



Santa Barbara City College 2025-2028 Student Equity Plan



2022-2025 Student Equity Plan Reflection: What has your college learned and what has helped foster and further a culture of equity? (2500 characters max)

Santa Barbara City College has continued to examine the root causes of equity gaps identified in the 2022–25 Student Equity Plan (SEP). With emphasis on two disproportionately impacted groups, Asian females and Black/African American students, analysis of the 2022–25 SEP shows mixed progress across enrollment, persistence, transfer, and completion metrics. Data suggest systemic and structural barriers remain central to these disparities, yet promising outcomes emerged where equity-focused interventions were prioritized, underscoring the importance of data-informed, equity-minded planning.

For Asian females, successful enrollment increased by two percentage points from the 21% baseline, though still requires further focus. For Black/African American students, outcomes are mixed. Successful enrollment declined by three percentage points over two years despite a 30% increase in applications. Local demographics, application-to-enrollment barriers, and fraudulent applications complicate accurate measurement of this metric.

Internal data confirm that Umoja participants achieve higher success and retention, highlighting the impact of affinity programming, mentoring, dedicated staffing and culturally responsive pedagogy for faculty- especially as it pertains to English and math.

Completion metrics also show mixed results. AA/AA-T attainment for Black/African American students declined from baseline, while AS and AS-T completions exceeded targets for recent cohorts. Certificate completion, continues to lag, signaling the need for intentional pathways, proactive advising, and aligned scheduling. External factors compound these challenges. Santa Barbara's housing crisis continues to impact out of area students and retention, particularly for Black/African American students. SBCC is responding through expanded basic needs programming and other support services.

Overall, SBCC has invested significantly in equity focused professional development and expanding equity focused programming yet we acknowledge that there is still much work to do to continue to further a culture of equity on campus. SBCC recognizes that targeted programs such as Umoja drive measurable improvements, while also acknowledging that broader institutional reforms are essential. Expansion of affinity-based programming, structural reforms, intentional retention efforts and activities, cross-program collaboration, and campus-wide equity integration remain priorities for advancing equitable outcomes in the next plan cycle.

What is working well that your college plans to continue into this upcoming 2025-28 Student Equity Plan? (2500 characters max)

Several discoveries from the 2022–25 Student Equity Plan guide SBCC's development and implementation of the 2025–28 plan. These lessons underscore the importance of aligning academic supports with holistic student needs, investing in faculty capacity building, and grounding decision-making in data and student voice.

First, the integration of Basic Needs services with equity programming has proven critical to addressing systemic barriers that disproportionately impact students of color and low-income populations. SBCC's Basic Needs Programs have supported students facing food insecurity, housing instability, transportation challenges, and childcare needs. These supports address external conditions that affect persistence and align with academic pathways to ensure students remain enrolled and engaged. Second, the establishment of intentional equity based professional development with a focus on ongoing collaboration, peer accountability, and redesign of curriculum and assessment. For example, SBCC implemented faculty professional development for culturally responsive pedagogy in the online environment that served as a pilot training for a new

recertification process. Third, SBCC has strengthened its commitment to data informed outreach and accountability. Embedding continuous assessment into equity strategies will remain essential. Finally, the implementation of Enrollment Coaches, which has emerged as a promising strategy for enrollment and persistence. Coaches provide proactive, personalized outreach to underrepresented students, helping them navigate enrollment steps, academic deadlines, and connections to support services. Expanding the program to include Retention, Persistence and Completion Coaches (RPCC) will be a central component of the 2025–28 plan.

Together, these discoveries provide continuity while offering direction for the next cycle. By sustaining Basic Needs integration, expanding professional development, strengthening data driven outreach, and scaling RPCC Coaches, SBCC will continue to institutionalize practices that advance equity and support disproportionately impacted students in achieving their academic goals.

Executive Summary

Our Mission

As a public community college dedicated to the success of each student, Santa Barbara City College (SBCC) 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

Santa Barbara City College (SBCC) has a demonstrated history of commitment to fostering an inclusive educational environment where all students are supported. The following 2025-2028 Student Equity Plan (SEP), designed with a strong equity lens, and in alignment with California Education Code 78220 continues SBCC's commitment to addressing and removing systemic barriers to student advancement.

Planning Efforts

The previous Student Equity Plans were catalyzing factors for several changes in how the college approached achieving its student equity goals. For the 2025-2028 SEP, the previous planning efforts were analyzed and several changes were made to ensure a collaborative, cross constituent development process. This process was initiated by a group of cross constituent stakeholders from SBCC attending the California Community Colleges HigherEd Access Leadership Equity Scholarship (CCHALES) Student Equity Planning Workshop at

Long Beach City College. This workshop provided a framework for engaging cross constituent collaboration in the development and writing of the 2025-2028 SEP. Key elements of the process included a campus wide callout for participation, the development of metric workgroups, and a retreat with guest speaker, Darla Cooper from The RP Group.

The stakeholders who attended the CCHALES workshop served as the SEP steering committee and as “metric/workgroup leads” throughout the process. This group was instrumental in engaging the campus community, analyzing and interpreting data, identifying strategies to address DI in each metric, and establishing and maintaining a common nomenclature throughout the plan. Each metric lead coordinated a cross constituent metric workgroup to analyze data, identify DI focus groups, and established strategies. The Steering Committee also met regularly to review the progress and outcomes of each workgroup and to draft the plan. Upon completion, the SEP was vetted and reviewed by all major constituencies. Feedback was incorporated into the current plan or held for inclusion into the next stage, implementation plan. This resulted in a student equity planning process that was accessible, collaborative, and comprehensive.

Structure

Based on instruction from the California Community College Chancellor’s Office (CCCCO), the college reviewed the provided and local data for disproportionately impacted (DI) student groups (the initial composition of which was based on the [categories defined by the Chancellor’s Office](#)) across the areas (metrics) of *Successful Enrollment, English and Math Completion, Transfer, Persistence, Completion as defined by the California Community College Chancellor’s Office*. The addition of the *Completion of Student Education Plans* metric was new for 2025-2028 and Santa Barbara City College chose to approach this area as an additional metric. In contrast to previous planning cycles, the CCCCCO provided data files to each college which include calculations for each metric—excluding student education plans—and disproportionate impact analysis for disaggregated populations. This data was prepopulated into data tables in each college’s SEP template into the Equity Plan reporting software (NOVA). For the *Completion of Student Education Plans*, local data was reviewed in order to identify the population(s) experiencing disproportionate impact.

The college was instructed by the CCCCCO to develop strategies for each student population identified per metric, but could also choose to address additional disproportionately impacted student populations as identified at the local district level. In addition, colleges were also asked to explore key strategies to improve outcomes for the overall student population and ensure alignment with the Vision 2030. There are two related goals for each of the 5 primary metrics: A baseline goal of eliminating disproportionate impact and a goal of fully closing equity gaps. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

It should be noted that colleges were provided a very specific structure in which to create the Student Equity Plan.

Populations Experiencing Disproportionate Impact

The table below highlights the student populations identified by the Chancellor’s Office for each metric. Additional populations identified by SBCC are indicated with an asterisk. Our primary populations experiencing disproportionate impact include first generation students, Black and African American students and male students. However, we also identified a number of DI intersectional groups, including, but not limited to Asian, Black African and Latine male students; males with DSPS accommodations; and economically disadvantaged males.

