the reference group for the years DI was present. Number Impacted is the average cohort size for the years DI was present. Number of Years DI Present is the count of years the group experienced DI over the number of years in the dataset. Target Number is the average number of students needed to achieve full equity for the years DI was present. Actual Years DI Present lists the academic years where DI was present for the group.

Data Source. Santa Barbara City College. (2022). [Tableau dashboard]. *Progress: Transfer English*. Retrieved from https://tableau.sbccc.edu/#/views/ProgressTransferEnglish_16325232685870/TransferEnglish?iid=1.

Table B11. English Throughput Disproportionate Impact Trend Analysis by Ethnicity

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Semesters DI Present	Target Number	Actual Semesters DI Present
Asian	40.6% (231 / 569)	-10.0%	114	5/14	11	S15, F15, S16, F16, S17
Black/African American	27.0% (74 / 274)	-24.2%	46	6/14	11	F14, S15, F15, S16, F16, F17
Hispanic or Latino/a/x	50.4% (2,910 / 5,778)	-8.4%	482	12/14	39	F14, S15, F15, S16, F16, F17, S18, F18, S19, F19, S20, F20
Unknown/Unreported	39.1% *	-26%	*	1/14	6	*

Table B12. English Throughput Disproportionate Impact Trend Analysis by Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Semesters DI Present	Target Number	Actual Semesters DI Present
Male	52.2% (3,866 / 7,407)	-5.4%	617	12/14	31	F14, S15, F15, S16, F16, S17, F17, S18, F18, F19, S20, F20
Unknown/Unreported	16.7% *	-29%	*	1/14	3	*

Note. The data source dashboard does not provide DI with intersectionality (e.g., ethnicity and gender). Presented semesters are those where the population made its first relevant course attempt. Semesters are abbreviated: F14 is Fall 2014, for example.

Note. * = FERPA suppressed due to small group size where either the numerator or denominator in the rate calculation is less than 10. Overall Rate for Group is the average overall rate for the semesters disproportionate impact (DI) was present. Magnitude is the average percent difference—or equity gap—between the DI group and the reference group for the semesters DI was present. Number Impacted is the average cohort size for the semesters DI was present. Number of Semesters DI Present is the count of semesters the group experienced DI over the number of semesters in the dataset. Target Number is the average number of students needed to achieve full equity for the semesters DI was present. Actual Semesters DI Present lists the regular semesters where DI was present for the group.

Data Source. Santa Barbara City College. (2022). [Tableau dashboard]. *English: Throughput.* Retrieved from <https://tableau.sbccc.edu/#/views/AB705Outcomes/EnglishThroughput?iid=1>.

Table B13. English 110 Course Success Rate Disproportionate Impact Trend Analysis by Ethnicity

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Semesters DI Present	Target Number	Actual Semesters DI Present
American Indian/Alaska Native	0.0% *	-65.8%	*	1/16	1	*
Black/African American	48.6% (71 / 146)	-21.2%	49	3/16	10	F14, F20, F21
Hispanic or Latino/a/x	61.9% (6,292 / 10,165)	-13.5%	635	16/16	53	F14, S15, F15, S16, F16, S17, F17, S18, F18, S19, F19, S20, F20, S21, F21, S22

Table B14. English 110 Course Success Rate Disproportionate Impact Trend Analysis by Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Semesters DI Present	Target Number	Actual Semesters DI Present
Male	67.6% (6,287 / 9,294)	-6.3%	845	11/16	28	F14, F15, S16, F17, S18, F18, S19, F19, S20, F20, F21

