



# **STUDENT EQUITY AND ACHIEVEMENT PROGRAM: 2022-25 STUDENT EQUITY PLAN**

Planning Resources & Development Template

Deadline to Submit in NOVA: November 30, 2022  
Questions? Please contact [seaprograminfo@cccoco.edu](mailto:seaprograminfo@cccoco.edu)

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## PRELUDE

One in every five community college students in the nation attends a California Community College (CCC), and nearly 70% of those students are students of color. Five years ago, the Vision for Success catalyzed a paradigm shift in higher education statewide, challenging us to acknowledge that while well-intentioned, our institutions have historically failed to adequately address and dismantle systemic barriers that produce inequitable outcomes, particularly for students of color. The 2022-25 Student Equity Plan paves the way for colleges across the system to commit to sharpening our focus on dismantling these institutional barriers while intensifying our resolve to achieve racial equity in outcomes for our students of color.

In 2020, the convergence of a global pandemic and a reckoning with racial injustice prompted Chancellor Oakley to make a “Call to Action” to mobilize the system to use our collective positions of privilege, influence, and power, to recenter racial equity. As you prepare to develop your Student Equity Plan, we encourage you to consider your response to the Call to Action. Below are a few resources and background information to provide context and a foundation for your current and future equity efforts. We recommend you review these resources before you get started.

- [State of California Education Code Section 78220](#)
- [Student Equity & Achievement \(SEA\) Program Expenditure Guidelines](#)
- [CCCCO Vision for Success](#)
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Using Disproportionate Impact Methods to Identify Equity Gaps](#), The RP Group (Sosa, 2018)
- [Forming a Planning Team Team: Guide for Selecting Equity-Oriented Members](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021
- [Structured Reflections: Documenting the Progress of Student Equity and the Need to Align with Guided Pathways Efforts](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021

In addition to these prelude materials, you will find in this document an editable plan template, as well as resource materials in an addendum for your review and dissemination, as needed. If you have questions about the Student Equity Plan, please contact [seaprograminfo@cccoco.edu](mailto:seaprograminfo@cccoco.edu).

In solidarity,

### The 2022-25 Student Equity Plan Task Force

CCCCO	CCC Practitioners
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# 2022-25 STUDENT EQUITY PLAN TEMPLATE

## Landing Page/Details

**Guidance:** With the 2022-25 Student Equity Plan, please focus on future efforts in sections involving student populations experiencing disproportionate impact. For this student equity planning cycle, we ask that colleges make an active effort to target inequitable outcomes more aggressively for students of color and set actionable goals for these efforts. Before you move on to writing your 2022-25 student equity plan, it is important to reflect on the 2019-22 plan and consider:

- What did we set out to accomplish and what did we achieve?
- Is there anything that worked well that we should continue?
- What do we want to do differently in the 2022-225 plan?
- How do we better partner with existing guided pathways efforts?
- What data are available for this retrospective analysis as well as our inquiry into current gaps and future goal setting?

This SEP REFLECTION section serves as a reflection opportunity and crosswalk to examine your existing equity efforts, the progress made, and how they can overlap with guided pathways initiatives on your campus. The responses to these questions should help you craft your response in the SEP REFLECTION section below.

### ASSURANCES:

**Help Text:** Please attest to the following assurances:

- I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

### Race Consciousness in Equity Plan Development (2,500 character max)

**Help Text:** Considering the research and documentation provided to your college about race consciousness (CUE Report, local data, etc.), please describe how your college plans to be more race conscious in completing this Student Equity Plan.

**Mt. San Antonio College will continue to review research and documentation about our college specifically and about higher education/community colleges related to becoming a race conscious college, thereby enabling us to develop and implement a Student Equity Plan that is honest and impactful. In order to be more race conscious in completing the SEP, Mt. SAC will strengthen data coaching to educate stakeholders of racial equity gaps and being intentional in the use of data to inform decision-making efforts. The SEP writing team has carefully reviewed the feedback provided on our current SEP from CUE and has made significant and purposeful improvements in order to be more race-specific about the needs of students, our goals and planned activities to address disproportionality. The SEP has been developed using cross-campus collaboration to ensure that it is being utilized as a contract to increase college success for students disproportionately impacted in education.**

## Contacts

**Guidance:** The new addition of a Guided Pathways Lead is intended to create more cross-functional teams to build the equity plan. Only Project Leads can submit your college's Student Equity Plan.

### DISTRICT CONTACT INFORMATION FORM

**Required Contacts** (at least one contact is required for each of the following roles):

- Project Lead (College Equity Lead is recommended)
- Alternate Project Lead
- Approver: Chancellor/President
- Approver: Chief Business Officer
- Approver: Chief Instructional Officer
- Approver: Chief Student Services Officer
- Approver: Academic Senate President
- Approver: Guided Pathways Coordinator/Lead

## Equity Plan Reflection

**Guidance:** Considering your previous Equity Plan and efforts for the 2019-22 cycle, please answer this reflective section to the best of your college's knowledge.

### 2019-22 ACTIVITIES SUMMARY

- Outreach to DI Groups
- Retention
- Increase Transfer
- Implementation of AB705
- Career Preparedness & Academic Support

### KEY INITIATIVES/PROJECTS/ACTIVITIES

**Help Text:** Summarize the key initiatives/projects/activities that supported student equity at your institution across all areas of the college in 2019-22. (2,500 character max) **WE ARE OVER 2,500 CHARACTERS**

#### **Guided Pathways**

Guided Pathways for Success (GPS) leadership created an opportunity for College faculty, staff, and administrators to apply for mini-grants. The team approved over \$600,000 in mini-grants that were directly targeted to increase student Guided Pathways success and all grants had to address how they would help to close equity gaps. All mini-grants had to have a strategy to measure success and report outcomes.

#### **Professional Development**

Faculty development and training has been ongoing with topics specific to anti-racism, bystander intervention, racial micro-aggressions, and classroom strategies including: Effective Teaching Practices & Inclusive Teaching for Equitable Learning Cohorts, Managing the Impact of Bias. An EMCC Equity Minded Curriculum Convening has been held on campus and twice annual Planning Summits (inclusive of faculty, management, staff and students) have been held to address issues related to Diversity, Equity, Inclusion, Social Justice, Anti-Racism and Accessibility.

#### **Creation of Identity Centers**

Over the past three years student equity has been at the forefront of all of our planning, from the creation of an El Centro, First Peoples Native Center and Culture for Black Success Center/Umoja Aspire. Dedicated space and permanent funding has been established to support the organizational structure of these new centers. The centers serve both to support students as well as to assist faculty in curricular development

by infusing cultural relevant and appropriate modules to classroom teaching and enhancing communication and identity respect for students.

### **Support for Equity-Specific Programs**

SPEAC funding has been allocated to develop and to continue to support specialized student support for marginalized student populations including: LGBTQ+ (Pride Center), Undocumented (Dream Center), Foster Youth (Guardian Scholars), System Impacted (Rising Scholars), Asian Pacific Islander Americans (Arise Program), EOPS/CARE, CalWORKs, DSPS/ACCESS (including DHH – Deaf and Hard of Hearing), TRiO, Bridge/Summer Bridge (learning communities for first gen students). Additionally, efforts for outreach and inreach to local communities and high schools to increase access to the college for first generation, low income and minoritized groups have been established through the efforts of High School Outreach, Financial Aid, Inreach Services..

Additionally, the Minority Male Initiative (MMI), the Mountie Mentor program, and the Student Success and Employment Education Development (SSEED) have been developed and implemented to meet the specific needs of male students of color and other disproportionately impacted student groups by providing mentoring, counseling, jobs on campus.