Metric	Population(s) Experiencing Disproportionate Impact
Successful Enrollment	Asian, Black/African American, White
Math & English	First Generation, Latine/Hispanic*, Black/African American*, Multiracial/Two or More Races*
Transfer	First Generation, Asian Male*, Black African American*
Persistence	Black/African American, LGBTQ+ Female, First Generation, Latine/Hispanic*, Unknown Gender*
Completion	DSPS Male, Econ Disadvantaged Male, First Generation, Hispanic Male, Male
Student Ed Plans	Males*, Females who reported Unknown Race/Ethnicity*

Our goal is to eliminate disproportionate impact for each of the DI populations identified per metric/area of focus. To achieve our goals, the College will implement a series of initiatives outlined in the Student Equity Plan and summarized below:

- Increasing research and understanding of student populations
- Expanding student data dashboards and other data tools
- Expanding consistent and personalized outreach and support services
- Enhancing academic and socioemotional support, including tutoring, peer mentoring, academic counseling and mental health
- Expanding persistence and retention through Retention, Persistence and Completion Coaches (RPCC)
- Expansion of culturally responsive pedagogy across all modalities of instruction and educational support.
- Expanding equity-based professional development for all employees.

Budget

Our SEP and its multi-year budget have been developed with cross-constituent support from faculty, staff, managers, and students. Budget oversight is a function of the Vice President of Student Affairs and the Student Equity and Achievement Committee. As of the last fiscal year for the 2022-2025 SEP, 86% of funding was applied to salaries and benefits; 1% for supplies and materials; 8% for other operating expenses and services; 1% for capital outlay; and 4% other expenses. This funding structure is greatly impacted by the braiding of SSSP, BSI, Student Equity funds in 2017 and their historical expenditure guidelines. As a result of this historical structure, we continue to advocate for additional resources to be allocated to support initiatives directly outlined in the SEP including support staffing, data collection efforts across the college, expanded services, outreach, and professional development. However, SEA Funding continues to be primarily dedicated to salaries and benefits and leaves little opportunity to fund other important equity initiatives.

Looking Ahead

Our progress in meeting our goals to mitigate disproportionate impact will be monitored annually, with a comprehensive implementation plan that will be monitored by the Student Equity and Achievement Committee. Adjustments to activities will be made accordingly to ensure that we meet our goals. Annual reports will be shared, in the interests of transparency and continuous improvement, with the campus community through our participatory governance groups and to the governing Board. Regular accounting of expenditures will be provided regularly in collaboration with SBCC Fiscal Services and the Student Equity and Achievement Committee Co-Chairs.

For further information, please contact:

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Metric: Successful Enrollment

DI Populations Identified: Black and African-American, Asian and White

Successful Enrollment Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	26.7%	2792	N/A	N/A	N/A	N/A
Asian	22.3%	85	0.4%	2	4.7%	18
Black or African American	14.5%	66	9.6%	44	12.8%	59
White	22.9%	1291	6.3%	352	8.2%	462

Key Strategies to Advance Successful Enrollment Goals for Disproportionately Impacted Student Population(s)

Strategy 1: Focused and Intentional Enrollment Efforts at Local High Schools

Implement intentional outreach and enrollment efforts at local high schools by engaging directly with students and families in spaces and events that are already established and where populations of focus are present. For example athletic events, classes, club meetings, and existing school events, including parent/family events. Collaborate with programs like Umoja, Raíces, ESL and EOPS. Ensure interest cards include demographic information to support focused outreach efforts.

Strategy 2: Plan around Black Grad Celebration

Develop outreach events around the end of year, community wide Black Grad Celebration to build personal connections to guide seniors through SBCC's enrollment steps while strengthening ties with parents and community groups.

Strategy 3: Ensure Admissions, Enrollment Services are Present at Umoja Community Events

Collaborate with the Umoja Program to directly engage Admissions and Records and Enrollment Services teams with prospective students at Umoja Community events such as Umoja Day.

Strategy 4: Providing Direct Support During the Enrollment Process

To increase support for students, SBCC will expand enrollment efforts by co-using available lab spaces for flexible, in-person, step-by-step guidance. Additional efforts include exploring extended hours and weekend availability during peak weeks, Zoom options for accessible modalities and implementing pre-registration and post-class-planning workshops. Explore specific Enrollment Days for specific populations.

Strategy 5: Ask the Experts - Survey Students

Identify students who did not complete the enrollment process and gather insights on barriers. Ask recent completers what challenges they faced, points where they nearly stopped, and what helped them continue. Collect immediate feedback after registration to better understand obstacles and improve support. Ask students what help they would have benefitted from during the enrollment process with specific focus on DI populations highlighted.

Strategy 6: Strengthen and Maximize Enrollment Coaches

Maximize support of Enrollment Coaches in Enrollment Services by partnering with student workers and campus programs to support peak enrollment periods. For example, explore a collaboration with Umoja student workers each summer to support and enhance the Enrollment Coaches specifically for Black and African American students. Guide Enrollment coaches to modify and implement practices that improve the successful enrollment of DI populations.

Strategy 7: Investigate the Data

We seek to further investigate data to understand more about Asian students who are not completing the enrollment steps. This includes exploring their demographics, experiences, identifying barriers, and learning more about their needs. By gathering insights, we can develop targeted strategies and supports that ensure Asian students feel informed, connected, and supported throughout the enrollment process, ultimately improving access and successful college transition.

Strategy 8: Improve the Transition from Orientation to Class Planning

We identified a more pronounced drop between orientation and class planning particularly for Asian and Black and African American students. Explore opportunities to streamline the process to move from orientation to class planning including expanding pre-registration workshops and providing a direct link at the end of orientation to class planning.

Additional Key Strategies for Overall Student Population

Strategy 1: Improving/Simplifying the Steps to Enrollment

In general, Santa Barbara City College recognizes that it has been many years since we have revised our Steps to Enrollment. As a division, we plan to prioritize reviewing and revising our Steps to Enrollment, as it was a priority also identified in our recent Educational Vision Plan.

Strategy 2: Improve and Optimize the Website

Work with the Office of Communications to ensure that the landing pages that lead students through the enrollment process on the SBCC website are clear, concise and actionable.

Strategy 3: Technology/ Communication

Explore platforms to communicate with prospective and new, matriculating students via text message or other college communications tool, in addition to email.

Strategy 4: Explore Best Practices at Other Colleges

Explore websites, steps to enrollment, outreach events and activities at other California Community College campuses where students are more easily moving through the steps to enrollment.

Strategy 5: Explore the Data Further

Research how fraudulent applications that are clearing the CCCApply filter may be impacting our enrollment data. Additionally, explore how high school requirements for all students to complete CCCApply may also impact our application to enrollment data. Explore an additional supplemental question that asks students to provide further information about race/ethnicity/gender if they answered mixed or unknown.

Strategy 6: Close the Loop After Class Planning

Implement registration workshops where students are provided assistance registering for classes immediately upon completing class planning workshops.