Table B15. English 110 Course Success Rate Disproportionate Impact Trend Analysis by Ethnicity and Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Semesters DI Present	Target Number	Actual Semesters DI Present
American Indian/Alaskan Native: Male	33.3% *	-83.3%	*	3/16	1	*
Asian: Male	71.8% (221 / 308)	-13.7%	62	5/16	4	S15, F15, S16, S20, S22
Asian: Unknown/Unreported	0.0% *	-76.4%	*	1/16	1	*
Black/African American: Male	47.2% (34 / 72)	-29.3%	24	3/16	2	S18, F20, S22
Black/African American: Unknown/Unreported	0.0% *	-68.8%	*	2/6	1	*
Hispanic or Latino/a/x: Female	57.9% (158 / 273)	-6.9%	273	1/16	9	S15
Hispanic or Latino/a/x: Male	56.9% (1,251 / 2,199)	-7.9%	314	7/16	14	F14, S17, F18, S19, F19, S20, F20
Hispanic or Latino/a/x: Unknown/Unreported	27.3% *	-31.6%	*	2/16	4	*
Pacific Islander/Hawaiian Native: Female	57.1% (28 / 49)	-14.3%	49	1/16	4	S17
Pacific Islander/Hawaiian Native: Male	48.1% (74 / 154)	-23.3%	39	4/16	4	F19, S20, F21, S22
Two or More Races: Male	65.9% (149 / 226)	-17.9%	57	4/16	5	S15, F15, F18, F19
Two or More Races: Unknown/Unreported	0.0% *	-68.3%	*	3/12	1	*
Unknown/Unreported: Female	54.5% *	-46.5%	*	2/16	2	*
Unknown/Unreported: Male	69.3% (88 / 127)	-31.3%	42	3/16	4	F14, S19, F19
Unknown/Unreported: Unknown/Unreported	0.0% *	-81.3%	*	2/16	1	*
White: Male	73.6% (2,646 / 3,596)	-8.2%	360	10/16	15	F14, S16, F17, S18, F18, S19, F19, S20, F20, F21

Note. Presented semesters are those where the population made its first relevant course attempt. Semesters are abbreviated: F14 is Fall 2014, for example.

Course success rates are presented for English 110 only; English 110E and 110H are not included. The numerator and denominator are the count of successful grades over the count of grades that meet enrollment criteria for the course.

Note. * = FERPA suppressed due to small group size where either the numerator or denominator in the rate calculation is less than 10. Overall Rate for Group is the average overall rate for the semesters disproportionate impact (DI) was present. Magnitude is the average percent difference—or equity gap—between the DI group and the reference group for the semesters DI was present. Number Impacted is the average cohort size for the semesters DI was present. Number of Semesters DI Present is the count of semesters the group experienced DI over the number of semesters in the dataset. Target Number is the average number of students needed to achieve full equity for the semesters DI was present. Actual Semesters DI Present lists the regular semesters where DI was present for the

group.

Data Source. Santa Barbara City College. (2022). [Tableau dashboard]. *Progress: Course Success.* Retrieved from https://tableau.sbcc.edu/#/views/ProgressCourseSuccess/Course_Success?.iid=1.

Appendix C

Retention from Fall to Fall Disproportionate Impact Trend Analysis

Table C1. Fall to Fall Retention Disproportionate Impact Trend Analysis by Ethnicity

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
Black/African American	46% (240 / 522)	-18.0%	104	5/7	19	2014-15, 2015-16, 2016-17, 2017-18, 2018-19
Hispanic or Latino/a/x	65.6% (653 / 995)	-6.0%	995	1/7	34	2020-21
Pacific Islander/Hawaiian Native	25% *	-44.0%	*	1/7	2	*
Unknown/Unreported	52.5% (31 / 59)	-15.0%	59	1/7	9	2017-18
White	61.3% (4,592 / 7,497)	-5.7%	1,250	6/7	41	2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20

Table C2. Fall to Fall Retention Disproportionate Impact Trend Analysis by Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
Male	62.5% (4,096 / 6,549)	-7.2%	1,310	5/7	46	2015-16, 2017-18, 2018-19, 2019-20, 2020-21

Table C3. Fall to Fall Retention Disproportionate Impact Trend Analysis by Ethnicity and Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
Asian: Male	66.4% (75 / 113)	-15.0%	57	2/7	4	2019-20, 2020-21
Black/African American: Male	52.4% (22 / 42)	-21.0%	42	1/7	3	2020-21
Hispanic or Latino/a/x: Male	62.6% (1,212 / 1,935)	-11.5%	484	4/7	30	2017-18, 2018-19, 2019-20, 2020-21
Two or More Races: Unknown/Unreported	20% *	-42.0%	*	1/5	2	*
Two or More Races: Male	62.9% (90 / 143)	-17.5%	72	2/7	7	2018-19, 2019-20
Unknown/Unreported: Male	58.9% (66 / 112)	-16.0%	112	1/6	8	2019-20 this student group has only 6 years of data
White: Male	61.2% (1,022 / 1,671)	-6.3%	557	3/7	17	2015-16, 2017-18, 2020-21

