



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

CONTENTS

PRELUDE	9
2022-25 STUDENT EQUITY PLAN TEMPLATE	10
Landing Page/Details	10
Contacts.....	11
Equity Plan Reflection	11
Student Populations Experiencing Disproportionate Impact.....	14
Metric: Successful Enrollment.....	16
Metric: Completed Transfer-Level Math & English.....	11
Metric: Retention from Primary Term to Secondary Term	12
Metric: Completion	14
Metric: Transfer	15
STUDENT SUPPORT INTEGRATION SURVEY (Optional)	16
ADDENDUM.....	23

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.

In solidarity,

The 2022-25 Student Equity Plan Task Force

CCCCO	CCC Practitioners
<ul style="list-style-type: none">• Michael Quiaoit, Dean of Student Services & Special Programs• Michael Tran, Program Analyst• Anthony Amboy, Program Assistant• Gina Browne, Dean of Educational Services & Support• Mia Keeley, Dean of Student Services	<ul style="list-style-type: none">• Jay Singh, Hartnell College• LaTonya Parker, Riverside City College, ASCCC• Raymond Ramirez, Fresno City College• Sabrina Sencil, Consumnes River College, The RP Group• Sandra Hamilton Slane, Shasta College
Foundation for CCCs	CCC Partners
<ul style="list-style-type: none">• Lesley Bonds, Guided Pathways• Leslie Valmonte, Guided Pathways• Priscilla Pereschica, Policy Specialist	<ul style="list-style-type: none">• Eric Felix, San Diego State University

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 utilized an informed and intentional race consciousness process in developing the Student Equity Plan. In addition to data provided through NOVA, campus leaders and committee members also examined internal research data that clarified inconsistent and disproportionate equity outcomes. This enabled us 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 implemenecompleting the SEP, Mt. SAC will strengthen data coaching to educate stakeholders of racial equity gaps and provide training and guidance on being intentional in the use of data to inform decision-making and intervention 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. The SEP writing team met from Spring 2022, through Summer 2022, and into Fall 2022, to listen, study, discuss, and develop measures to improve on equity gaps. The writing team consisted of faculty, administrators, classified staff, and students, especially from the Student Preparation Equity and Achievement Council (SPEAC) and the Student Equity Committee (SEC). Leadership from the Academic Senate was deeply involved in researching, studying and writing elements of the plan, including targeted outcomes.

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Commented [MS2R1]: Feel free to edit and remove, just sharing my ideas.

Commented [MS4R3]: Feel free to edit and remove, just sharing my ideas.

Commented [MS3R1]: I used Guided Pathways as framework

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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)

• **Implementation of AB 705:** A guided self-placement multiple measures Assessment Questionnaire was implemented to assist students to directly enroll into transfer-level English and math courses with course corequisite support recommended for students based on high school success data. 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.

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

Course Success, Completion and Transfer: ~~Students having updated, comprehensive, electronic educational plans on file. Students are contacted when they approach momentum points to assist them in understanding remaining requirements necessary to graduate and transfer. Auto-awarding of degrees has resulted in increased graduation and transfer rates.~~

Professional Development: ~~Ongoing f~~ Faculty development and training ~~ongoing with topics~~ specific to anti-racism, bystander intervention, racial micro-aggressions, and classroom strategies include: 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.

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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 Center for Black Culture and Student Success ~~Success Center~~/Umoja abd AANAPISI Arise have ~~Aspire~~ dedicated space and permanent funding ~~has been establish~~. The centers ~~serve both to~~ support students ~~and 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: ~~S~~Specialized student support for marginalized student populations include: LGBTQ+ (Pride Center), Undocumented (Dream Center), Foster Youth (Guardian Scholars), System Impacted (Rising Scholars), EOPS/CARE, CalWORKs, DSPS/ACCESS (including DHH – Deaf and Hard of Hearing), TRiO, Bridge/Summer Bridge (learning communities for first gen students). High School Outreach, Financial Aid, and Inreach Services reach out to diverse groups in the community and on campus. The Minority Male Initiative (MMI), the Mountie Mentor program, and the Student Success and Employment Education Development (SSEED) meet the specific needs of male students of color and other disproportionately impacted student groups through mentoring, counseling, jobs on campus.