Metric: Completed Both Transfer Level Math / English

DI Populations Identified: First Generation, Black and African-American, Latine/Hispanic, Multiracial

Completed Both Transfer-Level Math & English Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	15.8%	618	N/A	N/A	N/A	N/A
First Generation	9.5%	88	6.3%	58	8.2%	77

Additional Populations Identified by workgroup:

Black/African American ¹	8.0%	*	7.8%	*	8.0%	*
Latine/Hispanic ²	14.6%	181	N/A	N/A	1.8%	22
Multiracial / Two or More Races ³	24.3%	50	N/A	N/A	N/A	N/A

*FERPA-suppressed due to a cell size of less than 10

¹The data in the table above is for the 2022-23 baseline year using the CO dataset. There was calculated DI for Black/African American students but they were not imported into NOVA by the CO because the numerator was less than 10. This group was selected by the workgroup because they have demonstrated recent and persistent DI for this metric.

²The data in the table above is for the 2022-23 baseline year using the CO dataset. Note that there was no calculated DI for the 2022-23 Latine/Hispanic cohort. N/A is entered because there was no calculated DI for that year. The values of 1.8% and 22 represent the relative increase needed to bring Latine/Hispanic students up to the same rate as all other students for the baseline year. Latine/Hispanic students were selected because they had calculated DI in the CO dataset for the two years previous to the 2022-23 baseline year. Further, internal data—using SBCC's transfer-level math and English dashboards—shows that Latine/Hispanic students have consistent DI in the last five years for English completion and math completion separately.

³The data in the table above is for the 2022-23 baseline year using the CO dataset. Note there was no calculated DI for the 2022-23 multiracial cohort and the group's rate is higher than the overall student population. According to internal data, students who identify with two or more races consistently have a higher rate of transfer-level math and transfer-level English completion than the overall student population. However, the workgroup selected to include students with two or more races to ensure that we address the needs of those who identify with at least one of the DI populations but are not included within the designated race/ethnicity because they additionally identify with at least one other race.

Key Strategies to Key Strategies to Advance Transfer-Level Math & English Goals for Disproportionately Impacted Student Population(s) Identified

Strategy 1: Expanding Data Collection

Collect more data to understand how many of our incoming students who need to enroll into a Transfer-Level Math course are not doing so during their first year.

Strategy 2: English Course Options

Develop a short course option for Transfer-Level English taught in a variety of modalities (Online, Hybrid, and Face-to-face) for a cohort of students enrolled in equity programs such as Dream, EOPS, Raíces, T.A.P., Umoja, and Veterans.

Strategy 3: Continue Learning Colectiva Cohorts

Continue to offer Learning Colectiva Transfer-Level English and Math courses for Raíces and Umoja students and create more intentional strategies to ensure students enroll in those sections.

Strategy 4: Onboarding Module for Hybrid and Online Courses

Develop an Onboarding Module for students regarding Online and Hybrid Education as part of faculty professional development through Distance Education Certification and then use these modules in transfer-level English and Math Online and Hybrid courses

Strategy 5: Professional Development Regarding First-Year Pedagogy

Offer paid Professional Development opportunities for English and Math faculty focused on First-Year Pedagogy for first generation students

Strategy 6: Data Analysis for Tutoring and Study Spaces

Better understand our data around the various tutoring or study spaces to see if such support increases first generation, African-American/Black, Hispanic, and Multiracial student success. (Math Lab, Umoja study hours, Academic Achievement Zone, EOPS and DSPS tutoring, Learning Resource Center English tutors, Writing Center, Raíces, and Multimodal Lab.)

Strategy 7: Tutorial Activities for Transfer Level English

Maintain tutorial liaison from the English department to coordinate tutorial activities for Transfer-Level English and increased hour tutoring pilot to increase peer tutoring for first generation, African-American/Black,

Hispanic, and Multiracial students in relation to their Transfer-Level English courses over the years of this Student Equity Plan.

Strategy 8: Design Your Class Schedule

Offer pre-registration “Design Your Class Schedule” Event for incoming students so that they receive specific support regarding course selection, course modality, and support program options. These events would occur for mid-year high school graduates in the Fall semester and high school graduates in late Spring/early Summer.

Strategy 9: Professional Development to Increase Culturally Responsive Pedagogy for Online Instruction

Offer paid Professional Development opportunities for English and Math faculty focused on culturally responsive pedagogy for online instruction

Strategy 10: Outreach Strategies

Develop more intentional outreach strategies to connect students to the various student support programs on campus to help them succeed

Strategy 11: Incentive Program for Tutoring

Incentive programming for attending tutoring, such as a satellite food pantry at the Lab, monthly opportunity drawings, support for social events/study parties, and professional development for faculty regarding incentivizing tutoring, such as a panel that shares out how they are getting students to attend their labs and maybe students representing the DI populations sharing what motivates them to attend.

Strategy 12: High School Outreach

Direct outreach to local high schools and on our college websites for prospective students, who represent our DI populations, to encourage them to enroll through Math 3 while in high school and take a math course the semester just prior to entering college in order to reduce the percentage of incoming students who represent DI populations receiving lowest tier math placement when enrolling into SBCC.

Metric: Persistence: First Primary Term to Secondary Term

DI Population(s) Identified: Black or African American, LGBTQ+ Female, First Generation, Latine/Hispanic, Unknown Gender

Persistence: First Primary Term to Secondary Term Data						
Student Population	% of Students for 2021-22 (Baseline Year)	# of Students for 2021-22 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	73%	2789	N/A	N/A	N/A	N/A
Black or African American	61.7%	58	1.7%	2	11.5%	11
First Generation	64%	611	8.9%	86	12%	115
LGBT Female	64.7%	119	1.8%	4	8.7%	17

Additional Populations Identified by workgroup:

Unknown Gender ¹	57.7%	41	15.3%	11	15.5%	12
Latine/Hispanic ²	74.3%	898	N/A	N/A	N/A	N/A

¹The data in the table above is for the 2021-22 baseline year using the CO dataset. There was calculated DI for students with an unknown gender but they were not imported into NOVA by the CO because they represent an “unknown” category. This population was selected because they have experienced consistent DI for the past four first-time cohorts in the CO dataset. Further, this is a population the college would like to learn more about in order to address their needs.

²The data in the table above is for the 2021-22 baseline year using the CO dataset. Note that there was no calculated DI for the 2021-22 Latine/Hispanic cohort. N/A is entered because there was no calculated DI for that year. Latine/Hispanic students were selected because internal data—using SBCC’s fall to spring persistence dashboard—shows that Latine/Hispanic students have consistent DI in the last five years for fall to spring persistence.

Key Strategies to Advance Student Persistence Goals for Disproportionately Impacted Student Population(s) Identified

Strategy 1: Retention/Persistence Coaches

Create retention/persistence coaches who serve as a one stop shop, assist students (with emphasis on identified DI populations) with tutoring, the LRC technology support, clearing holds, financial resources, admissions, and student life. These coaches would provide individualized guidance, answer questions, and connect students directly to needed resources. By building trust and consistent relationships, they strengthen persistence and help students stay enrolled, progress, and reach their goals

Strategy 2: Peer Mentor Model

SBCC is aligning the Student Equity Plan with the 2024 Educational Vision Plan where strategies specifically identify the benefit of the peer mentor model in the enrollment process and in retention efforts. By re-engaging peer mentors in special programs like Athletics and taking an institutionalized approach, it will strengthen persistence for DI populations and also address potential institutional barriers that may prevent students from successfully continuing their studies.

Strategy 3: Inclusive Data Collection

Improve data collection methods to ensure more accurate and comprehensive information, with particular attention to better representing LGBT / Gender unknown students.