Note. * = FERPA suppressed due to small group size where either the numerator or denominator in the rate calculation or the number impacted is less than 10. Overall Rate for Group is the average overall rate for the years disproportionate impact (DI) was present. Magnitude is the average percent difference—or equity gap—between the DI group and the reference group for the years DI was present. Number Impacted is the average cohort size for the years DI was present. Number of Years DI Present is the count of years the group experienced DI over the number of years in the dataset. Target Number is the average number of students needed to achieve full equity for the years DI was present. Actual Years DI Present lists the academic years where DI was present for the group.

Data Source. Santa Barbara City College. (2022). [Tableau dashboard]. *Progress: Retention Fall to Fall*. Retrieved from <https://tableau.sbcc.edu/#/views/ProgressRetentionFalltoFall/FalltoFallRetention?iid=2>.

Appendix D

Completion Disproportionate Impact Trend Analysis

Table D1. Earned an AA Within Three Years Disproportionate Impact Trend Analysis by Ethnicity

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
American Indian/Alaska Native	0.0% *	-16.3%	*	4/6	1	*
Black/African American	6.4% (12 / 187)	-9.0%	94	2/6	8	2014-15, 2017-18
Hispanic or Latino/a/x	13.7% (469 / 3,427)	-4.1%	857	4/6	22	2014-15, 2015-16, 2017-18, 2018-19
Pacific Islander/Hawaiian Native	0.0% *	-16.6%	*	5/6	1	*
Unknown/Unreported	0.0% (0 / 15)	-17.1%	15	1/6	3	2016-17

Table D2. Earned an AA Within Three Years Disproportionate Impact Trend Analysis by Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
Male	12.3% (816 / 6,620)	-8.8%	1,103	6/6	48	2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20
Unknown/Unreported	4.7% *	-12.8%	*	3/6	4	*

Table D3. Earned an AA Within Three Years Disproportionate Impact Trend Analysis by Ethnicity and Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
American Indian/Alaska Native: Female	0.0% *	-25.0%	*	1/6	1	*
American Indian/Alaska Native: Male	0.0% *	-40.0%	*	1/6	1	*
Asian: Female	18.0% *	-11.1%	*	1/6	3	*
Asian: Male	17.5% (77 / 441)	-11.3%	110	4/6	5	2014-15, 2015-16, 2016-17, 2017-18
Asian: Unknown/Unreported	0.0% *	-21.0%	*	1/6	1	*
Black/African American: Male	4.1% *	-12.1%	*	3/6	2	*
Black/African American: Unknown/Unreported	0.0% *	-11.8%	*	1/6	1	*
Hispanic or Latino/a/x: Male	10.6% (254 / 2,396)	-8.6%	399	6/6	18	2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20
Hispanic or Latino/a/x: Unknown/Unreported	2.4% *	-13.4%	*	3/6	2	*
Pacific Islander/Hawaiian Native: Male	0.0% *	-50.0%	*	1/6	1	*
Two or More Races: Male	10.6% (28 / 264)	-12.2%	66	4/6	4	2015-16, 2016-17, 2017-18, 2018-19
Two or More Races: Unknown/Unreported	0.0% *	-18.7%	*	3/6	1	*
Unknown/Unreported: Male	8.8% (12 / 136)	-16.4%	34	4/6	3	2015-16, 2017-18, 2018-19, 2019-20
Unknown/Unreported: Unknown/Unreported	0.0% *	-17.2%	*	3/6	1	*
White: Male	13.5% (372 / 2,759)	-9.2%	460	6/6	21	2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20
White: Unknown/Unreported	3.0% *	-16.4%	*	2/6	2	*

Note. * = FERPA suppressed due to small group size where either the numerator or denominator in the rate calculation or the number impacted is less than 10. Overall Rate for Group is the average overall rate for the years disproportionate impact (DI) was present. Magnitude is the average percent difference—or equity gap—between the DI group and the reference group for the years DI was present. Number Impacted is the average cohort size for the years DI was present. Number of Years DI Present is the count of years the group experienced DI over the number of years in the dataset. Target Number is the average number of students needed to achieve full equity for the years DI was present. Actual Years DI Present lists the academic years where DI was present for the group.