The Equity Speaker Series have offered students and employees the opportunity to learn from experts in the fields of race consciousness, anti-racism, and social justice.

### **Student Retention and Success**

Intrusive counseling practices have been operationalized to ensure that students have an updated, comprehensive, electronic educational plan on file. Students are contacted and notified when they approach momentum points to assist them in understanding remaining requirements necessary to graduate and transfer. Auto-award of degrees and direct scheduling of counseling appointments for students “close to completion” have been implemented, resulted in increased graduation and transfer rates.

### **Technology Equitability**

During the pandemic, a campus wide effort to minimize the impact of on-line learning brought a technology loan program where laptops, hotspots, and iPads were provided.

### **Implementation of AB 705**

The college has fully implemented AB 705 successfully by adapting the Assessment Questionnaire to assist students in enrolling directly into transfer-level English and math courses. Faculty in English and math have revised their curriculum, developed intervention assistance and specialized support courses, and have been involved in training and communities of practice (COP) to improve teaching and student success. An AB 705 Writing Lab has been established.

## **EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT**

**Help Text:** How do you know these initiatives/projects/activities decreased disproportionate impact? (2,500 character max)

### **Completion of Transfer English and Math in Year One:**

All four groups ((Asian, Black or African American, Latinx, White) showed an increase in completion rates between 2019-2020 and 2020-2021 with Black or African American students showing the highest increase (9.5 percentage points).

### **Completion of Transfer English in Year One:**

Between 2019-2020 and 2020-2021, Black or African American and White students showed an increase in completion rates while Asian and Latinx students experienced a drop in completion rates during this same period.

**Completion of Transfer Math in Year One:**

All four groups (Asian, Black or African American, Latinx, White) experienced completion rate increases between 2019-2020 and 2020-2021 where Black or African American students showed the most notable increase (11.2 percentage points).

**Degree attainment: (does this include ALL degrees? AA, AS, AAT, AST)**

In 2020-2021, all four groups (Asian, Black or African American, Latinx, White) experienced an increase, with Latinx students showing the largest increase (1,729 to 2,034).

In 2020-2021, the percentage of degrees awarded to Black or African American students increased to 3.6% and this year also included the highest number of degrees awarded to Black or African American students between 2016-2017 and 2020-2021.

In 2020-2021, a five-year high was reached in terms of the total number of associate degrees awarded to Latinx students (2,034). 2020-2021 also marked a five-year high for the percentage of degrees awarded to Latinx students (63.5%).

**Transfer to a Four-Year Institution:**

In 2020-2021, a five-year high was reached in terms of the total number of Latinx students who transferred (997). 2020-2021 also marked a five-year high for the percentage of Latinx students who transferred to a four-year institution (51.7%).

**We can provide activity and program specific data if we believe it is needed.**

**2022-25 PLANNING EFFORTS**

**Help Text:** Briefly summarize how the 2019-22 student equity plan cycle informed your planning efforts for 2022-25? (2,500 character max)

The recommendations provided by the CUE report titled “California Community College Student Equity Plan Review: A Focus on Racial Equity” were followed in the development of the 2022-25 plan to ensure compliance. Additionally, we reviewed the strengths and weaknesses of our 2019-22 report related to specificity of race-based goals and clearly defined, specific strategies, interventions and activities based on addressing the disproportionality of identified student groups. The following aspects have been integrated into our plan:

- Make sure our equity plan activities are dedicated to the delivery of culturally relevant pedagogy.
- Make sure our activity descriptions are race specific.
- Make sure our activities are focused on specific disproportionately impacted populations instead of all students.
- Make sure we discuss and highlight the transfer function in our equity plan.
- Make sure that our activities involve instructional faculty.

**PANDEMIC ACKNOWLEDGEMENT**

**Help Text:** Using the checkboxes provided, please describe the ways in which the Pandemic affected you 2019-22 equity efforts. You have the space to provide an explanation in narrative form for any of the options you selected above. (2,500 character max)

- Interrupted Work Fully

- Catalyzed Work
- Delayed Work

The pandemic interrupted plans that the college had for in-person type trainings. For example, in the Guided Pathways budget, the team hosted its 1<sup>st</sup> annual faculty retreat which focused specifically on data focused equity-based teaching practices. The annual retreat was not able to continue beyond the first year. GPS mini-grants had just begun and with the pandemic interrupting all College business, focus had to go to teaching and learning online in order to remain functional. New initiatives and ideas outside of triage had to be placed on hold in order to stabilize the institution for students to continue. In addition, burn-out, fatigue, and ongoing stress has needed to be prioritize for all campus constituents.

**SPOT: MtSAC certified XX number of faculty to meet the demand of equitable online instruction practices?**

### **Link to Executive Summary**

**Help Text:** Please share the hyperlink to your college’s Executive Summary. Per Ed Code 78220, this Executive Summary must include, at a minimum:

- The initiatives that the community college or district will undertake to achieve these goals
- The resources that have been budgeted for that purpose
- The community college district official to contact for further information
- A detailed accounting of intended funding
- Assessment of the progress made in achieving identified goals



## Student Populations Experiencing Disproportionate Impact

**Guidance:** Please review your provided data, local data, and consider your local context and priorities to select the student population experiencing the *most* disproportionate impact for each of the five metrics. You are only required to address one population per metric but may choose to address more than one population if you wish. If you select more than one population for a metric, you will be required to complete the full workflow for each population separately. As a result, the information you include in your planning section should be specifically targeted to address the needs of the population you select (i.e. avoid referencing “all students” and instead use population- and identity-specific language).

Note you may also use the “other” field in order to address a population not listed in the drop-down menu (i.e. adult learners or noncredit students, for example).

### STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & METRICS

**Help Text:** Select the main student population identified as experiencing disproportionate impact and which metrics you will report on (minimum of 1, maximum of 5). You may add additional populations after completing the metric fields for your most impacted student population. You must address at least one student population per metric in order to submit your plan in NOVA.

Student Population* for Metric Workflow	Metrics				
	Enrollment	Completed Transfer-Level Math & English	Retention: First Primary Term to Secondary Term	Transfer	Completion
Female	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black/African American	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic/Latinx	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
First Generation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
First Generation Male	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Perkins -Economically Disadvantaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Foster Youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LGBTQ	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black/African American Male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

## Metric: Successful Enrollment

**Guidance:** Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

### Population Experiencing the Most Significant Disproportionate Impact:

female, Asian, Black/African American

### TARGET OUTCOMES FOR 2022-25

#### Target Outcomes

**Help Text:** What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latina/o/x student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	A process will be established to track and measure students from under-served communities who apply and do not enroll; as well as particular under-served populations who do not apply to the college. Efforts, strategies and interventions will be developed to make direct contact, outreach, and market to these defined groups will be initiated in year 1 by the Center for Black Culture and Student Success/Umoja Aspire, El Centro, AANAPISI/Arise programs. Particular focus will be placed on female, Asian, and Black/African American individuals (identified through NOVA). Additionally, Latinx individuals, and males, will also be targeted as the college's experience is that these groups are traditionally underrepresented. An initial, modest registration rate increase for these populations will be realized after year 1. Enrollment statistics will be tracked by student group. Phone call follow up with students who did not enroll will be initiated. Follow up with students who are dropped for non-payment of fees will be contacted for follow-up.
Year 2 (2023-24)	After establishing a community outreach focus in year 1, all applicants from under-served communities and backgrounds who apply to the college will be immediately contacted through multiple media (direct mail, email, text, phone) and invited and encouraged to meet individually or attend a group in-person or virtual "orientation" to the college and assistance with registration. Enrollment statistics will be tracked by student group, outcomes from specific interventions will be measured. Student surveys will be initiated and collected for DI student groups to learn more about their experiences and how to improve our outreach and follow through efforts for new student applicants, especially for female, Asian and Black/African Americans.
Year 3 (2024-25)	Increased successful application to enrollment statistics will be realized for female, Asian, Black/African American, Latinx males and females. Enrollment statistics will be tracked by student group, survey data results will be compiled to determine which strategies have been more effective.