The Equity Speaker Series ~~have~~ provides 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: At the onset of the pandemic shutdown, the campus pivoted immediately to establish 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.~~

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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 (~~f~~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 [ADT, AA, ASI]: ~~(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).

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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%).

Mt. SAC is ranked #2 in California for successful transfer enrollment to CSU for Hispanic/Latino and American Indian/Alaskan Native students.

Male Students of Color: Although course success rates fell between Spring 2020 through Fall 2021, Spring 2022 course success rates surpassed Fall 2019 rates for Latinx, African American, American

Indian/Alaskan Native and Pacific Islander males.

• **First-generation, low-income freshmen students in Summer Bridge (learning community)**

Summer 2020 cohort: Latinx students had a 92% fall to spring retention rate, compared to 70% for all other students. 66.7% completed transfer level English in their first year of college compared to 45.9 % of overall Mt. SAC students. 38.2% completed transfer level Math in their first year of college compared to 26.1% of overall Mt. SAC students.

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

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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 and refined -specific strategies, interventions and activities based on addressing the disproportionality of identified student groups. By being more specific and intentional in our 2022-25 plan, we will be able to more directly address disproportionality in success rates for specific student populations – both those dictated through NOVA data as well as those determined by campus measurements. –For example, improvement in completion/success/transfer rates will be prioritized for Latinx and African American students, especially males.

The following guidelines 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

☒ ~~X~~ Catalyzed Work

☒ ~~Delayed Work~~

☐ ~~Delayed Work~~

The sudden impact of the pandemic shutdown on in-person, on-campus instruction, and support services both delayed some of our work as well as catalyzed a great deal of our efforts. Bureaucratic processes became digitized including an online process for submission of forms, hosting virtual Cash4College financial aid application sessions, providing virtual front desk services, weekly "Zoom at Noon" sessions to keep students informed, provide online tutorial services, record and post videos on accessing online instruction using Canvas and TikTok posts to connect with students and keep them encouraged and engaged. Within a week of the shutdown, we were able to pivot immediately and began disbursing laptops and mi-fi units to our neediest students. By prioritizing the distribution to students enrolled in EOPS, CalWORKs, Veterans, TRiO, ACCESS (DSPS), and equity programs, we were able to immediately reach out and support our most marginalized students. Our laptop loans and food pantry shifted to a well-organized, drive thru process; electronic grocery cards were provided to students, and in-person activities and services shifted to online. Our Minority Male Initiative (MMI) shifted to a weekly, online brotherhood dialog that has continued to the present time. This served to keep our male students of color connected to each other and the college, including the devastation of losing loved ones to COVID-19 and the racial uprisings following the death of George Floyd. Foster youth participated in an open mic, El Centro hosted a drive thru Nuestra Celebración, Dream hosted a recognition ceremony with family members zooming in from other countries, Arise hosted an online cultural Asian Pacific Islander Heritage Month celebration complete with entertainment and the college hosted a drive thru Commencement Ceremony with 600 students participating with their families from the safety of their own vehicles.

On the other hand, the pandemic interrupted plans that the college had for in-person faculty type trainings. Through For example, in the Guided Pathway, as budget, the team hosted its 1st annual faculty retreat, which focused on understanding data and sed specifically on data focused equity-based teaching practice. The annual retreat was not able to be continued beyond the first year due to the pandemic shutdown and a prioritized GPS mini grants had just begun and with the pandemic interrupting all College business, focus on 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 had an impact on s-needed-to be prioritize for all campus constituents.

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

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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; **additional populations: Latinx, American Indian/Alaskan Native, Pacific Islander, males**

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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.

Commented [RJ5]: RIE office should review the target outcomes before the document goes through shared governance and is officially submitted to the Chancellor's Office.