Data Source. Santa Barbara City College. (2022). [Tableau dashboard]. *Success: Earned Award in a Given Timeframe.*

Table D4. Earned an AS Within Three Years Disproportionate Impact Trend Analysis by Ethnicity

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
There were no disproportionately impacted groups by ethnicity when using the PPG-1 methodology. The overall percent of students who earned an AS degree over the six years within the dataset was 1.3%.						

Table D5. Earned an AS Within Three Years Disproportionate Impact Trend Analysis by Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
There were no disproportionately impacted groups by gender when using the PPG-1 methodology. The overall percent of students who earned an AS degree over the six years within the dataset was 1.3%.						

Table D6. Earned an AS Within Three Years Disproportionate Impact Trend Analysis by Ethnicity and Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
Asian: Female	0.0% (0 / 94)	-4.8%	47	2/6	2	2018-19
Black/African American: Male	0.0% (0 / 55)	-3.0%	55	1/6	1	2016-17
Unknown/Unreported: Female	0.0% (0 / 76)	-4.1%	76	1/6	2	2019-20

Note. * = FERPA suppressed due to small group size where either the numerator or denominator in the rate calculation is less than 10. Overall Rate for Group is the average overall rate for the years disproportionate impact (DI) was present. Magnitude is the average percent difference—or equity gap—between the DI group and the reference group for the years DI was present. Number Impacted is the average cohort size for the years DI was present. Number of Years DI Present is the count of years the group experienced DI over the number of years in the dataset. Target Number is the average number of students needed to achieve full equity for the years DI was present. Actual Years DI Present lists the academic years where DI was present for the group.

Data Source. Santa Barbara City College. (2022). [Tableau dashboard]. *Success: Earned Award in a Given Timeframe.*

Table D7. Earned an AA-T Within Three Years Disproportionate Impact Trend Analysis by Ethnicity

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
American Indian/Alaska Native	0.0% *	-9.0%	*	2/6	1	*
Asian	5.0% (12 / 240)	-6.1%	120	2/6	7	2018-19, 2019-20
Two or More Races	2.6% *	-2.7%	*	2/6	4	*
Unknown/Unreported	0.0% (0 / 15)	-6.4%	15	1/6	1	2016-17

Table D8. Earned an AA-T Within Three Years Disproportionate Impact Trend Analysis by Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
Male	5.5% (364 / 6,620)	-4.0%	1,103	6/6	21	2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20
Unknown/Unreported	0.9% *	-7.1%	*	3/6	2	*

Table D9. Earned an AA-T Within Three Years Disproportionate Impact Trend Analysis by Ethnicity and Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
American Indian/Alaska Native: Female	0.0% *	-25.0%	*	1/6	1	*
American Indian/Alaska Native: Male	0.0% *	-18.4%	*	2/6	1	*
Asian: Female	2.1% *	-4.8%	*	2/6	1	*
Black/African American: Male	1.2% *	-7.1%	*	4/6	2	*
Hispanic or Latino/a/x: Male	5.1% (123 / 2,396)	-4.8%	399	6/6	10	2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20
Hispanic or Latino/a/x: Unknown/Unreported	0.0% (0 / 29)	-7.7%	10	3/6	1	2014-15, 2017-18, 2018-19
Two or More Races: Male	3.8% *	-7.0%	*	3/6	2	*
Two or More Races: Unknown/Unreported	0.0% *	-18.3%	*	1/6	1	*
Unknown/Unreported: Male	11.5% *	-12.8%	*	3/6	2	*
White: Male	5.6% (104 / 1,847)	-5.2%	462	4/6	12	2014-15, 2015-16, 2018-19, 2019-20
White: Unknown/Unreported	0.0% (0 / 53)	-7.7%	18	3/6	1	2014-15, 2015-16, 2019-20

Note. * = FERPA suppressed due to small group size where either the numerator or denominator in the rate calculation is less than 10. Overall Rate for Group is the average overall rate for the years disproportionate impact (DI) was present. Magnitude is the average percent difference—or equity gap—between the DI group and the reference group for the years DI was present. Number Impacted is the average cohort size for the years DI was present. Number of Years DI Present is the count of years the group experienced DI over the number of years in the dataset. Target Number is the average number of students needed to achieve full equity for the years DI was present. Actual Years DI Present lists the academic years where DI was present for the group.