Strategy 4: Persistence Analysis and Student Voice

SBCC will apply persistence analysis to all DI groups (Black or African American, Hispanic, First Generation, LGBT Female, Gender Unknown) to understand when and why students leave. Surveys, focus groups, and other tools delivered through trusted programs like EOPS, Umoja, and Rising Scholars will identify institutional barriers such as confusing or restrictive registration holds. Funding will support outreach to students who did not persist so their voices directly guide solutions.

Strategy 5: Faculty Mentorship Program

Revisit the model where faculty identify and mentor 3–5 students through their academic journey, with a focus on addressing barriers that contribute to equity gaps in persistence. This approach builds stronger connections, supports retention, and ensures students receive direct guidance from trusted faculty mentors.

Metric: Completion

DI Population(s) Identified: DSPS Male, Economically Disadvantaged Male, First Generation, Hispanic Male, Male

Completion Data						
Student Population	% of Students for 2019-20 (Baseline Year)	# of Students for 2019-20 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	19.2%	731	N/A	N/A	N/A	N/A
DSPS Male	11.4%	19	3.3%	6	8.1%	14
Econ Disadvantaged Male	14.6%	187	4.9%	63	6.8%	87
First Generation	16.3%	179	1.8%	20	4.1%	45
Hispanic Male	13.6%	77	3.7%	21	6.5%	38
Male	14.2%	251	7.2%	127	9.2%	163

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)
Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVisa, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Key Strategies to Advance Completion Goals for Disproportionately Impacted Student Population(s) Identified

Strategy 1: Retention, Persistence, Completion Coaches

Through intentional planning and dedicated staffing, including Retention, Persistence, and Completion Coaches, expand mentorship, engagement, advising, academic support and community building within existing affinity-based and support programs (Umoja, Raices, DSPS, EOPS, etc.) for male students, and the identified intersectional male populations that supports retention and timely completion.

Strategy 2: Integrated Basic Needs Support

Increase integrated academic, financial, and basic needs support for economically disadvantaged students, including access to food and other emergency resources. Strengthen linkages between programs such as EOPS, Financial Aid, DSPS, Basic Needs, Athletics, Pathways H.O.M.E.

Strategy 3: Enhance Pathways, Advising and Mentoring

Enhance structured pathways, intrusive advising, and culturally relevant, bilingual mentoring for first-generation students within existing affinity based programs and academic support departments (Raices, Umoja, Rising Scholars, Pride, DSPS, Enrollment Services, Transfer Center, etc) and Athletics to provide guidance from onboarding to completion.

Strategy 4: Completion Research

Conduct comprehensive research on the factors that impact completion for the populations of focus, including first generation students, all male students, and the identified intersectional male populations. This includes establishing a quantitative research design in collaboration with academic and student affairs; qualitative peer-led focus groups; disaggregating data from cyclical and ad hoc surveys based on DI characteristics; and implementing point of service student surveys.

Strategy 5: Enhance Employee Engagement

Expand faculty, administrator, and staff engagement in equity-focused professional development that empowers and supports male students of color such as A2Mend, Men of Color Action Network (MOCAN), CSU Young Men of Color, etc. Conduct follow-up meetings to recap and build mentorship and networking opportunities, enhance peer support, and promote ongoing leadership development.

Strategy 6: DI Focus Groups

Conduct focus groups with disproportionately impacted students to co-design solutions that address barriers, improve retention, and promote equitable success in line with Vision 2030

Additional Key Strategies for Overall Student Population

Strategy 1: Identifying Gaps

Identify gaps between degree/certificate requirements and transfer pathways; streamline structures to ensure students move efficiently toward completion and transfer in line with Vision 2030

Strategy 2: Degree Works Implementation

Implement Degree Works to support proactive audits and auto-awarding of credentials;

Strategy 3: Financial Aid and Equity Impact Assessment

Assess financial aid and equity impacts to ensure streamlined, equitable attainment for all students.

Strategy 4: Course Scheduling Examination

Examine course scheduling for frequency, modality, and explore alignment with student needs; expand flexible and equitable options to increase access, retention, and timely completion.

Strategy 5: Strengthening Student Support

Strengthen enrollment coaching, onboarding and student support programming with equity-minded advising, culturally responsive engagement, and early support to promote inclusive, future-ready success.

Strategy 6: Conducting Focus Groups

Conduct focus groups with disproportionately impacted students to co-design solutions that address barriers, improve retention, and promote equitable success in line with Vision 2030

Strategy 7: Develop Proactive Engagement and Support

Develop proactive inreach and targeted touchpoints at critical milestones to strengthen student retention and completion, advancing equity-focused supports across programs.

Strategy 8: Intentional Professional Development for Employees

Provide targeted professional development to faculty and staff focused on equity, inclusive pedagogy, and student-centered practices aligned with Vision 2030 goals.

Metric: Transferred to a Four-Year

DI Population(s) Identified: First Generation, Asian Male, Black African American

Transferred to a Four-Year Data						
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	21.3%	444	N/A	N/A	N/A	N/A
First Generation	18.2%	80	0.3%	2	3.9%	18

Additional Populations Identified by workgroup:

Asian Male ¹	31.3%	10	N/A	N/A	N/A	N/A
Black/African American ²	24.3%	*	N/A	N/A	N/A	N/A

*FERPA-suppressed due to a value of less than 10

¹The data in the table above is for the 2018-19 baseline year using the CO dataset. While Asian males were not disproportionately impacted in the CO dataset, they experienced recent DI using SBCC's internal data and transfer definition.

²The data in the table above is for the 2018-19 baseline year using the CO dataset. Black/African students were not DI in the CO dataset. However, they have transferred at a lower rate than the overall student population when using SBCC's internal data and transfer definition, and the gap widened for the most recent cohort of students.

Key Strategies to Advance Transfer Goals for Disproportionately Impacted Student Population(s) Identified

Community colleges continue to face challenges in recovering pre-pandemic enrollment and student engagement levels. At SBCC, many of these issues mirror systemwide trends, particularly for first-generation students, who represent a significant portion of the student body and often experience lower transfer rates. Many of the barriers include lengthy, higher stakes course sequences in competitive areas of study for which greater academic and socioemotional support is needed for students who have had little navigational capital otherwise for their respective path to transfer. Reduced course success contributes to a lengthier path to transfer and exacerbates the financial burden of a college education.

Strategy 1: Promote Optimal Services to Students

Identify, develop and implement structures and processes that promote optimal services to students.

Strategy 2: Address Financial Barriers to Degree Completion and Transfer

Assist with increasing financial resources and opportunities that fortify paths for students and increase progress on their transfer admissions process.

Strategy 3: Streamlining Pathways

Streamline pathways to degree completion and transfer by providing clear, efficient, and equitable pathways. Guide students through required courses by major and provide flexible routes such as ADTs, TAG programs, or individualized course sequences. Help students identify pathways to transfer and major/career planning by connecting students to career counseling and career services and clarifying that a major can be focused on a student's learning journey, self-assessment, and curiosities.

Strategy 4: Expanding Professional Development

Expand professional development (e.g., attendance at A2MEND, MOCAN, and the CSU Young Males of Color Consortium) to enhance academic, culturally responsive, and socioemotional support for students; integrate these support efforts with dedicated programs (e.g., EOPS and Umoja),

Transfer Emphasis: *The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer.*

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to improve transfer and meet related goals outlined in Vision 2030.