## STRUCTURAL EVALUATION

### STRUCTURE EVALUATION: Current Structure

**Help Text:** The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those

changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

**What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)**

The College has systems in place that create opportunity to evaluate and recommend changes in policy and procedure in a collegial manner through shared governance. Overall the system in place works well but can be a slow and cumbersome process. In order to increase success, policies and procedures need to be more closely studied and scrutinized through and equity lens to identify gaps, errors, omissions and to ensure that the institution is doing everything it can to remove barriers for students, particularly those within disproportionately impacted groups. Specifically, to the enrollment of new students, the college needs to further examine and evaluate its electronic processes in providing information and direction to students through the assessment, new student orientation, financial aid application process to determine if there are particular "stuck" points in students' successful enrollment.

Structural processes that may impede equitable outcomes for this population

Applying to the institution for reasons other than actually enrolling: access to unofficial transcripts, petition for degree, access to

Students become inactive if they miss two consecutive primary terms

Addressing the fear of how course level data and evaluations will be used when it comes to DEISAA language

**STRUCTURE EVALUATION: Ideal Structure**

**Help Text:** Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)**

Improved, immediate follow up with all students who apply to the college, to ensure enrollment completion. Implementation of specialized orientation efforts to engage under-served students to increase enrollment. Coordinate efforts with financial aid, Promise, EOPS, and ACCESS to ensure students receive information about critical support efforts as they enroll at the college. The college will work to improve social media and other messaging options to increase student engagement through the enrollment process. Improved relationship and collaboration with K-12 partner institutions to ensure a smoother transition of students from high school to college. Training will be implemented to enable college employees (staff, administrators, faculty) the ability to assist students in the enrollment process as well as sharing of resources and directing students for assistance from equity programs on campus (The Center for Black Culture and Student Success/Umoja Aspire, El Centro, AANAPISI/Arise, First Peoples Native Center, Bridge, ACCESS, EOPS/CARE, CalWorks, ACES, REACH Guardian Scholars, Rising Scholars/system impacted, Dream). Enrollment-based procedures and policies will be reviewed to determine the impact on the equitable enrollment of students.

Does this address specifically the DI populations listed above?

advertising our local scholarships more...specifically our FA book scholarship

**PLANNING & ACTION**

**Intended Audience/Recipient:**

**Help Text:** Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

**Action Steps:**

**Help Text:** How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

In addition to the Target Outcomes identified over the current and next 2 years, an Enrollment Task Force will be implemented to ensure a campus-wide, equity-focused review of current issues/structures and to make specific recommendations for improvement. New state block grant funds will be used to engage with students upon first contact with the college. Guidance through the “matriculation process” will be tracked with ongoing support and intervention provided. The ideal practice will entail an immediate, direct contact with all new applicants for admission and specific follow up initiated to assist students in completing the enrollment and matriculation process.

Expansion of onboarding programs and efforts will be implemented such as summer programs for entering freshmen, and expansion of “First Year” cohort models. Additionally, strategic activities and interventions will be put into place to enable noncredit students’ smoother transition to credit enrolment.

## SUPPORT NEEDED

### Support Needed

**Help Text:** The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

### Description of Support Needed

**Help Text:** You may use the space below to explain your selections. [\(2,500 character max\)](#)

Improvement in the CCC Apply common application is essential. Additional assistance in the management of fraud admissions and financial aid applications.

## Metric: Completed Transfer-Level Math & English

**Guidance:** Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

### Population Experiencing the Most Significant Disproportionate Impact:

Hispanic/Latin(x/a/o), First Generation, LGBTQ+

### TARGET OUTCOMES FOR 2022-25

#### Target Outcomes

**Help Text:** What **outcomes** will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own **planning and improvement purposes**, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	<ol style="list-style-type: none"> <li>Enhance corequisite support for the "survey of mathematics" course (Math 100) as well as English 1A.</li> <li>Increase the placement of embedded tutors in transfer-level math and English courses (Specifically, Math 100/110/130 and English 1A).</li> <li>Support the English department's work to capture the successes of cohort learning through a first-year experience program and equity-minded gateway cohorts with Umoja, Rising Scholars, Male Minority Initiative, and DREAM.</li> <li>Continue to educate students campus-wide about the opportunity to take noncredit support courses (AIME: Academic Intervention for Math and English) concurrently or during the intersession to prepare for their transfer level courses.</li> <li>Increase students' awareness and access to the 13 academic support centers and assist these centers to provide support to unique student populations in achieving transfer level coursework: STEM coaching (STEM Center), student athlete support center (WIN), Tech Ed Resource Center (TERC), and the Writing Center. Students can participate with tutoring and support that is offered in different modalities by faculty coaches and highly qualified peer tutors.</li> <li>Faculty will work to link students with essential non-academic social, emotional, and basic needs support, (Food Pantry, Pride Center, and Veterans' Resource Center) as external factors may impact student success.</li> <li>Continue to monitor progress of successful enrollment and completion of transfer-level math and English based on DI student group profiles.</li> <li>Through EAB Navigate, utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary.</li> </ol>
Year 2 (2023-24)	<ol style="list-style-type: none"> <li>Per AB 1705, develop or expand transferable, quantitative reasoning options, including options for students seeking only the associate degree or a certificate (i.e. transferable quantitative reasoning courses, such as Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.) that articulate to the California State University (CSU).</li> </ol>



	<ol style="list-style-type: none"> <li>2. Develop or expand the use of student high school performance for placement beyond the entry level transfer-level course in mathematics.</li> <li>3. Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.</li> <li>4. Invest in professional development focused on high challenge, high support equity-minded teaching practices with the goal of achieving stronger, more consistent and more equitable pass rates across sections of the same transfer-level course.</li> <li>5. Invest in communities of practice for instructors teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype-threat.</li> <li>6. Create safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations.</li> </ol>
Year 3 (2024-25)	<ol style="list-style-type: none"> <li>1. Hispanic/Latin(x/a/o): Increase transfer-level math and English success rates by 7 to 10 percent overall in their first-year attempt.</li> <li>2. First Generation: Increase transfer-level math and English success rates by 8 percent overall in their first-year attempt.</li> <li>3. LGBTQ+: Increase transfer-level math and English success rates by 10 percent overall in their first-year attempt.</li> <li>4. Faculty: 25 percent increase in faculty attending professional development workshops that address best practices to address equity gaps in the classroom.</li> </ol>

## STRUCTURAL EVALUATION

### STRUCTURE EVALUATION: Current Structure

**Help Text:** The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Instruction: <b>Yes</b>      | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services: <b>Yes</b> | <input type="checkbox"/> Other             |

**What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)**

There are noticeable gaps in success rates by ethnicity and by gender. For those who failed their initial enrollment, Hispanic/Latin(x/a/o), first generation, and LGBTQ+ students were less likely to attempt a second time, whereas populations with higher success rates were more-likely to make a second attempt and pass. This data would suggest that even with early intervention in the classroom, we are not successfully following up with populations who experience lower success rates. We need to develop systems that not only focus on

success in the first attempt, but also a way to contact students who are not successful and connect them with the appropriate campus services.