Data Source. Santa Barbara City College. (2022). [Tableau dashboard]. Success: Earned Award in a Given Timeframe.

Table D10. Earned an AS-T Within Three Years Disproportionate Impact Trend Analysis by Ethnicity

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
Asian	1.8% *	-2.8%	*	1/6	3	*
Black/African American	0.0% (0 / 52)	-4.5%	52	1/6	2	2018-19
Unknown/Unreported	0.0% (0 / 37)	-4.4%	37	1/6	2	2018-19

Table D11. Earned an AS-T Within Three Years Disproportionate Impact Trend Analysis by Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
Unknown/Unreported	0.0% (0 / 33)	-4.5%	33	1/6	1	2019-20

Table D12. Earned an AS-T Within Three Years Disproportionate Impact Trend Analysis by Ethnicity and Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
American Indian/Alaska Native: Female	0.0% *	-29.2%	*	2/6	1	*
American Indian/Alaska Native: Male	0.0% *	-20.0%	*	1/6	1	*
Asian: Female	1.1% *	-3.7%	*	2/6	1	*
Asian: Male	0.0% (0 / 213)	-3.2%	107	2/6	2	2015-16, 2016-17
Black/African American: Male	0.0% (0 / 22)	-9.1%	22	1/6	1	2019-20
Hispanic or Latino/a/x: Unknown/Unreported	0.0% (0 / 19)	-5.8%	19	1/6	1	2019-20

Note. * = FERPA suppressed due to small group size where either the numerator or denominator in the rate calculation is less than 10. Overall Rate for Group is the average overall rate for the years disproportionate impact (DI) was present. Magnitude is the average percent difference—or equity gap—between the DI group and the reference group for the years DI was present. Number Impacted is the average cohort size for the years DI was present. Number of Years DI Present is the count of years the group experienced DI over the number of years in the dataset. Target Number is the average number of students needed to achieve full equity for the years DI was present. Actual Years DI Present lists the academic years where DI was present for the group.

Data Source. Santa Barbara City College. (2022). [Tableau dashboard]. *Success: Earned Award in a Given Timeframe.*

Table D13. Earned a Certificate Within Three Years Disproportionate Impact Trend Analysis by Ethnicity

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
American Indian/Alaska Native	0.0% (0 / 23)	-16.6%	12	2/6	2	2014-15, 2017-18
Black/African American	7.2% (41 / 572)	-10.1%	114	5/6	11	2014-15, 2015-16, 2016-17, 2017-18, 2018-19
Hispanic or Latino/a/x	13.9% (683 / 4,897)	-5.0%	1,224	4/6	39	2014-15, 2015-16, 2017-18, 2018-19
Pacific Islander/Hawaiian Native	0.0% *	-17.6%	*	5/6	1	*
Unknown/Unreported	8.6% *	-11.7%	*	2/6	4	*

Table D14. Earned a Certificate Within Three Years Disproportionate Impact Trend Analysis by Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
Male	13.1% (1,230 / 9,393)	-8.8%	1,566	6/6	68	2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20
Unknown/Unreported	7.4% *	-9.4%	*	2/6	5	*