First-generation male students in particular, consistently show disparities in transfer or transfer readiness, ranging from 12.7% in 2016–17 to 15.3% in 2018–19. Persistent racial equity gaps further compound this issue; for instance, only 13% of Black and 16% of Latino students transfer within four years, compared to approximately 25% of White and Asian students. These disparities are closely linked to first-year completion of transfer-level math and English and requisite support.

Recent internal data reveals emerging DI trends: historically, Asian students had higher transfer rates, but this appears to be changing for Asian males, whose transfer outcomes have declined post-pandemic (NSCRC, 2024). Male students overall show a sharper drop in transfer rates than females. Expanded engagement with

campus life and academic support services contributing could help improve transfer outcomes (Crisper, Potter, & Taggert, 2022). Asian males, in particular, are more likely to pursue competitive majors such as engineering, computer science, and pre-health—fields with rigorous prerequisites and limited course availability.

The implementation of AB 705/1705, aimed at expanding access to transfer-level math, has brought mixed results. While it opened the door to more students, Black or African American men—already facing systemic educational barriers—have not benefited equally. Many show significant shifts in high-demand majors like Engineering and Computer Science, yet fail to persist to transfer or degree completion. These outcomes point to a need for deeper understanding and tailored interventions.

Lengthy, prescriptive majors raise the stakes for students overall, given more lengthy time to transfer—for academic performance and transfer readiness, especially when setbacks occur. Data also shows that Asian and Pacific Islander male students frequently change majors between Spring and Fall, notably in Biological Sciences and Math for Transfer. Regular class visitation by academic counselors to coach students on alternative pathways to career and transfer may offer students more guidance. Further, to improve transfer readiness and success for Black or African American male students, SBCC must adopt holistic, student-centered approaches -- including peer mentorship -- that address both academic and socioemotional needs (Through the Gate, 2022). Lastly, reducing financial barriers is a necessary intervention to assist students as course correcting within or between majors lengthens the time to transfer.

Intensive Focus

GUIDANCE: After completing the individual metric sections, review the student groups identified, the goals established, and the key strategies proposed. Of all the identified DI student populations, please identify 1-3 student population(s) your college will intensively focus on during the equity plan cycle (2025-28) and answer the question below for these identified populations. The intensive focus population(s) may be the same student population(s) experiencing DI your college selected in the previous 2022-25 student equity plan. (minimum of one population is required, maximum of three) Student Population(s) Experiencing DI Selected for Intensive Focus (enter below)

First-Generation

First-Generation

There are several challenges that we have identified for our First-Generation students in regards to each of the five metrics of the Student Equity Plan. One of our challenges is ensuring incoming first-generation students understand the open access California Community College admissions process as well as the detailed steps to enrollment. A barrier in the process seems to be the step between orientation to class planning which results in these students not registering for classes. Our website and communication with students contribute to this barrier. For the students who complete enrollment, when considering completion of transfer-level Math and English within one year, we need to better understand our institutional data for our incoming first-generation students to understand who is enrolling in a Math course, and who is not, and why, and to advise students accordingly as to the importance of completing first year Math, accordingly. With the new AB 1750 legislation, there also seems to be a need to do more outreach to high schools regarding the need for students to pursue a particular math sequence in high school in order to be better prepared for transfer-level Math. To increase course completion for both transfer-level English and Math, we want to increase faculty professional development regarding First-Year pedagogy as well as online instruction for English and Math faculty to better meet the needs of first-generation students. These professional development needs relate to our overall need

to improve the ways in which we support first-generation students to persist and complete and then transfer. We recognize that we need more structured pathways, intrusive advising, mentoring, and coaching provided by dedicated Retention, Persistence, and Completion Coaches (RPCC). We also need more qualitative data through student focus groups and surveys to better understand the needs of our first-generation students so that we can modify policies and/or practices and develop a culture that empowers them to persist, complete, and transfer.

Our Student Equity Plan is developed and monitored by our Student Equity and Achievement Committee. Therefore, Our action plan is for this committee to develop an Implementation Plan that outlines a specific timeline for each goal described under each metric for this specific student population. The committee members will then lead each of those efforts and work as a liaison between the committee and the specific department(s) or programs identified in the specific strategies to help implement the necessary activities.

There are multiple strategies that we intend to employ to address and overcome the challenges and barriers that we have identified for each of the five metrics. One way is to maximize the use of Enrollment Coaches within our Enrollment Services department to help streamline the process of enrolling and registering students into classes and to specifically explore opportunities to support students to move from the orientation process to class scheduling since this is the point in which we lose many of our disproportionately impacted students from completing the enrollment process. Another moment in the process to consider is the step between class planning and registering for classes, and we see the opportunity to expand pre-registration workshops to better support our disproportionately impacted students. We also want to maximize Enrollment Coaches by partnering them with student workers who serve as peer mentors or peer advocates within existing affinity-based and support programs during peak enrollment periods to not only support disproportionately impacted students in the enrollment process but also to better connect students to those affinity-based and support programs so that they can begin to find community and sense of belonging in hopes that this culture shift leads to more of our disproportionately impacted student populations to fully enroll into the institution. In order to design effective best practices for our Enrollment Coaches, we want to collect qualitative data from recent students who recently enrolled and registered for courses to understand the challenges they faced, points where they nearly stopped, and what helped them continue. For the students who complete enrollment, when considering completion of transfer-level Math within one year, we need to better understand our institutional data to understand who is enrolling in a Math course and who is not and why. To increase both transfer-level English and Math course completion, we want to increase English and Math faculty professional development opportunities. This professional development relates to our overall need to develop more intentional retention, persistence, and completion support structures that specifically meet the needs of our disproportionately impacted student populations. Therefore, another major strategy to address and overcome the challenges and barriers that we have identified is to establish Retention, Persistence, and Completion Coaches who will help disproportionately impacted students with technology support, clearing registration holds, financial barriers as well as serve as a warm-hand off to connect students to campus resources and affinity-based and support programs. To strengthen the development of this strategy, we want to conduct research to explore the factors that impact retention, persistence and completion for our disproportionately impacted students by holding student focus groups and implementing point of service student surveys to understand how we can improve institutional policies and/or practices to support their persistence, completion, and transfer. To also help in these efforts, we need to better streamline pathways to degree completion and transfer as well as create intrusive advising practices to help students identify alternate pathways to transfer and major/career planning. A specific strategy that aligns student and academic affairs is to continue to develop and increase enrollment into Learning Colectiva courses that are taught under existing support programs focused on curriculum and pedagogy that is responsive to disproportionately impacted student populations so that students enrolled in these support programs continue to receive complete wrap-around

support from faculty, program advisors, academic counselors, and peer mentors. Another strategy to align student and academic affairs efforts is to expand faculty, administrator, and classified professional engagement in professional development that empowers and supports disproportionately impacted student populations and establish faculty mentorship and networking in order to enhance peer support and promote ongoing leadership development.

We intend to use many of our existing departments and affinity-based and support programs to implement these activities. Success for us will be following our implementation plan and timelines and attempting all of the noted strategies.