Timeframe	Measurement Output
Year 1 (2022-23)	<p>Target Outcomes: In order to improve inequity of disproportionate impact metrics, the following annual outcomes are proposed in order to reach equity based on formula.</p> <p>Increase the number of Female <u>student</u> enrollments by 1.6%, Increase the number of Asian student enrollments by 1% Increase the number of Black/African American student enrollment by 2%</p> <p><u>Increase the Latinx student enrollment by 3%</u> <u>Increase the American Indian/Alaskan Native student enrollment by .5%</u> <u>Increase the Pacific Islander student enrollment by .5%</u> <u>Increase the Male student enrollment by 1.5%</u></p> <p><u>STRATEGIES</u></p> <ul style="list-style-type: none"> Locally, we will develop a process for identifying applicants with intention of enrolling at Mt. SAC. For example, removing spam applications from the total applications. Also, identifying students who applied, completed some portion of the matriculation process, and did not enroll, and generating contact lists for outreach and support. Additionally, the college will generate contact list specifically for Female, Asian, and Black/African American and Latinx, American Indian/Alaskan Native and Pacific Islanders and male students. Partner with the Center for Black Culture and Student Success, Umoja, El Centro, AANAPISI/Arise programs to support with outreach to Female, Asian, and Black/African American, American Indian/Alaskan Native, Pacific Islander, male students. Begin to track students in the enrollment process (where are they getting "stuck") and implement nudges along way to encourage and support students to complete the enrollment process. Develop and implement a follow-up on leads system to provide information, and high touch upon inquiry to encourage application follow through. Enroll
Year 2 (2023-24)	<p>Outcome: In order to improve inequity of disproportionate impact metrics, the following annual outcomes are proposed in order to reach equity based on formula.</p>

Commented [RJ6]: There are currently too many items under measurement output within the entire document. We need to be mindful we do not overdo it with measurement outputs since we eventually have to assess what we include in this section. In my opinion, the less measurement outputs, the better.

Commented [YNA7R6]: Unsure how to get around this as we have to address those populations identified as DI in NOVA

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	<p>Increase the number of Female student enrollments by 3%, Increase the number of Asian student enrollments by 2% Increase the number of Black/African American student enrollment by 4% <u>Increase the Latinx student enrollment by 5%</u> <u>Increase the number of American Indian/Alaskan Native student enrollment by .5%</u> <u>Increase the number of Pacific Islander student enrollment by .5%</u> <u>Increase the number Male student enrollment by 1.5%</u></p> <ul style="list-style-type: none"> • Begin to develop how-to enrollment videos <u>to send links so they can be sent</u> directly to applicants to support completion of the enrollment process. • Begin to collect qualitative data from Female, Black/African American, <u>and Asian, Latinx, American Indian/Alaskan Native, Pacific Islander, and male</u> students about their experience with the application, matriculation, and enrollment process. Use this data for the purposes of informing how-to enrollment videos. <p><u>STRATEGIES</u> 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, <u>Latinx, American Indian/Alaskan Native, Pacific Islander, and males</u>.</p>
Year 3 (2024-25)	<p><u>Outcomes:</u> In order to improve inequity of disproportionate impact metrics, the following annual outcomes are proposed in order to reach equity based on formula.</p> <p>Increase the number of Female enrollments by 3%, Increase the number of Asian student enrollments by 2% Increase the number of Black/African American student enrollment by 4% <u>Increase the Latinx student enrollment by 6%</u> <u>Increase American Indian/Alaskan Native student enrollment by .5%</u> <u>Increase Pacific Islander student enrollment by .5%</u> <u>Increase male student enrollment by 2%</u></p> <p><u>STRATEGIES</u> <ul style="list-style-type: none"> • <u>Increase outreach to Black/African American and Asian communities/Adult centers, and high schools and provide on-site support with the CCCApply application, the matriculation process, and enrollment process</u> • Partner with the financial aid develop contact list of students who applied, completed the matriculation process, enrolled in courses, but were dropped for nonpayment. <p>Increased successful application to enrollment statistics will be realized for female, Asian, Black/African American, Latinx males and females, American Indian/Alaskan Native <u>s and Pacific Islanders</u>. Enrollment statistics will be tracked by student group, survey data results will be compiled to determine which strategies have been more effective.</p> </p>

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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/Information Technology
- ☒ Other Research

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 an ~~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. The following can be found to have an impact on students of color and other under-represented groups:

College processes that require students who wish to reactivate their student accounts only to order a transcript and for other reasons other than to enroll in classes are counted as applying and not enrolling. Complicated requirements to be eligible to enroll (completion of Assessment Questionnaire and Online Orientation) can prevent students from enrolling. Concern over fee payment and residency status and the process to appeal Satisfactory Academic Progress, Academic/Progress Probation, and out-of-state residency are also issues that impede student 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

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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)

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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. Specialized outreach and orientation sessions for marginalized student groups will be developed and initiated.