Table D15. Earned a Certificate Within Three Years Disproportionate Impact Trend Analysis by Ethnicity and Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
American Indian/Alaska Native: Female	0.0% *	-20.0%	*	1/6	1	*
American Indian/Alaska Native: Male	0.0% *	-19.9%	*	2/6	1	*
Asian: Male	22.8% (72 / 316)	-12.4%	158	2/6	9	2014-15, 2015-16
Asian: Unknown/Unreported	0.0% *	-27.5%	*	1/6	1	*
Black/African American: Male	4.7% (18 / 382)	-8.6%	64	6/6	2	2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20
Hispanic or Latino/a/x: Male	10.4% (355 / 3,406)	-9.0%	568	6/6	26	2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20
Hispanic or Latino/a/x: Unknown/Unreported	0.0% (0 / 35)	-11.3%	18	2/6	2	2014-15, 2015-16
Pacific Islander/Hawaiian Native: Male	0.0% *	-40.0%	*	1/6	1	*
Pacific Islander/Hawaiian Native: Unknown/Unreported	0.0% *	-25.0%	*	1/6	1	*
Two or More Races: Male	12.0% (42 / 350)	-10.1%	88	4/6	4	2015-16, 2016-17, 2017-18, 2018-19
Two or More Races: Unknown/Unreported	0.0% *	-19.3%	*	2/6	1	*
Unknown/Unreported: Male	7.1% (14 / 198)	-14.7%	40	5/6	4	2014-15, 2015-16, 2016-17, 2018-19, 2019-20
Unknown/Unreported: Unknown/Unreported	0.0% *	-11.5%	*	1/6	1	*
White: Male	14.7% (596 / 4,057)	-8.8%	676	6/6	30	2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20
White: Unknown/Unreported	0.0% *	-20.6%	*	1/6	1	*

Note. * = FERPA suppressed due to small group size where either the numerator or denominator in the rate calculation is less than 10. Overall Rate for Group is the average overall rate for the years disproportionate impact (DI) was present. Magnitude is the average percent difference—or equity gap—between the DI group and the reference group for the years DI was present. Number Impacted is the average cohort size for the years DI was present. Number of Years DI Present is the count of years the group experienced DI over the number of years in the dataset. Target Number is the average number of students needed to achieve full equity for the years DI was present. Actual Years DI Present lists the academic years where DI was present for the group.

Data Source. Santa Barbara City College. (2022). [Tableau dashboard]. Success: Earned Award in a Given Timeframe.

Appendix E

Transfer Disproportionate Impact Trend Analysis

Table E1. Transfer to a 4-Year Within Four Years Disproportionate Impact Trend Analysis by Ethnicity

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
American Indian/Alaskan Native	0% *	-24.8%	*	1/6	3	*
Asian	8.3% (53 / 638)	-17.2%	319	2/6	55	2011-12, 2012-13
Hispanic or Latino/a/x	20.7% (333 / 1,610)	-4.0%	805	2/6	32	2011-12, 2012-13
Multiple Values Reported ¹	10.7% *	-14.6%	*	1/6	5	*
Pacific Islander/Hawaiian Native	0% *	-25.4%	*	2/6	2	*
Unknown/Unreported	0.6% (18 / 3,162)	-29.7%	527	6/6	193	2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17

Table E2. Transfer to a 4-Year Within Four Years Disproportionate Impact Trend Analysis by Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
Male	22.3% (1,195 / 5,351)	-4.5%	1,338	4/6	61	2011-12, 2012-13, 2013-14, 2015-16
Unknown/Unreported	10.7% *	-14.7%	*	1/6	9	*

Table E3. Transfer to a 4-Year Within Four Years Disproportionate Impact Trend Analysis by Ethnicity and Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
American Indian/Alaskan Native: Female	0% *	-23.2%	*	1/6	1	*
American Indian/Alaskan Native: Male	0% *	-26.9%	*	1/6	2	*
Asian: Male	5.9% (10 / 170)	-7.9%	170	1/6	34	2012-13
Asian: All Other Values	0% *	-24.7%	*	1/6	1	*
Black/African American: Female	12.2% (14 / 115)	-13.8%	38	3/6	6	2012-13, 2013-14, 2015-16
Black/African American: All Other Values	0% *	-26.4%	*	2/6	1	*
Filipino: All Other Values	0% *	-29.6%	*	1/6	1	*
Hispanic or Latino/a/x: Male	16.8% (126 / 751)	-7.4%	376	2/6	30	2011-12, 2012-13
Hispanic or Latino/a/x: All Other Values	9.5% *	-15.7%	*	1/6	4	*
Multiple Values Reported ¹ : Male	0% *	-18.8%	*	1/6	4	*
Multiple Values Reported ¹ : Female	7.1% *	-17.6%	*	1/6	3	*
Pacific Islander/Hawaiian Native: Male	0% *	-25.1%	*	1/6	1	*
Pacific Islander/Hawaiian Native: Female	0% *	-23.2%	*	1/6	1	*
Two or More Races: All Other Values	0% *	-26.9%	*	1/6	1	*