Additional Metric: Student Education Plans

DI Population(s) Identified: Males and Females who reported an Unknown Race/Ethnicity

Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (Includes all first-time students, regardless of educational goal)	Total Number of Enrolled Students in Cohort	# of Students who Received a Comprehensive Ed Plan by end of First Primary Term	% of Students who Received a Comprehensive Ed Plan by end of First Primary Term	# of Students who Received a Comprehensive Ed Plan by end of First Academic Year	% of Students who Received a Comprehensive Ed Plan by end of First Academic Year
Fall 2022 Cohort (Ed Plan by 8/12/23)*	2,533	1,238	49%	1,635	65%
Spring 2023 Cohort (Ed Plan by 12/31/23)	427	170	40%	213	50%
Fall 2023 Cohort (Ed Plan by 8/10/24)*	2,773	1,529	55%	1,915	69%
Spring 2024 Cohort (Ed Plan by 12/31/24)	454	194	43%	233	51%

*The CO asks for ed plan by June 30. Summer 2023 was 6/5/23-8/12/23 and Summer 2024 was 6/3/24-8/10/24.

Summarize the structural changes, initiatives, action steps, and activities your college plans to implement or continue to proactively ensure that DI student populations receive a comprehensive education plan early in their journey.

Data: Before beginning any structural changes or initiatives, our college will take a deeper dive to identify key characteristics of our DI student populations such as educational goal, unit load, enrolled courses, and residency status, etc. to inform our interventions.

Technology: The college will continue to work collaboratively to ensure software is working to its full capacity and is fully utilized to ensure that students have access to schedule student appointments in our scheduling software to create their Student Educational Plan (i.e. Starfish). Once our technology is at a working baseline, Academic Counselors will begin the discussion of case management to target our DI student populations.

Collaboration: With more in-depth data regarding our DI student populations, Academic Counselors will begin discussions to collaborate with instructional faculty. Counselors will focus on specific entry level courses with

attention to the enrolled male population and also focus on courses that are predominantly male, to provide timely targeted outreach to complete Student Education Plans.

Campus-Wide Communication and Marketing Strategy/Plan: Academic Counselors will advocate for and participate in the development of a campus wide Communication & Marketing Plan and a text messaging platform to begin discussions of how to in-reach to our DI student populations in a timely, targeted, and actionable manner.

Resources: Academic counselors will engage in research on what resources will support a successful first-year college experience that will target our DI student population.

Summarize the structural changes, initiatives, action steps, and activities your college plans to implement or continue to proactively ensure that all students receive a comprehensive education plan early in their journey. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility.

It has been well-documented that First Time to College students who have early connections, aspirations, a clear academic plan, engaged learning, and a strong academic and social support network have higher retention, completion and transfer rates (SENSE, 2018). To that end, our college has identified the following structural changes and activities to ensure that all student populations receive a comprehensive plan in their academic journey.

Data: Identify common demographics of students and develop a tool to identify those who do not have a comprehensive SEP by the end of their first semester.

Technology: The college will continue to work collaboratively to ensure software is working to its full capacity and is fully utilized to ensure that students have access to schedule student appointments in our scheduling software to create their Student Educational Plan (i.e. Starfish).

Collaboration: Work with instructional faculty in entry level introductory major courses and core GE courses to begin discussions on how we can embed career exploration opportunities to assist students onto a career and academic pathway and encourage appropriate referrals to academic counseling. As a campus, we can begin discussions of campus-wide events that highlight the academic disciplines and career options.

Campus-Wide Communication and Marketing Strategy/Plan: Academic Counselors will advocate for and participate in the development of a campus wide Communication & Marketing Plan and a text messaging platform to begin discussions of how to in-reach to our DI student populations in a timely, targeted, and actionable manner to student populations who do not have a comprehensive plan.

Resources: Academic counselors will begin research on what resources will support a successful first year college experience with transitions to completion, including Spring start students.

Vision 2030 Alignment

GUIDED PATHWAYS By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921. Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

The Guided Pathways initiative at Santa Barbara City College established several exceptional initiatives that we plan to continue and expand upon to align with the SEA Program and efforts outlined in this Student Equity Plan. Most notably, through the Guided Pathways initiative, the SBCC Guides Program was developed to help shepherd students through the steps to enrollment, with focus on marginalized students. In an effort to sustain this work ongoing, the college transitioned the Guides Program into the peer led Enrollment Coaches program under our Enrollment and Outreach Services Department. SBCC's Enrollment Coaches work closely with different populations of students to provide direct, personalized and intrusive outreach to students throughout the enrollment process, with great success. To that end, the success of the Enrollment Coaches has encouraged us to utilize this same model to develop Retention, Persistence and Completion Coaches (RPCC) to increase our retention of first year students (and beyond) and develop collaborative relationships with other retention programs at SBCC such as Raices, Umoja, EOPS, Veterans, etc.

STUDENT FINANCIAL AID ADMINISTRATION In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

The SBCC Financial Aid Office will be implementing a plan outlined as "Let's Get It Done!" Focusing on two populations of applicants, those who have started but not completed a FAFSA/CADAA, and students who have completed but have missing items in order to complete their financial aid files and receive their disbursements in a timely manner.

Utilizing current staff and trained peer mentors, the office will create mobile staff that will operate at the places where SBCC students congregate, (such as the Welcome Center, Basic Needs Center, Raices Office, and EOPS), offering one on one assistance using technology to log into pertinent student accounts, locate the "bump" and assist the student to ride over it. This will allow Financial Aid Program Advisors, Technicians, and peer mentors (perhaps utilizing Federal Work Study funds) to privately and personally help students navigate the ever evolving financial aid application process.

The second process will partner with our regional high schools & enrollment partners (such as CalSOAP), to offer a similar service at the high school level. Most high school financial aid workshops focus on getting started on the FAFSA/CADAA, but what happens when a student (or their family) gets stuck? So rather than "how to complete the FAFSA," highly trained financial aid staff will focus on how to finish it! This outreach will be from skilled Financial Aid Advisors and take place on a bi-monthly basis during peak seasons. By focusing on finishing the FAFSA/CADAA rather than starting it, we hope to increase the number of students who will have their financial aid available in the first disbursement (10 days before the first day of classes) and thus be particularly prepared with their books and supplies.

This plan will assist SBCC with the following matrices:

- **Successful Enrollment:** Asian, Black or African American, White
- **Persistence (First Primary Term to Secondary Term):** Black or African American, LGBT Female, First Generation
- **Completion:** DSPS Male, Economically Disadvantaged Male, First Generation, Hispanic Male, Male

We believe by speeding up the timeline for students to receive their much needed financial aid, they will be more likely to enroll, persist and complete their programs.

STUDENTS WITH DISABILITIES (DSPS) In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Disability Services and Programs for Students (DSPS) is the designated agent of the college to provide students with disabilities equal access and opportunity to benefit from academic programs and instruction, through the provision of reasonable accommodations. The daily activities within the department are designed to support student access and success. However, research has indicated that a substantial number of students, with and without disabilities, encounter systemic barriers that result in cumulative disadvantages. These disproportionately impacted students often struggle with navigating the hidden curriculum that exists in higher education: a set of unspoken expectations, procedures, and norms that are essential to student success, but rarely made explicit. This is especially true for first-generation students attending college. These barriers include a lack of readiness, ability to follow and fulfill required procedures for admission and access to resources, as well as a feeling of alienation or a lack of belonging.