Most specifically, specialized approaches to improving the application and enrollment completion for Black/African Americans, Latinx, Pacific Islanders, American Indian/Alaskan Natives, Asian, males and females will be developed and implemented. A specialized tracking system will enable the college to conduct follow-up with each of these unique student populations.

Review and investigate issues that are having an impact on student enrollment related to residency: determination: incidental fees owed from prior semesters for fee waiver students, and follow-up assistance with completing the financial aid application/verification process will be analyzed and improved in order to reduce institutional barriers to enrollment. 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

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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 model, equity-based engagement efforts for Black/African American, Latinx, Pacific Islander, Asian, American Indian/Alaskan Natives, male and female students from minoritized groups will be instituted. ~~s-~~ 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.

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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+: **additional populations: Black/African American, Pacific Islander, American Indian/Alaskan Native, males**

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><u>Quantitative</u> <u>QUANTITATIVE</u></p> <p>Increase success of Hispanic/Latin(x/a/o), Black/African American, Pacific Islander, American Indian/Alaskan Native, <u>LGBTQ Plus, male and first generation</u> }students in transfer-level math <u>by and English</u> by 2% annually to address disproportionate impact metrics, based on the formula.</p> <p><u>Increase success of First Generation students in transfer level math by 2%.</u></p> <p><u>Increase success of LGBTQ+ students in transfer level math by 2%.</u></p> <p><u>STRATEGIES:</u></p> <ol style="list-style-type: none"> 1. <u>Increase awareness to DI student groups of entry-level corequisite courses offered (MATH 10A, MATH 11, MATH 13, and MATH 15) by updating the current corequisite brochure so that it describes the benefits of these courses and distributing it to different programs across campus.</u> 2. <u>Provide corequisite tutoring support for the "survey of mathematics" course (Math 100) as well as English 1A/80.</u> 3. <u>Increase the utilization of SIs and/or ETs</u> <u>Increase the placement of embedded tutors</u> in transfer-level math and English courses (Specifically, <u>Math 100/110/130</u>, MATH 100, MATH 110, MATH 120, MATH 130, MATH 150 and English 1A) <u>by streamlining the process to request an SI or ET.</u> 4. <u>Recruit students from DI populations/groups to become SIs or ETs.</u> 5. Capture the English department's work on successes of cohort learning through equity-minded gateway cohorts with Umoja, Rising Scholars, <u>Bridge an</u>, and DREAM. 6. <u>educate students campus-wide about</u> <u>Increase awareness to DI student groups of the 13 academic support centers and assist these centers to provide support to this student population in achieving their transfer level coursework: STEM Center (STEM Center Coaching, Counseling, & Resources), WIN Program (student athlete tutorial center, TERC (Tech Ed Resource Center, NET tutor (free online tutoring), LLC (Language Learning Center), and the Writing Center. Students can receive tutoring and support that is offered in different modalities by faculty coaches and highly qualified peer tutors.</u> 7. Monitor progress of successful enrollment and completion of transfer-level math and English based on DI student group profiles. 8. Through EAB Navigate, utilize early alert systems to connect struggling

[illegible]

	<p>students with relevant supports, monitor the efficacy of these systems and make improvements as necessary.</p> <p>8. Qualitative:</p> <p>4-9. 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.</p> <p>2-10. 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.</p> <p>3.</p>
Year 2 (2023-24)	<p>QUANTITATIVE<u>Quantitative:</u></p> <p><u>Increase success of Hispanic/Latin(x/a/o), Black/African American, Pacific Islander, American Indian/Alaskan Native, LGBTQ Plus, male, and first-generation students in transfer-level math and English by 2%</u> annually to address disproportionate impact metrics, based on the formula,</p> <p>STRATEGIES</p> <p>Increase success of Hispanic/Latin(x/a/o) students in transfer-level math by 2%.</p> <p>Increase success of First-Generation students in transfer-level math by 2%.</p> <p>Increase success of LGBTQ+ students in transfer-level math by 2%.</p> <ol style="list-style-type: none"> 1. 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). 2. Develop or expand the use of student high school performance for placement beyond the entry level transfer-level course in mathematics. 3. 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. 4. 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. <p>4.</p> <p>Qualitative:</p> <p>4-5. Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.</p> <p>2-6. 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.</p>
Year 3 (2024-25)	<p>Quantitative:<u>QUANTITATIVE</u></p> <p><u>Increase success of Hispanic/Latin(x/a/o), Black/African American, Pacific Islander, American Indian/Alaskan Native, LGBTQ Plus, male, and first-generation students in transfer-level math and English by 2%</u> annually to address disproportionate impact metrics, based on the formula,</p>