The College has implemented AB705 policy and practice, but we have not fully addressed how to help students who have significant challenges successfully complete transfer –level math in one semester. Particularly students who did not receive the sufficient math instruction during their K-12 years including incarcerated or formerly incarcerated students, students with learning challenges, math averse, and re-entry students. This is also true for LGBTQ+ students. It may be more challenging to capture disaggregated data for these specific populations because, for confidentiality/safety concerns, many individuals may not identify their specific identity markers. The math barrier has not been fully addressed. In compliance with AB 705, we do not recommend placement for students into credit courses below transfer-level in math and English.

Our instructional faculty diversity makeup, does not represent our student body diversity makeup.

Need additional PD in order to equitize the classrooms and pedagogy

### STRUCTURE EVALUATION: Ideal Structure

**Help Text:** Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Instruction:      | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services: | <input type="checkbox"/> Other             |

### What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

With AB705, we went from college placement using high stakes testing to student self-placement to direct placement to college level coursework. We did not spend enough time allowing students to place themselves before removing options for them to build math and English skills. Implementing AB 705 and then experiencing a campus shutdown due to the pandemic complicated the ability to be more responsive to students in implementing this new process. We need to further determine whether the new placement process is assisting or impeding students' enrollment and success rates by studying the specific enrollment/pass rates in transfer level English and math by student DI group.

Reasonable remediation for a small set of students should be permissible.

Utilizing cohort systems, our campus can implement the actions laid out in the plan outlined in the Targeted Outcomes for years one and two. We should also develop professional development activities or leverage existing professional development opportunities that assist faculty in addressing equity gaps in their curriculum. A one-size-fits all approach will not close these gaps, so we need targeted methods to address unique student populations. Additional faculty professional development to equitize instructional pedagogy, implementation of interventions such as a summer math refresher program for incoming students, including expanding the Summer Bridge Program would facilitate a shift to more equitable outcomes.

Our instructional faculty diversity makeup, does not represent our student body diversity makeup.

## PLANNING & ACTION

**Intended Audience/Recipient:**

**Help Text:** Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Administrator: | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty:       | <input checked="" type="checkbox"/> Students:           |
| <input type="checkbox"/> Classified Staff          |   |

### Action Steps:

**Help Text:** How do you plan to move from the current practice to a more ideal practice to achieve your **stated goal**? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

Ideal practices focus on developing and implementing specific interventions:

Implement listening sessions and focus groups to better understand the impact to students as well as faculty. Learn about strategies that students and faculty have employed that are working.

Develop and spotlight faculty best practices who are improving successful outcomes for identified student equity groups.

Providing funding support for efforts to create more ideal practices.

Further support advertisement of tutoring centers across campus (e.g., the Writing Center) to ensure students are aware of, and are taking advantage of said resources.

Work with the current Pride Center Coordinator to determine best practices for collecting more accurate data on LGBTQ+ populations that does not impact their privacy and safety, but allows us to serve their specific needs in terms of successful math and English completion rates.

Encourage math and science faculty/departments to collaborate when specific science courses have math curriculum. Collaborate to improve student outcomes in both disciplines.

## SUPPORT NEEDED

### Support Needed

**Help Text:** The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
  
- Pilots & Building Communities of Practice

### Description of Support Needed

**Help Text:** You may use the space below to explain your selections. (2,500 character max)

(We should move information from the targeted outcomes here)

1. Continued support for Guided Pathways work, mapping coordinators, and pathways committee work.
2. More clear data on LGBTQ+ populations. Many LGBTQ+ students may be uncomfortable reporting their gender/sexual identity on applications for safety reasons. They often fill out these applications with parents present, who they may not be open with about their identities. Structurally, there needs to be safer ways to collect relevant data on these populations in a manner that does not put their safety at risk.

## Metric: Retention from Primary Term to Secondary Term

**Guidance:** Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

### Population Experiencing the Most Significant Disproportionate Impact:

Black/African American, Hispanic/Latinx, First Generation, First Generation Male

## TARGET OUTCOMES FOR 2022-25

### Target Outcomes

**Help Text:** What **outcomes** will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	<p>Qualitative:</p> <ol style="list-style-type: none"><li>1. Aspire/Umoja: Black/African American students who participate will be retained from Fall to Spring at a 5% higher rate than non-participating Black/African students</li><li>2. Bridge Program: The selected DI populations who participate in the Summer Bridge Program will have a 5% higher retention rate than same population that does not participate in Summer Bridge (first time, recent high school graduates, district high schools)</li><li>3. El Centro: The selected DI populations who participate in El Centro will have a 5%? retention rate higher than the same population that does not participate in El Centro.</li></ol> <p>Quantitative:</p> <ol style="list-style-type: none"><li>4. Minority Male Initiative: will continue to motivate BIPOC students to see their potential in education as a lifelong career by inspiring them to complete their academic/educational goals.</li><li>5. English and Math departments are establishing requisite embedded tutoring support in transfer-level courses to further assist with retention.</li><li>6. Early Alert System: Upon receipt of faculty referral, Student Services professionals who will connect students to Counseling and/or tutoring</li></ol>

	<p>services. Faculty will receive an acknowledgement message following the initiation of the alert. We are working on a mechanism to provide faculty with information on their students' follow-through or lack thereof.</p> <ol style="list-style-type: none"> <li>7. Counseling: through usage of the Early Alert System, Counseling can ensure that students are alerted to their progress and performance; disproportionately impacted students that participate in multiple counseling appointments (2 or more) will have Fall to Spring retention rates that are 5% higher than similar students who do not use Counseling at the same rate in the same time period.</li> <li>8. Many of the above Student Resource SEAP funded programs specialize in supporting First Generation college students (EOP&amp;S)</li> <li>9. To support retention efforts, the Equity Center has workshops, events, and activities that are created purposely to support first-generation students. Additionally, the Equity Center staffs social workers, academic counselors, educational advisors, and tutors to further support term-to-term retention.</li> <li>10. Continue to promote Knowledge is Power Learning Communities that partner with Aspire, El Centro, and Arise; develop additional Learning Communities around other programs such as ACCESS, EOPS, and REACH.</li> <li>11. Develop easier, more accessible ways/paths to move around campus, between buildings, parking lots, and public transportation. Reduce(or eliminate) the cost of parking fees and offer more incentives for public transportation to account for increasing gas prices (\$4.69 a gallon represents 31% of hourly minimum wage at \$15/hour).</li> </ol>
<p>Year 2 (2023-24)</p>	<ol style="list-style-type: none"> <li>1. Develop a "second" tier pathway for KPLC and other Learning Communities that offers higher level transferable classes, giving students an incentive/"buy in" for furthering their education through LCs.</li> <li>2. Foster additional interdisciplinary faculty professional development cohorts with DEISA focuses, such as the Equity-Minded Curriculum Convening (EMCC) workgroup, Community of Collaboration, and Academic Literacy for Equity to help mitigate Imposter Syndrome and affirm a sense of student belonging.</li> <li>3. Continue to survey and gather student voices/input in order to acknowledge and establish the programs and resources that students need on campus.</li> <li>4. Continue to develop equitable spaces, such as The Center for Black Culture and Student Success, around campus so that all student populations feel a sense of belonging.</li> <li>5. Develop a "First Year" Student Mentor Program so that students not attached to an equity program can still receive advice, guidance, and help from a "senior" student during their first two critical semesters.</li> </ol>
<p>Year 3 (2024-25)</p>	<ol style="list-style-type: none"> <li>1. Hispanic/Latinx students: should see an increase in Fall to Spring retention rates by 5 additional percentage points.</li> <li>2. Aspire/Umoja students: should see an increase in Fall to Spring retention rates by 5 additional percentage points.</li> <li>3. First Generation/First Generation Male students: should see an increase in Fall to Spring retention rates by 5 additional percentage points.</li> <li>4. Minority Male Initiative: should see an increase in Fall to Spring retention rates. Through continued collaborative study halls and subject-based tutoring, along with personal, directed guidance.</li> </ol>

## STRUCTURAL EVALUATION

### STRUCTURE EVALUATION: Current Structure

**Help Text:** The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

**Instruction**

Business Services

**Student Services**

Other

**What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)**

The Guided Pathways framework exists to help retain students and keep them focused through their educational journeys at Mt. SAC, as well as their future career paths; however, in order for GPS to be implemented effectively for success amongst First Generation, Latinx, and Black/African American students, its institutionalization should be more visible, accessible, and understandable. Further, GPS work can be more DEISA focused, to correlate with the mission statement of the college. While making every effort to support Latinx and Black/African American students, we realize some barriers take time to restructure. Although Mt. SAC is an HSI and has shown successful Latinx student outcomes, a dedicated space for this population has not been previously offered. The same holds true for our Black/African American students; our campus culture has been impeded by not offering safe spaces for these populations to inhabit, so that they feel they belong. The Center for Black Culture and Student Success, combined with the Umoja Aspire program, are now in a dedicated space in the library. The new building for El Centro is under construction and will be occupied beginning with the summer of 2023.