In recent years, higher education professionals have become more accountable for student outcomes which includes intrusive counseling and outreach, cultural competence, and equity-minded approaches – all informed by data. What used to be passive is now active and responsive to identified needs. DSPS is already a high touch program, but it also has a limited scope. To expand its reach and impact, DSPS is committed to launching a peer-mentor program. The Peer Mentor program will aim to close the equity gap for male students with disabilities in completion (including transferrable English and Math courses), in indirect but impactful ways. In addition, this initiative can positively benefit a considerable number of students with disabilities and will provide a crosswalk to campus programs dedicated to serving other disproportionately impacted students, such as EOPS, Umoja, Raices, Foster Youth, and more. Also, in recognition of the mental health crisis, the program will promote wellness support resources on campus.

The DSPS Peer Mentor Program is designed to promote equity and belonging. The program will connect registered students to trained and competent peer mentors with lived experience traversing similar barriers. This program will foster community and inclusion, support access to campus and community resources, assist with navigating systems and procedures within the college, improve persistence, retention and promote completion.

This initiative goes beyond compliance and access! It recognizes the limitations of traditional support structures and expands the network of support for first year and first-generation students. The Peer Mentors will be prepared to meet each student where they are and affirmatively address the emerging needs on an individualized basis. Peer mentorship is a unique asset that DSPS is eager to integrate into their continuum of services to demystify college systems and procedures and promote completion. Given that 40% of current DSPS students are male and 49% of DSPS students are Hispanic, focusing on our currently registered students will have a positive impact on completion. However, DSPS is committed to targeted and strategic in-reach and outreach efforts to connect more students to the support they may need to be successful in the post secondary setting.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)/CalWORKs In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

At SBCC, EOPS and CalWORKs align with Vision 2030 by advancing equity in access, success, and support for disproportionately impacted (DI) student populations. Both programs address equity gaps through integrated services, including academic counseling, case management, mental health support, financial assistance, tutoring, and wraparound services for first-generation, underrepresented, parenting, and low-income students.

Each semester, students meet regularly with academic counselors to develop Student Education Plans (SEPs) to ensure alignment with academic and career goals. SBCC also utilizes a paraprofessional Student Program Advisor (SPA) who provide individualized support. Support services such as workshops, tutoring, and financial assistance for childcare, textbooks, meals, and technology are provided to help reduce barriers to persistence, retention, and completion.

Recognizing that many students balance employment, family responsibilities, and evening or online coursework, both programs have expanded virtual services, including online counseling, SPA meetings, orientations, academic workshops, tutoring, and mental health support. These services ensure students can access support when and where they need it.

Each summer, EOPS hosts the Running Start summer bridge program for local high school students who meet EOPS eligibility requirements. CalWORKs provides programming for single parents, student parents, and non-traditional adult learners. Both EOPS and CalWORKs connect students to resources, scholarships, and supportive networks while fostering community.

EOPS and CalWORKs employ a holistic approach to expanding access and creating inclusive opportunities that help underserved students persist and achieve their educational goals. Many of our students are also enrolled in other categorical programs on campus such as NextUp, Umoja, DREAM, Veterans, and Rising Scholars to maximize support and student success.

EOPS and CalWORKs are expanding their Peer Mentor Program to provide leadership opportunities and peer-to-peer support. Mentors receive year-long training, develop communication and mentorship skills, and attend an annual leadership conference. By mentoring peers, they foster belonging, community, and academic success while preparing for their own professional growth; skills needed to transition to a four-year university or enter the workforce. We are intentionally focusing on recruiting male students to serve as mentors.

NextUp/FOSTER YOUTH In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

At Santa Barbara City College, the NextUp program provides comprehensive support to foster youth to eliminate disproportionate impact and promote equitable access, retention, and completion. NextUp combines wraparound services with proactive academic, financial, and personal support tailored to the unique needs of foster youth and former foster youth.

Each student is assigned, or may select, an academic counselor and a Student Program Advisor (SPA) to provide individualized guidance, case management, and advocacy. Students receive personalized financial support, including cash grants, housing grants, cafeteria meal plans, book grants, and grocery vouchers, to alleviate barriers related to financial insecurity. NextUp also partners with Empowered Consultants to provide trauma-informed workshops that build resilience, life skills, and student success strategies.

Students have access to mental health services, tutoring, academic workshops, and orientations to strengthen college readiness and persistence. Additionally, students are supported in attending foster youth conferences that provide networking and leadership opportunities.

NextUp actively collaborates with other categorical programs, including EOPS, CalWORKs, UMOJA, Rising Scholars, the Basic Needs Office, and the Pathways Home Office, to create an integrated support system addressing NextUp students' needs. By combining case management, financial resources, counseling, and targeted programming, NextUp reduces barriers related to academic success, housing stability, and overall wellbeing.

Through these strategies, SBCC's NextUp program ensures foster youth are equipped with the tools, resources, and networks necessary to persist, complete, and successfully transition to a four year university or workforce.

15. PROGRAMS FOR VETERANS (VETERANS RESOURCE CENTER) In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

To support the elimination of disproportionate impact, the Veterans Resource Center (VRC) will implement proactive, data-informed strategies in coordination with the institutional Student Equity Plan. The VRC will focus on key areas to address the unique transition challenges faced by student veterans, particularly those from disproportionately impacted (DI) populations, such as first generation and veterans of color. The VRC will work with institutional research to track veteran student outcomes across the equity metrics outlined in the Student Equity Plan (e.g., access, retention, completion). Data will be disaggregated by race, gender, and first-generation status to identify and address specific equity gaps. The VRC will partner with other campus student support services—including counseling, financial aid, and career services—to provide a "one-stop-shop" for veterans. This should ensure seamless, coordinated support that aligns with broader campus equity goals. The VRC will conduct proactive and targeted outreach to veteran students from DI populations to ensure they are aware of and use campus resources. This will include direct communication through email, the VRC will create specialized orientation sessions for new student veterans to prepare them for the academic environment and build foundational skills like time management and communication.

JUSTICE-IMPACTED STUDENTS Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

The following key strategies will be implemented through SBCC's Rising Scholars Program to provide access and increase success for justice-impacted students, specifically for the program's Asian, Black or African-American, First Generation, LGBT Female, Economically Disadvantaged Males, and Non-CCPG Recipients: (1) Expand the current outreach and recruitment efforts at SBCC to increase the enrollment of first Asian, Black or African-American, First Generation, LGBT Female, Economically Disadvantaged Males, and Non-CCPG Recipients that identify as formerly incarcerated and/or system-impacted; (2) Support incarcerated student pathways to SBCC upon release from county jail and/or prison with a focus on students that are first generation, economically disadvantaged males, Latine/Latinx, and non-CCPG recipients; (3) Improve formerly incarcerated student retention by providing comprehensive academic counseling, student education plans, tutoring, academic financial support, and guidance with overcoming high-priority financial burdens. Additionally,

to further support retention, our Rising Scholars program will monitor the academic progress of our students and will also create community, and belongingness for formerly incarcerated students; and (4) increase the number of incarcerated and formerly incarcerated students who acquire associate degrees, certificates, vocational degrees, and/or transfer to a UC, CSU, or private university with an emphasis on students that are first generation, economically disadvantaged males, Latine/Latinx, and non-CCPG recipients. Additionally, our Rising Scholars Program will establish strategic partnerships with UC campuses, CSUs, and private institutions that have demonstrated a commitment to supporting formerly incarcerated students through dedicated programs, resources, and services such as Underground Scholars and Project Rebound. By aligning with these institutions, we will aim to create a more seamless and supportive pathway for our Asian, Black or African-American, First Generation, LGBT Female, Economically Disadvantaged Males, and Non-CCPG Recipients students as they transition into four-year universities and continue their academic and personal growth.