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Increase success of Hispanic/Latin(x/a/o) students in transfer-level math by 2%.
Increase success of First-Generation students in transfer-level math by 2%.
1. Increase success of LGBTQ+ students in transfer-level math by 2

STRATEGIES

2. Hispanic/Latin(x/a/o): Increase transfer-level math and increase English success rates overall in their first-year attempt.
3. First-Generation: Increase transfer-level math and increase English success rates overall in their first-year attempt.
4. LGBTQ+: Increase transfer-level math and increase English success rates overall in their first-year attempt.

— Faculty: Increase in Math and English faculty attending professional development workshops that address best practices to address equity gaps in the classroom.

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Qualitative:

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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: Yes | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services: Yes | <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 **policies and practices based on AB7055 policy and practice**, but have not fully addressed how to help students who have significant challenges **in successfully completing** transfer-level math in one semester. **There are specific equity-identified. 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 and some students. This is also true for** LGBTQ+ students. **It is may be more** challenging to **implement specific interventions with all disproportionately**

~~impacted student groups due to capture disaggregated data for these specific populations because, for confidentiality/protective and safety cy/safety concerns related to students' identity.~~ Nevertheless, specialized interventions for Hispanic/Latinx, Black/African American, LGBTQ+, Pacific Islander, American Indian/Alaskan Native, males, and first generation students need specialized attention and faculty training.

~~Continued professional development is critical in order to improve the instructional and support processes for disproportionately impacted students in order to pass transfer-level English and math, especially in their first year or enrollment, 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 ped~~

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)*

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|-------------------------------------------------------|--------------------------------------------|
| <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 ~~in co-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 how to improve our placement process so that students can receive critical assistance in passing classes. Specialized assistance is not mandated. The challenge is to better oversee DI students' enrollment and progress in transfer-level English and math, 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 groups is critical to shaping interventions.

~~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.~~

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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?

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| <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.

Learn more about specific interventions that have proven successful in increasing success rates for

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

Provided 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)

Narrowly defined regulations related to AB 705 and AB 1705, although based on a firm commitment to equity and in reversing discriminatory placement practices, have proven challenging in enabling disproportionately impacted students to make sufficient progress. (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.

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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>Quantitative: Utilizing the disproportionate impact metrics, annual increases are;</p> <ol style="list-style-type: none">Retention rates for Aspire/Umoja: Black/African American students who participate in equity-based support programs will increase by 2% be retained from Fall to Spring at a 5% higher rate than non-participating Black/African studentsRetention rates for Black/African American, Hispanic/Latinx, first generation students participating in the Bridge Program: First Generation students and First Generation Male students who participate in the Summer Bridge Program will have a 5% higher retention rate than a comparison of same population that does not participate in Summer Bridge (first time, recent high and first generation male students not participating in the Bridge Program.school graduates, district high schools)El Centro: Hispanic/Latinx students who participate in El Centro will have a 5% retention rate higher than the same population that does not participate in El Centro.Black/African American, Hispanic/Latinx, First-Generation, and First-Generation Male students who 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.Qualitative <p>STRATEGIES</p> <ol style="list-style-type: none">Minority Male Initiative: Will target specific activities to increase retention of BIPOC students. Staff make contact with students one on one. MMI Mondays check-ins with students. Series of ongoing events and interactionsEarly Alert System: Upon receipt of faculty referral, Student Services professionals who will connect Black/African American, Hispanic/Latinx, First-Generation, and First-Generation Male among other DI students to Counseling and/or tutoring services. Faculty will receive an acknowledgement message following the initiation of the alert. We are