**STRUCTURE EVALUATION: Ideal Structure**

**Help Text:** Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

**Instruction**

Business Services

**Student Services**

Other

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)**

While they are in college, underserved students need financial support, stable nutrition, housing, transportation, and employment that most students in the university system have access to (jobs that work with their schedule, housing that they can count on that is safe and provides a strong learning environment, etc.). A shift in viewing student resources as a "disadvantage" or a "stigma" to disproportionately impacted students would help the college culture to shift its equitable outcomes. Additionally, through SEAP, the college has collected and analyzed data and research based on student responses and reactions to various campus spaces or lack thereof; this is a shift in process that the college intends to continue. For example, in establishing an El Centro building to service Latinx students the process of soliciting student suggestions was actualized. Similarly, although our Black/African American enrollment numbers may be low, the college has

established a Center for Black Student Success with the intention of recruiting and growing our Black student population, which is helping the college to practice and implement equity within Student Services.

## PLANNING & ACTION

### Intended Audience/Recipient:

**Help Text:** Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- |   |   |
|---|---|
| <input type="checkbox"/> Administrator    | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input type="checkbox"/> Faculty          | <input checked="" type="checkbox"/> <b>Students</b>     |
| <input type="checkbox"/> Classified Staff |   |

### Action Steps:

**Help Text:** How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

We need to continue surveying students to incorporate their ideas regarding necessary programs, skills, materials, spaces, and more to validate their presence on campus and to show that their voices are being not heard and actualized.

The creation of the El Centro Program and building and the establishment of the Center for Black Student Success have begun on campus. Additional support programs to service other minority student populations, such as the First Peoples Native Center, have also been established. Programs and spaces like these provide dedicated support and allow students to feel safe and welcomed within their group identities.

Additionally, campus-wide, we need to commit to the dissemination of the DEI focused mission; through development, participation, and implementation of more DEI learning opportunities.

## SUPPORT NEEDED

### Support Needed

**Help Text:** The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research**
- Policy & Regulatory Actions**
- Technology Investments & Tools
- Pilots & Building Communities of Practice

### Description of Support Needed

**Help Text:** You may use the space below to explain your selections. (2,500 character max)

Specific, concrete guidance on allowable allocations will assist the campus and various equity programs in better understanding what constitutes an "approved expenditure." Having targeted data that is more accessible to campus stakeholders, similar to the CCC Datamart, will also assist in the process of better decision making when it comes to what guidance, skills, technology, resources, etc. that our students will need in the future.



## Metric: Completion

**Guidance:** Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

### Population Experiencing the Most Significant Disproportionate Impact:

Hispanic/Latinx, First Generation, Male, Black African American male

### Areas of Completion

**Help Text:** Please select which areas of completion your college will be addressing for this population experiencing disproportionate impact.

**Adult Ed/Noncredit Completion:**

**Degree Completion**

**Certificate Completion**

### TARGET OUTCOMES FOR 2022-25

#### Target Outcomes

**Help Text:** What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Qualitative: The college will develop internally or externally a racial climate survey to be administered during the 2023-2024 academic year. The college will develop data collection methods on reasons students drop courses. Quantitative: The disproportionate impact gap for Black/African American students will close by 10% The disproportionate impact gap for Hispanic/Latinx students will close by 10% The disproportionate impact gap for First Generation students will close by 10%
Year 2 (2023-24)	Qualitative: The college will administer the racial climate survey during the 2023-2024 academic year. The college will implement data collection on reasons students drop courses. Quantitative: -The disproportionate impact gap for Black/African American students will close by an additional 50% The disproportionate impact gap for Hispanic/Latinx students will close by an additional 50% The disproportionate impact gap for First Generation students will close by an additional 50%
Year 3 (2024-25)	Qualitative: The college will analyze the results of the racial climate survey and distribute the results widely to the campus and to community partners, with specific discussion taking place in committees/councils working directly on student equity. The college will analyze the results of non-completion data and distribute the results widely to the campus and to community partners, with specific discussion taking place in committees/councils working directly on student equity. Quantitative: There will be no disproportionate impact gap for Black/African American students There will be no disproportionate impact gap for Hispanic/Latinx American students There will be no disproportionate impact gap for First Generation American students

## STRUCTURAL EVALUATION

### STRUCTURE EVALUATION: Current Structure

**Help Text:** The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

**Instruction: Yes**

Business Services

**Student Services: Yes**

Other

### What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

Black/African American: Student Services: The Center for Black Student Success is formally in its first year of operation. The director is in the process of developing formal metrics (the Student Equity Committee is working with the director to assure coordination of center goals with the Student Equity Plan). There is a lack of awareness on the part of students, faculty, and staff about the center and what how the center can help the students reach completion goals.

Another factor potentially contributing to disproportional impact is that the many programs, such as Honors, are opt-in programs, with many steps required to be accepted into the program.

Assessment also indicates that Black/African American students lack a sense of belonging on campus. **One** specific example from the USC Race and Equity Center survey conducted Fall2021 found that in classes taught by Caucasian/White professors, only 30.9% of Black/African American students felt that they "mostly matter" or "strongly matter," whereas in courses taught by professors of color the rate jumps to 67.6%. Interestingly, when asked the same question Caucasian/White students reported feeling that they "mostly matter" or "strongly matter" in courses taught by Caucasian/White professors and by professors of color at an identical rate of 71.1%. [This data demonstrates the need to hire more faculty of color across all disciplines.](#)

Hispanic/Latinx: **EL** Centro is also a relatively new program and it lacks a full-time director. Noncredit Latinx students are disproportionately impacted in basic skills, ESL, high school programs, and vocational programs. This impact is felt mostly in online courses. Structural challenges involve not having enough structural support for online classes.

-First Generation: There does not appear to be a program specifically aimed at First Generation students as a population unto themselves. In order to participate in EOPS, students must be full time to participate, which leads to exclusion of students that possibly would benefit the most from the program. In regards to racial climate as a whole, a racial climate survey was conducted by the USC Race and Equity Center (referenced above) on students in 2021, but this type of assessment is not conducted on a regular basis. In order to measure qualitative outcomes, this type of survey should be conducted on a regular basis.

Lastly, while there is quite a bit of quantitative data related to completion, there is a lack of qualitative data related to non-completion (i.e. why students did not complete).

### STRUCTURE EVALUATION: Ideal Structure

**Help Text:** Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision

and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- |   |  |
|---|--|
| <input type="checkbox"/> Instruction                        | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> <b>Student Services</b> | <input type="checkbox"/> Other             |

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?** (2,500 character max)

First, the processes that impede success listed above should be addressed, especially with the coordination of resources and planning through the various student support programs and centers (Center for Black Student Success, El Centro, and EOPS/CARE). The creation of a website for the Center for Black Student Success will be helpful in raising awareness for both students and employees.