Note. ¹ = Multiple values reported is where students are placed if there is conflicting information at different colleges in the system. * = FERPA suppressed due to small group size where either the numerator or denominator in the rate calculation or the number impacted is less than 10. Overall Rate for Group is the average overall rate for the years disproportionate impact (DI) was present. Magnitude is the average percent difference—or equity gap—between the DI group and the reference group for the years DI was present. Number Impacted is the average cohort size for the years DI was present. Number of Years DI Present is the count of years the group experienced DI over the number of years in the dataset. Target Number is the average number of students needed to achieve full equity for the years DI was present. Actual Years DI Present lists the academic years where DI was present for the group.

Data Source. California Community Colleges Data on Demand, file: SEP_2022_expanded_all_years_650_122889_REVISIED_20220801.csv

Table E4. Transfer to a 4-Year Within One Year of a Degree or Transfer-Ready Status Disproportionate Impact Trend Analysis by Ethnicity

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
American Indian/Alaskan Native	7.1% *	-45.0%	*	3/7	2	*
Asian	29.8% (175 / 588)	-21.5%	147	4/7	28	2013-14, 2014-15, 2015-16, 2019-20
Pacific Islander/Hawaiian Native	0% *	-48.0%	*	2/7	1	*
Unknown/Unreported	29.8% (17 / 57)	-21.0%	29	2/7	6	2014-15, 2018-19

Table E5. Transfer to a 4-Year Within One Year of a Degree or Transfer-Ready Status Disproportionate Impact Trend Analysis by Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
Female	43.1% (265 / 615)	-4.0%	615	1/7	13	2014-15
Unknown/Unreported	16.7% *	-28.0%	*	1/7	3	*

Table E6. Transfer to a 4-Year Within One Year of a Degree or Transfer-Ready Status Disproportionate Impact Trend Analysis by Ethnicity and Gender

DI Group	Overall Rate for Group	Magnitude	Number Impacted	Number of Years DI Present	Target Number	Actual Years DI Present
American Indian/Alaskan Native: Male	0% *	-50.0%	*	1/5	1	*
Asian: Unknown/Unreported	0% *	-42.8%	*	4/5	1	*
Black/African American: Male	44.4% *	-28.0%	*	1/7	2	*
Black/African American: Unknown/Unreported	0% *	-49.0%	*	2/3	1	*
Hispanic or Latino/a/x: Female	44.4% (194 / 437)	-11.0%	219	2/7	9	2014-15, 2015-16
Hispanic or Latino/a/x: Unknown/Unreported	0% *	-49.0%	*	2/7	1	*
Two or More Races: Female	35.8% (19 / 53)	-23.0%	27	2/7	3	2014-15, 2015-16
Two or More Races: Male	50% (27 / 54)	-22.0%	27	2/7	4	2017-18, 2018-19
Two or More Races: Unknown/Unreported	0% *	-55.0%	*	2/5	1	*
Unknown/Unreported: Unknown/Unreported	0% *	-39.5%	*	6/7	1	*
White: Female	50.5% (156 / 309)	-9.0%	309	1/7	13	2018-19

Note. * = FERPA suppressed due to small group size where either the numerator or denominator in the rate calculation or the number impacted is less than 10. Overall Rate for Group is the average overall rate for the years disproportionate impact (DI) was present. Magnitude is the average percent difference—or equity gap—between the DI group and the reference group for the years DI was present. Number Impacted is the average cohort size for the years DI was present. Number of Years DI Present is the count of years the group experienced DI over the number of years in the dataset. Target Number is the average number of students needed to achieve full equity for the years DI was present. Actual Years DI Present lists the academic years where DI was present for the group.

Data Source. Santa Barbara City College. (2022). [Tableau dashboard]. *Success: Transfer to 4-Year.* Retrieved from https://tableau.sbccc.edu/#/views/SuccessTransferTo4-Year_16359905324650/TransferTo4-Year?.iid=1.