LOW-INCOME ADULTS Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

SBCC supports low income adult learners by removing barriers that make it hard to start and finish their education. Much of this support comes from our basic needs programs, which offer food, housing, financial help, and other services, along with campus support and partnerships with local organizations that keep students focused on their education. We provide emergency micro grants for one time, unforeseen emergencies. Students may apply when facing challenges with transportation, childcare, food insecurity, or other urgent needs that put their enrollment, academics, or well-being at risk. To address food insecurity, we provide pantries on credit and noncredit campuses, with a third location planned for 2026. We partner with the Foodbank of Santa Barbara County and other vendors to provide healthy, quality food. We also work with community farms to provide organic produce, responding to the health needs of older adult learners. Staff assist students with CalFresh, MediCal, and CalWorks applications, helping them secure long term resources to stay stable while in school. Housing is addressed through the Pathways HOME program, which provides rental assistance, hotel stays, and emergency housing for students who are at risk, at imminent risk, or literally homeless. The program also helps students by covering rent, utility bills, and furnishing apartments so they can create stable living conditions. To strengthen case management, our intake software gives students 24/7 assistance for state benefit applications while also connecting them to campus resources and offering case management. Beyond food, housing, and emergency aid, SBCC supports students with other needs that affect their ability to stay in school. This includes bus passes, childcare connections, and clothing in emergencies. We provide referrals to health and mental health resources through collaboration with The Well and other departments. Our centers also offer hygiene items and technology support. By keeping these services available on credit and noncredit campuses, and by working with community partners, SBCC helps low income adult learners manage daily barriers and stay focused on their education. These efforts are especially important for first generation students, Black or African American students, and Hispanic male students, who continue to face the largest gaps in persistence, completion, and transfer.

CREDIT FOR PRIOR LEARNING Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Santa Barbara City College will continue to reassign a faculty member to function as the CPL Coordinator. The CPL Coordinator will continue to focus initially on support veteran student by working directly with faculty from a variety of disciplines to complete training related to the Military for Prior Learning (MilCPL) and the Military Articulation Platform (MAP) while simultaneously developing and implementing other forms of Credit for Prior Learning (CPL) as outlined in AP 4235 and exploring the possibility of ROTC articulation. The overall goal is to build understanding and support for MilCPL and CPL while assisting faculty to complete (or adopt) articulations for all possible courses at the college, including CTE courses.

DUAL ENROLLMENT “The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit.” - Vision 2030: A Roadmap for California Community Colleges (page 2) Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Santa Barbara City College is committed to advancing equitable dual enrollment opportunities in alignment with Vision 2030. The College has prioritized early outreach, consistent engagement, and intentional support for disproportionately impacted student populations to ensure that dual enrollment serves as an effective and meaningful pathway to higher education.

College-level English and Mathematics courses are now available through the Santa Barbara Unified School District, and efforts are underway to expand English dual enrollment opportunities within the Carpinteria Unified School District. Providing access to these foundational courses addresses equity gaps by increasing successful enrollment for Asian, Black and African American, and White students, while supporting first-generation students in completing both transfer-level Math and English.

To strengthen inclusion, SBCC is collaborating with district IEP/504 coordinators to create a consistent process for DSPS students. This ensures that DSPS males and economically disadvantaged males receive necessary accommodations and support to improve persistence and completion outcomes. Parent and family engagement has also been expanded through partnerships with the Pathway for Effective Access to College (PEAC) and through evening and weekend outreach events. These initiatives provide families with clear and culturally responsive information on dual enrollment, financial aid, and academic pathways, contributing to stronger persistence and completion among first-generation, Hispanic, and Black or African American students.

Academic counseling support has been enhanced through the development of comprehensive Student Education Plans (SEPs) for dual enrollment students, a practice not previously in place. SEPs help students clarify academic goals, explore career pathways, and access college services early in their journey. This support is especially impactful for males, Latine/Latinx, and first-generation students, as well as for those with unknown or unreported race/ethnicity.

Access to SBCC resources has further expanded through summer bridge programs, STRIVE, and campus tours, creating early and meaningful connections to the College. These opportunities build academic confidence and a sense of belonging, supporting Black or African American, LGBT female, and first-generation students in persistence, while also improving transfer outcomes for Asian and Black African American males.

By embedding SBCC staff at partner high schools, expanding parent and family engagement, providing SEPs, establishing processes for DSPS students, and connecting students to resources before graduation, SBCC is reducing equity gaps across enrollment, persistence, completion, and transfer. These intentional initiatives

normalize a college-going identity and ensure that disproportionately impacted students transition successfully into higher education or the workforce with at least 12 units of college credit earned by high school graduation.

STRONG WORKFORCE PROGRAM/PERKINS As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to “increase with equity the number of California community college students who earn a living wage.” Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to “increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them.” - Vision 2030: A Roadmap for California Community Colleges (pages 8 and 12) Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

At SBCC, the Strong Workforce and Perkins-supported CTE initiatives are aligned with the Student Equity & Achievement (SEA) Program to fulfill Vision 2030’s goal of “increasing with equity the number of California community college students who earn a living wage.” This collaboration strengthens support for disproportionately impacted populations to enter and complete high-value pathways, close equity gaps, and advance socio-economic mobility.

Integrated Planning and Metrics

SEA’s structure enables SBCC to embed Strong Workforce and Perkins objectives into equity plans so dashboards track enrollment, retention, completion, job placement, and wage outcomes by subgroup. Shared metrics ensure workforce and equity strategies reinforce one another.

Focused Outreach and Access

Vision 2030 emphasizes bringing “customized educational and training opportunities” to low-income learners. Perkins and Strong Workforce teams partner with SEA-funded outreach and equity offices (EOPS, Undocumented Student Services, TRIO, Basic Needs) to recruit and support disproportionately impacted students into well-paid CTE pathways. Joint outreach to high schools, adult education partners, and community groups promotes stackable credentials and seamless transitions.

Personalized Supports

SEA provides tutoring, mentoring, supplemental instruction, basic needs, and success coaching. Strong Workforce and Perkins integrate these supports into CTE curricula, using cohorts, career mentoring, and early alerts to reduce barriers for first-generation, low-income, Latinx, and foster youth, boosting completion and wage outcomes.

Faculty and Staff Capacity

Perkins/Strong Workforce funds professional development in equity-minded pedagogy and culturally responsive CTE instruction, while SEA supports training in inclusive practices. Coordinated efforts help instructors adopt equity-aligned strategies.

Regional Alignment & Continuous Improvement

Through Deputy Sector Navigators and employer partnerships, SBCC identifies in-demand sectors, stackable credentials, and work-based learning. Instructional deans, equity leads, and workforce leads review disaggregated data each term to refine supports, remove barriers, and redesign sequences so equity-targeted improvements in CTE completion and wage attainment are achieved.

By integrating Strong Workforce and Perkins initiatives with SEA's equity infrastructure, SBCC expands access, reduces achievement gaps, and elevates disproportionately impacted students into living-wage careers, fulfilling Vision 2030's call for an equitable workforce and economic development system.