The college should be more intentional about collecting data related to the racial climate of the campus and determining effective practices at improving the climate.

Lastly, there should be greater efforts at collecting qualitative completion data.. Currently, the college lacks the ability to easily collect data when students drop courses. Data collection that utilizes a drop down or fill-in question (“What is your reason for dropping?”) can quickly be answered by students at the time they withdraw would be helpful in collecting this qualitative data. This information would give greater insight as to why students do not complete, and would allow the college to be more intentional in terms of how to close equity gaps.

## PLANNING & ACTION

### Intended Audience/Recipient:

**Help Text:** Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Administrator    | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty          | <input checked="" type="checkbox"/> Students            |
| <input checked="" type="checkbox"/> Classified Staff |   |

### Action Steps:

**Help Text:** How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

- 1) The Student Equity Committee will make intentional outreach to programs working with populations that are impacted in this metric.
- 2) The Center for Black Student Success , El Centro, and EOPS/Care will develop and/or refine practices to assist the college to close the disproportionate impact gaps.
- 3) The college will explore methods to more effectively collect data related to non-completion.
- 4) The college will develop and conduct campus racial climate surveys on a regular basis.

## SUPPORT NEEDED

### Support Needed

**Help Text:** The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development**
- Data & Research**
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice**

### Description of Support Needed

**Help Text:** You may use the space below to explain your selections. (2,500 character max)

In regards to items 1 and 2 in the previous section, this can be accomplished by more intentional efforts on the part of the college to coordinate efforts.

In regards to item 3 and 4 above, data & research and, possibly, technical assistance may be required to collect the data.

## Metric: Transfer

**Guidance:** Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

### Population Experiencing the Most Significant Disproportionate Impact:

Hispanic/Latinx, First Generation, Perkins-Economically Disadvantaged, Foster Youth

### TARGET OUTCOMES FOR 2022-25

#### Target Outcomes

**Help Text:** What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase rate of transfer for Hispanic/Latinx students by 5% Increase rate of transfer for First Generation students by 5% Increase rate of transfer for Perkins-Economically Disadvantaged students by 1% Increase rate of transfer for Foster Youth students by 5%
Year 2 (2023-24)	Increase rate of transfer for Hispanic/Latinx students by additional 6% Increase rate of transfer for First Generation students by additional 5% Increase rate of transfer for Perkins-Economically Disadvantaged students by additional 1% Increase rate of transfer for Foster Youth students by additional 5%
Year 3 (2024-25)	Increase rate of transfer for Hispanic/Latinx students by additional 6% Increase rate of transfer for First Generation students by additional 6% Increase rate of transfer for Perkins-Economically Disadvantaged students by additional 2% Increase rate of transfer for Foster Youth students by additional 5%

### STRUCTURAL EVALUATION

#### STRUCTURE EVALUATION: Current Structure

**Help Text:** The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

Instruction

Student Services

Business Services

Other

**What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)**

According to a COVID-19 Student Survey (2020), Latinx students were less likely than almost all other student populations to have their own laptop. Students surveyed expressed difficulty with finding suitable location to study, had challenges with studying and attending college while providing care for others in their household along with needing to work to provide for their families. In addition, 75% of students survey had either lost their jobs or had their number of hours reduced and 71% expressed some level of food insecurity.

Spring 2020 report on who we lost showed: First gen students 21%, foster youth 30%, need-based aid 22%, GPA lower than 1.0 was 38%.

62% of students who enrolled in Mountie Fresh program are Latinx, which is consistent with the student population of the College.

**STRUCTURE EVALUATION: Ideal Structure**

**Help Text:** Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? (Select all that apply)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> <b>Instruction</b>      | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> <b>Student Services</b> | <input type="checkbox"/> Other             |

**What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)**

Refer to Guided Pathways Scale of Adoption Assessment (SOAA) to implement recommendations made regarding helping student enter and stay on path. **Next version** of Guided Pathways course sequence maps should be reviewed for both local degree and transfer to make sure new students are on a pathway for both in their first year. That gives students time to better understand their goals. Faculty should understand the differences in order to help with guidance.

Utilize COVID-19 Student Survey (2020) results to connect REACH, first-generation, Latinx, and ow-income students with resources they are less likely to know about which are basic needs resources, mental health services, laptop lending, Mountie Fresh Food Pantry, online tutoring and counseling, and excused withdraw in order to help them be more successful in college.

Better leverage career services to help students find employment on campus or in the local area in their area of study.

Invest funding to create and incentivize all employees to participate in equity-based professional and curriculum development for holistic student support and learning.

Leverage Perkins data to ensure that low-income students are meeting with counselors and advisors regarding transfer.

Embed Transfer Center activities into special programs such as REACH and El Centro...

- for example, Campus Tours/Trips, Summer Science Experience (week long residential experience), Nor Cal Trip, and Residential Experiences via programs. This allows students an opportunity to engage and learn about Universities, academic programs, Student Services, and work opportunities.
- In addition, joining clubs and organizations to engage with affinity groups such as Rising Scholars.

Incentivize students to join promote the engagement and involvement of students.

- Alumni panels – students who can speak of their transfer experiences.

## PLANNING & ACTION

### Intended Audience/Recipient:

**Help Text:** Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)**
- Students**

### Action Steps:

**Help Text:** How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

Increase collaboration between the Transfer Center and the Student Equity Committee as well as equity programs. Consider making the Transfer Center Director a member of the Student Equity Committee to increase collaborative efforts regarding transfer for disproportionately impacted students.

Partnerships with programs such as Cal Poly Pomona's Transfer Advantage Program (TAP) have allowed for more trainings for staff to better assist students with California State University transfer applications.

## SUPPORT NEEDED

### Support Needed

**Help Text:** The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions**
- Technology Investments & Tools**
- Pilots & Building Communities of Practice

### Description of Support Needed

**Help Text:** You may use the space below to explain your selections. (2,500 character max)

Transfer pathways is still too complicated as are policies and equivalencies between schools. Assist.org website can also be vague. It should be reviewed by students and community college counselors. Sections should indicate required for admission including GPA, recommended prior to admission and classes you can take that will be counted. Currently, some sections state required and they really aren't which is confusing. The reality is that students can complete everything and still not be admitted. It is also difficult to locate which schools and programs accept the ADT- it should be made obvious. The reality is that there are more students than spaces available.



## STUDENT SUPPORT INTEGRATION SURVEY (Optional)

**Guidance:** This section is optional; you may choose to respond to as many of the prompts below as you'd like. We recommend you use this space as an opportunity to share successes, note areas for improvement, and detail any college-specific plans to address the topics below. You may come back and add more details as your college designs and implements content discussed in this survey.

### GUIDED PATHWAYS

#### Alignment

**Help Text:** 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 the Vision for Success and Call to Action. Each college in the system has submitted an annual Scale of Adoption Assessment detailing progress and goals to improve the student experience. Please provide a summary of how your college's equity efforts align with achieving your institution's guided pathways goals. (2,500 character max)

The College embedded equity throughout Guided Pathways efforts. All projects had to articulate how they addressed equity gaps. GPS leadership is active in other efforts on campus so that efforts support each other and are not duplicated. The SOAA was rewritten as a survey with definitions to help the campus better understand efforts and how those efforts support equity.