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	<p>working on a mechanism to provide faculty with information on their students' follow-through or lack thereof. Increase Student Resource SEAP funded programs specializing in supporting First Generation college students (EOP&S)</p> <ol style="list-style-type: none"> 1. The o-support retention efforts, the Equity Center will continue to offer has workshops, events, and activities that are created purposely to support Black/African American students and first-generation students, both male and female, in addition to other DI student populations. Additionally, the Equity Center will staffs social workers, academic counselors, educational advisors, and tutors to further support term-to-term retention. 6.3. Increase promotion of Knowledge is Power Learning Communities (KPLC) that partner with Black/African American students, Hispanic/Latinx students, and Asian American/Pacific Islander students, El Centro, and Arise; develop additional Learning Communities around other programs such as ACCESS, EOPS, and REACH. 7. h
Year 2 (2023-24)	<p><u>Quantitative:</u> Utilizing the disproportionate impact metrics, annual increases are;</p> <ol style="list-style-type: none"> 8.1. 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 4.2. Bridge Program: First-Generation students and First-Generation Male students 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) 2.3. El Centro: Hispanic/Latinx students who participate in El Centro will have a 5% retention rate higher than the same population that does not participate in El Centro. 3.4. Black/African American, Hispanic/Latinx, First-Generation, and First-Generation Male 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. <p><u>Qualitative: Strategies</u></p> <ol style="list-style-type: none"> 1. Develop a "second" tier pathway for of Learning Communities, for example, English 1C and Spanish Literature, that offer higher level transferable classes, giving Black/African American, Hispanic/Latinx, First-Generation, First-Generation Male students an incentive/" buy in" for furthering their education through LCs. 4.2. 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 Phenomenon and affirm a sense of student belonging, especially among Black/African American, Hispanic/Latinx, First-Generation, and First-Generation Male students. 2.3. Continue to survey and gather student voices/input in order to acknowledge and establish the programs and resources that Black/African American, Hispanic/Latinx, First Generation, and First-Generation Male students need on campus. 3. 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.

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	<div>4. Establish a Womxn center/program/space on campus to support students who identify as female so that these students feel a sense of belonging and support.</div> <div>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.</div>
Year 3 (2024-25)	<div><u>Quantitative:</u> Utilizing the disproportionate impact metrics, annual increases are;</div> <div>1. Hispanic/Latinx students: will should see an increase in Fall to Spring retention rates by 5 additional percentage points.</div> <div>2. Aspire/Umoja students: will should see an increase in Fall to Spring retention rates by 5 additional percentage points.</div> <div>3. First Generation/First-Generation Male students: will should see an increase in Fall to Spring retention rates by 5 additional percentage points.</div> <div>4. Minority Male Initiative: should male students participating will see an increase in Fall to Spring retention rates <u>of 5 additional percentage points.</u> Through continued collaborative study halls and subject-based tutoring, along with personal, directed guidance.</div>

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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 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, 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, both of which support Black/African American students are now in a dedicated space in the library. The new building for the Hispanic/Latinx El Centro location is under construction and will be occupied beginning with the

summer of 2023.

Many students who struggle in the classroom with comprehension, with a relationship with their professors, or other concerns are not aware of college services, procedures, and where to go for assistance.

The reinstituting of academic/progress probation, and the re-structuring of the EW process, and the continued limitation on course repetition, necessitates much greater care and oversight of the impact on disproportionately impacted students. Lack of immediate, personalized interventions for students with potential retention/success concerns impedes the college's ability to both monitor and address disproportionate rates of success.

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)

While they are in college, Black/African American, Hispanic/Latinx, First Generation, and First-Generation Male 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 Culture and 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.

An ongoing effort to measure success rates by specific disproportionately impacted student groups would enable the college to more accurately address lack of progress.

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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)

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. Developing specific, targeted interventions with disproportionately impacted students, especially Latinx, Black, Pacific Islander, American Indian/Alaskan Native and LGBTQ. The creation of ~~the~~ El Centro with a new, dedicated Program and building and the establishment of the Center for Black Student Success with dedicated space and staffing will enable the college to more specifically address lack of success rates for Latinx and Black students 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.

~~6. —~~ Develop a "second" tier pathway ~~for~~ of Learning Communities, for example, English 1C and Spanish Literature, that offer higher level transferable classes, giving Black/African American, Hispanic/Latinx, First-Generation, First-Generation Male

~~7. —~~ students an incentive/" buy in" for furthering their education through LCs.