### FINANCIAL AID

#### FAFSA Participation

**Help Text:** Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus. (2,500 character max)

- 1) Increase staff support for Financial Aid Inreach/Outreach efforts. Target services to students who have incomplete FAFSA applications or have yet to apply for FAFSA.
- 2) Expand evening hours of service to directly assist students in completing FAFSA.
- 3) Collaborate with special programs and equity services to assist and guide students who have not completed FAFSA. Assign Financial Aid Liaisons to special programs and conduct workshops for student groups such as athletes, Pride, Foster Youth, Umoja, El Centro, ACCESS (DSPS), Rising Scholars.

#### PELL Grant Participation

**Help Text:** Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus. (2,500 character max)

- 1) Work with students who have only completed the CCPG fee waiver to assist them in completing the FAFSA and/or pending tasks, such as verification, SAP Appeal for Pell Grant eligibility.
- 2) Improve technological efficiency to assist students in submitting documents for verification (e.g. ProVerify implementation)
- 3) Students completing emergency assistance applications are assisted in completing FAFSA to qualify for Pell grants and CalFRESH and Medi-Cal applications.

#### Additional Aid for Students

**Help Text:** The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students. Will your college provide additional aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

Yes

No

#### Description of Additional Aid (2,500 character max)

Student Services Emergency Grants (funded through fund raising efforts and contributions from individuals and groups)  
Associated Students Book Grant Program  
Student Equity Book Loan Program  
State Block Grant funds will also be used for direct aid to students  
SEAP funds have been used to provide support such as food pantry, school supplies, meal cards, gas cards

## BASIC NEEDS

**Help Text:** The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

### Basic Needs Center

**Help Text:** Has your college established a Basic Needs Center and designated a staff person as a coordinator?

- Yes  
 No

### Services

**Help Text:** What services are you providing or do you plan to provide in your college's Basic Needs Center? (2,500 character max)

Regular Food Pantry services are provided – students have access to the food pantry a minimum of 6 times a month and are able to visit the food pantry twice a month. Food, transportation, personal care & hygiene vouchers redeemable at local grocery stores, retailers and online providers are made available to students in need through a comprehensive case management approach that includes trained peer to peer student navigators and professional social workers. CalFresh application assistance provided on ongoing basis. Emergency housing navigation assistance provided through partnership with Jovenes Inc. (housing case management agency); through lodging vouchers; collaboration with other community-based organizations and through the Los Angeles Homeless Services Authority sponsored Campus Peer Navigator Program led by Sycamores, A Better Life. Partnership with non-profit organizations and foundations provide food, clothing, direct aid to students (Tzu Chi Foundation; Leah's Pantry; LA Food Bank). Partnership with Grocery Outlet to contribute funds to Basic Needs Center. Ongoing individual and group contributions made to college Foundation to help provide direct aid. The Basic Needs Center has a full-time Director, a full-time Coordinator, a full-time Student Services Program Specialist II, and hourly support staff and a dedicated physical location.

### Participation

**Help Text:** How do you plan on increasing participation in your college's Basic Needs Center? (2,500 character max)

Program staff are working with student support programs on campus to find ways to connect with students in need. Faculty and other program offices can make direct referrals for assistance. Working with Research and IT to determine other ways to identify students most in need. Conducting surveys of students to determine what supports they are in need of and how best to provide assistance. Snack Stations are set up in key locations (programs frequented by low income students, including EOPS/CARE, Equity Center, Basic Needs Resources Center and Pride Center) to provide immediate nutritional support as well as to enable students to learn about resources available. Conducted a training during Faculty Flex about nutritional support and basic needs services available and how students can best refer students. Continuously hosts basic needs trainings to staff and faculty via departmental meetings (English Dept. Counseling Dept., noncredit Counseling team), campus committees (Basic Needs Committee, Faculty Advisory Board for Academic Senate) and student services leadership meetings.

### Food Pantry

**Help Text:** The 2020-21 California state budget enacted through Senate Bill (SB) 74 and Assembly Bill (AB) 94 added a requirement that districts must support or establish on-campus food pantries or regular food distribution programs to receive SEA program funds. Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program. (2,500 character max)

The college has established a physical location with full refrigeration and storage, similar to a convenience store. During hours of operation, students are able to shop in a confidential and dignified way to access food and hygiene supplies, they desire. The food pantry is supported by state's basic needs allocation and through external partnerships with community-based agencies, retail businesses, and monetary donations through non-profits and the Mt. SAC Foundation. SEA Program funds are used to provide food vouchers (retail

grocery stores and stores with grocery items) for students. Special meals are provided to students, especially at the holidays and during summer months.

## ZERO-TEXTBOOK COST

### Zero-Textbook Cost Program

**Help Text:** The 2021-22 Budget Act provided \$115 million one-time for grants to community college districts for developing zero-textbook-cost degrees and certificates that can be earned entirely by completing courses that eliminate textbook costs by using alternative instructional materials. Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus. (2,500 character max)

The campus has a multi-pronged approach for establishing and sustaining zero textbook-cost (ZTC) degree and certificate programs. Studies show that ZTC Programs positively impact equity groups across the board. The primary departments/groups working on campuswide ZTC efforts are the Library, Faculty Center for Learning Technology (FCLT), and the Textbook and Instructional Materials Committee (TIMC). The current focus areas are faculty support, campus awareness, and infrastructure.

The Library Initiative for Equitable and Affordable Learning (LIEAL) works in collaboration with the (FCLT) to support faculty's transition to zero-cost materials. LIEAL and FCLT provides professional development for faculty on topics related to zero-cost programs including open educational resources (OER), instructional design, and copyright. There are also plans to utilize the Open for Antiracism (OFAR) curriculum to teach how to use OER to make classes more inclusive. In the 2022-2023 academic year, LIEAL and FCLT are leading the campus through a successful application to the OpenStax Institutional Partner Program to strengthen the campus' strategic plan for supporting zero-cost and low-cost learning materials. LIEAL works with the Professional and Organizational Development (POD) to provide monetary incentives to faculty for additional work related to adopting zero-cost materials.

For campus awareness, the main ways for disseminating information about zero cost textbooks has been through Academic Senate and Associated Students. TIMC and LIEAL are jointly working toward bringing awareness to students about (ZTC) classes. In the upcoming years, marketing and outreach will be an area of growth.

In compliance with AB 1359, the campus marks all ZTC classes in the online schedule of classes. TIMC recently updated the [Recommendations for Adoption of Required Instructional Materials](#), which included cost as a consideration. The recommendations were adopted by Academic Senate. FCLT and the Library & Learning Resources Division office are working toward creating a sustainable structure for online zero-cost programs. TIMC is working with the Instruction Office, Bookstore and IT to create a uniform process for marking classes as zero-cost. FCLT will be analyzing the courses that are already marked as ZTC to see where there is alignment to possible degree or certificate paths.

## LGBTQ+

### LGBTQ+ Support

**Help Text:** In 2011, Assembly Bill 620 amended California's Education Code and requests "governing board[s] of each community college district to designate an employee at each of their respective campuses as a point of contact to address the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students." The law, California Education Code Section 66271.2 also states that, "at a minimum, the name and contact information of that designated employee shall be published on the Internet Web site for the respective campus and shall be included in any printed and Internet-based campus directories." Additionally, the 2021-22 Budget Act appropriated \$10 million in one-time funding to support LGBTQ+ students. Please discuss your plans or current efforts to support the LGBTQ+ population on your campus. (2,500 character max)

The campus has a Pride Center housed under the Instructional Division. A faculty coordinator is the main point person for the Pride Center. Hourly support and a discretionary budget are provided through the college (SEAP funding). The center is currently hiring more support staff including a full-time classified employee. The program could benefit from full-time mental health practitioners. A licensed mental health clinician from Student Health Services currently provides support a half-day each week and is also available for as-needed mental health support. In addition, the program could benefit from embedded academic counselors. The Pride Center also needs assistance from the Institutional Research Office to support the collection of student data in a discreet manner to avoid the outing of students and their identities. More partnerships between the Instructional and Student Services divisions would help students access resources and find community. Funding for out-of-classroom educational experiences can also benefit the students of this program and to increase student enrollment in this program.