~~8. —~~ 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 Phenomenon and affirm a sense of student belonging, especially among Black/African American, Hispanic/Latinx, First-Generation, and First-Generation Male students. Continue to survey and gather student voices/input in order to acknowledge and establish the programs and resources that Black/African American, Hispanic/Latinx, First-Generation, and First-Generation Male students need on campus.

~~9. —~~ 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.

~~10. —~~ Establish a Womxn center/program/space on campus to support students who identify as female so that these students feel a sense of belonging and support.

~~11. —~~ 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.

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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

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Description of Support Needed

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

Having targeted data that is more accessible to campus stakeholders, similar to the CCC Datamart, will assist in the process of better decision making when it comes to what learning interventions, guidance, skills, technology, resources, etc, our students will need in the future. Amending the course repetition regulation will benefit students, especially recovering from pandemic-related learning issues.

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/implement 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 and use the data to develop more specific interventions, especially for Hispanic/Latinx, Black/African American, first generation males. Quantitative: Based on formula The disproportionate impact gap for Black/African American students will close by 10% The disproportionate impact gap for Hispanic/Latinx students will close by 5% 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: Based on formula, 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 10% The disproportionate impact gap for First-Generation students will close by an additional 10%
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: Based on formula, The disproportionate impact gap for Black/African American , Hispanic/Latinx students will close by an additional 25% The disproportionate impact gap for First-Generation students will close by an additional 50%

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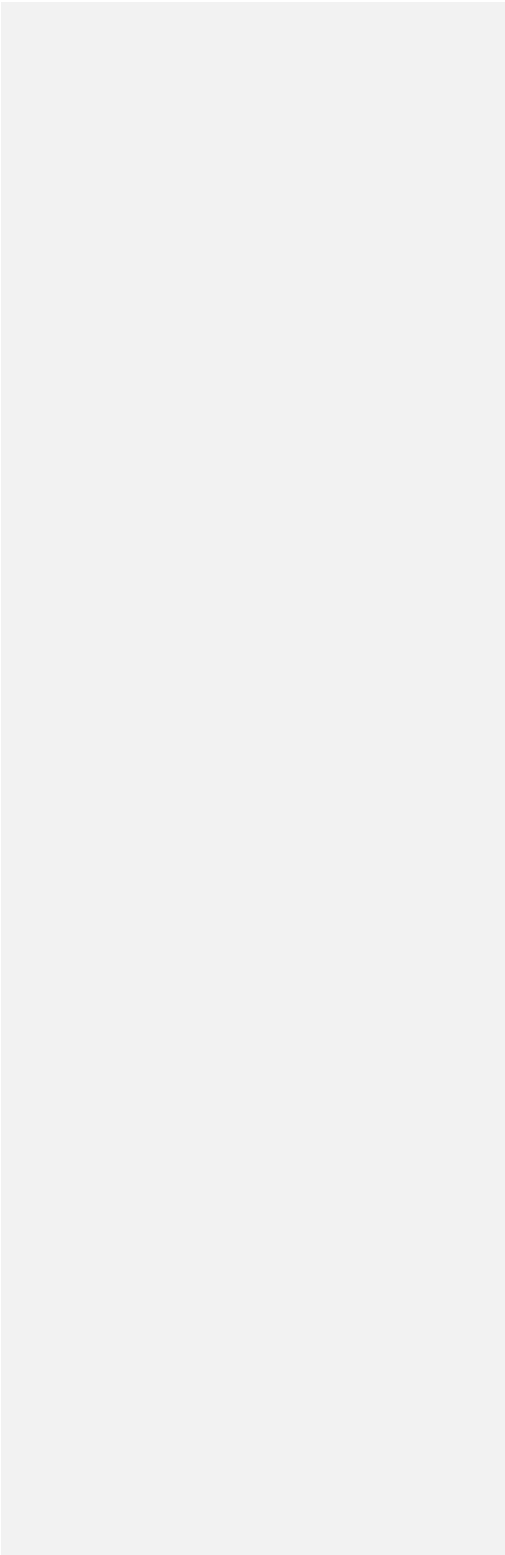
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STRUCTURAL EVALUATION

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)*

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

Black/African American ~~na~~ **Student Services:** The Center for Black Culture and Student Success is formally in its first year of operation. However, it is not expected that The Center will address/reverse disproportionality for all Black/African Americans as this is an institutional responsibility.