## MENTAL HEALTH

### Mental Health-Related Programs

**Help Text:** The 2021-22 Budget Act included ongoing funding of \$30 million to provide student mental health resources. Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations. (2,500 character max)

With the new state categorical allocations for Student Mental Health, more needed clinical counseling support is being provided to students. Specifically, two additional full-time licensed mental health clinicians have been hired. They will provide brief psychotherapy and a range of other services to students. There are plans to hire a third full-time clinician. To meet the need for mental health support that changes throughout the academic year and is greatest during Fall and Spring Sessions, hourly licensed clinicians have been hired to meet the needs of students. In addition to providing brief psychotherapy, all clinicians will provide much-needed crisis intervention and the college will continue offering an after-hours mental health crisis support program that allows a student to speak with a live mental health counselor and receive support during nights, weekends, and holidays. The service delivery structure includes regularly embedded clinicians in multiple campus programs where underserved or hard to reach students can receive support on a drop-in basis, including Umoja Aspire, Pride Center, Minority Male Initiative, and licensed clinical social workers (LCSWs) in Dream Program, Umoja, El Centro, and Arise Program to reach diverse students who traditionally have not previously accessed mental health support. The clinical social workers who are currently in place, as well as additional ones who will be hired, are pivotal in providing the level of comprehensive "wrap-around" services and supports many of our students with complex needs have.. Because outreach and engagement is crucial to mental health service delivery, "The Therapist Is In" booth will continue to operate as a resource to students and issituated in key, high pedestrian traffic locations on campus. The outreach booth provides a concrete way to connect with hard-to-reach students or students who are uncomfortable seeking mental health support within the traditional framework of a health clinic, sometimes thought to be a sterile environment. An additional avenue of engaging hard to reach students will continue to be employed, which includes mental health tool distributions, ranging from the successful distribution this past year of small, stress-relieving teddy bears to the distribution of more traditional mental health tools, including

writing journals, books with positive affirmations, and stress balls. Finally, the mental health needs of students will continue to be met by health fairs that focus on hand-on mental health exercises and coping tools, ranging from the use of therapy dogs to rock painting and DIY stress balls.

## GENERAL ACCESSIBILITY

### Accessibility

**Help Text:** Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus. (2,500 character max)

The college has a wide-ranging approach to providing accessibility, with a focus on universal design. All websites are screened for accessibility; captioning is required for all videos shown in classes; and interpreters are provided for all special events where Deaf or hard-of-hearing individuals or employees are present. Facilities has a required review of all construction projects, paths of travel, and signage to ensure universal design, compliance, and physical accessibility. Universal Design is taught and encouraged for all instruction, support services, and facilities. Facilities is currently engaging in a Signage and Wayfinding project, and has included individuals with disabilities as part of the work group. In addition, Facilities recently completed a Request for Bid process to hire a firm that specializes in accessibility and universal design to provide consultation and expertise on college construction projects. Finally, a multi-disciplinary team from DSPS, IT, Distance Education, and Event Services is participating in a Leading from the Middle project to improve integration and coordination of technology accessibility across campus. The college recently revised their Mission, Vision, and Core Values to include accessibility/universal design as a new core value.

## INSTITUTIONAL PLANNING

### Ongoing Engagement

**Help Text:** Please describe any efforts you Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period. (2,500 character max)

The Board of Trustees receives regular reports, updates, and agenda action items related to the implementation of student equity, inclusive instruction, and student success. The Board reviews the Student Equity Plan before voting to approve. Special Board Study Sessions and Board Presentations review student equity data and outcomes, especially those related to the full implementation of AB 705. Gap analyses and recommendations for improvement are advised by the Board in concert with the shared governance process. Regular updates about progress on Student Equity will continue to be provided to the Board. Trustees are presenting at statewide and national conferences on student equity data and successful interventions implemented at the college.

### Integrated Budgeting

**Help Text:** Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals. (2,500 character max)

Intentional efforts to review all funding sources and programmatic regulations are conducted on an ongoing basis to maximize SEA Program funding. For example, a combination of unrestricted general fund, SEA Program funds, and other one-time and ongoing categorical funding are used to provide extensive tutoring and academic support, counseling services, assistance in applying for financial aid resources, direct resources to students – loaner laptops, mi-fi access, evening and weekend support services, extended library hours, support for emergency assistance. SEA Program funds are supplemented through other categorical funding and the college's unrestricted general fund. The UGF has supported transitioning key positions from SEA Program funding to the college to better maximize SEA Program resources.

### Student Voice

**Help Text:** Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals. (2,500 character max)

All key governance committees, including the Student Preparation and Equity Achievement Council and the Student Equity Committee have student representatives as voting members. The Board of Trustees includes a student trustee who is able to make motions and vote. Student ambassadors and peer mentors serve as conduits to provide input from students to college staff related to needs and concerns. Students regularly participate in college-wide training and presentations, sharing their experiences, concerns, and recommendations. For example, male students of color expressed a need to reach out to other male students of color on campus. Their suggestions and input led to the development of Minority Male Student Ambassadors, a highly successful program. A group of Latinx students organized a student-led conference focused on the college's HSI status and obligations. Associated Students present reports and recommendations to the Board of Trustees at their monthly meetings. Focus groups held by Student Services and Research have provided valuable insights and direction related to addressing students' concerns, equity issues, and recommended changes. For example, upon student demand, the college has now established an Ethnic Studies Department with full time faculty.

There is currently no way for MT. SAC faculty/staff/administrators to email all MT. SAC students. As a result, there are numerous opportunities students are not made aware of. Finding better marketing methods would be helpful in ensuring all students have the awareness of and access to resources and services.

## ADDENDUM

The 2022-25 Student Equity Plan Task Force identified a few materials you may find useful to review as you develop your plans. These materials may provide helpful context, research, or resources you may wish to reference as you engage your local teams in the process. This is not intended to be a comprehensive list.

### Planning Resources:

- [Diversity, Equity, Inclusion, and Accessibility \(DEIA\) Glossary of Terms](#), CCCCC DEI Workgroup, November 2020
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Joint Analysis of the Enacted 2021-22 Budget](#), CCCCC, July 2021

### Recommended Reading:

- [CCCCO June 2020 Call to Action](#)
- [CCCCO November 2020 Call to Action](#)
- [Improving Racial Equity in Community College: Developing a Plan, Implementing the Vision](#) (Felix, 2021)
- [Progress & Potential: Considering the Question of Racial Equity in CA AB705](#), USC Center for Race & Equity (Cooper, Kurlaender, & Bensimon, 2021)
- [Integrating Racial Equity into Guided Pathways](#), Student Success Center Network (Bragg, Wetzstein, & Bauman, 2019)
- [California Community College #RealCollege Survey](#), The Hope Center (Goldrick-Rab, Baker-Smith, Coca, & Looker, 2019)
- [The State of Higher Education for Latinx Californians](#), Campaign for College Opportunity (November 2021)
- [The State of Higher Education for Black Californians](#), Campaign for College Opportunity (February 2021)

### Recommended Viewing:

- [Nurturing a Student-Centered Campus Climate: Enrollment, Persistence, and Lessons from 2020](#) (November 2021 CCC Board of Governors Meeting)
- [Designing for Student Success: Building a Student-Centered Financial Aid and Basic Needs Ecosystem](#) (October 2021 CCC Board of Governors Meeting)
- [CCCCO Call to Action Webinar](#) (June 3, 2020)