Analyzing students' access to other support programs on campus, like Honors, and other cohort-based learning groups (health occupations, CTE) will be analyzed to determine equitable access.

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. Noncredit Latinx students are disproportionately impacted in basic skills, ESL, high school programs, and vocational programs. This impact is felt mostly in online courses. Enhancing structural support for online classes in critical.

-First-Generation: Although Bridge and Promise Plus focus on entering, new students, capacity limitations affect their ability to serve all new students. 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.

With ~~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).

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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)

~~First~~ the institution will invest in resources to support the creation of processes that promote success for the specific populations listed above. ~~The creation of a website for the Center for Black Student Success will be helpful in raising awareness to student for both students and employees. This needs follow up.~~

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

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?

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| <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)

The college will explore methods to more effectively collect data related to non-completion.
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?

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|-------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> | Field Guidance & Implementation |
| <input checked="" type="checkbox"/> | Technical Assistance/Professional Development |
| <input checked="" type="checkbox"/> | Data & Research |
| <input type="checkbox"/> | Policy & Regulatory Actions |
| <input type="checkbox"/> | Technology Investments & Tools |
| <input checked="" type="checkbox"/> | 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)

With regard to data and research, technical assistance may be required to assist in collecting 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; additional populations: African American/Black, Pacific Islander, American Indian/Alaskan Native

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)	Using the disproportionate impact formula, Increase number of transfers for Hispanic/Latinx students by 5% from prior year Increase number of transfers for First-Generation students by 5% from prior year Increase number of transfers for Perkins-Economically Disadvantaged students by 1% from prior year Increase number of transfers for Foster Youth students by 35% from prior year <u>Increase</u> number of transfers <u>for Black/African American students by 3%</u> from prior year <u>Increase</u> number of transfers <u>for</u> American Indian/Alaskan Native <u>students by 3%</u> from prior year
Year 2 (2023-24)	Using the disproportionate impact formula, Increase number of transfers for Hispanic/Latinx students by additional 56% from prior year Increase number of transfers for First-Generation students by additional 5% from prior year Increase number of transfers for Perkins-Economically Disadvantaged students by additional 24% from prior year Increase number of transfers for Foster Youth students by additional 25% from prior year <u>Increase</u> number of transfers <u>for Black/African American students by additional 2%</u> from prior year <u>Increase</u> number of transfers <u>for</u> American Indian/Alaskan Native <u>students by additional 2%</u> from prior year
Year 3 (2024-25)	Using the disproportionate impact formula, Increase number of transfers for Hispanic/Latinx students by additional 56% from prior year Increase number of transfers for First-Generation students by additional 6% from prior year Increase number of transfers for Perkins-Economically Disadvantaged students by additional 32% from prior year Increase number of transfers for Foster Youth students by additional 25% from prior year

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Increase number of transfers for Black/African American students by additional 2% from prior year
Increase number of transfers for American Indian/Alaskan Native students by additional 2% from prior year

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 | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <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)*

Currently, Mt. SAC offers over 80 Associate's degrees (AA/AS) and 25 Associate's degrees for Transfer (ADT). Students choose their program of study and utilize technology such as Degree Works, College websites, and services such as counseling/advising and the Transfer Center to assist them in reaching their academic and career goals. Guided Pathways and SEAP funding has been leveraged to improve transfer success through the investment in events such as Championing Transfer Success for Mt. SAC Students (included book and professional speaker regarding equity in transfer) and Counseling Day, and Transfer Con (promoting services to students, faculty, and staff) along with increased investment in online presence and resources. For example, an ADT specific website that included students interviews with students and faculty on career and transfer education along with other resources was created. The ADT interview series also became a college podcast series with thousands of listens. Within websites, stronger links across programs and websites for a more cohesive experience were created. College committees worked together to improve business processes and policies such as a revision to academic renewal (improves student GPA without course repetition which directly helps students compete for transfer opportunities) and auto-award of degrees and certificates. This investment has dramatically increased our transfer rates. For example, for fall 2021, we ranked 2ns in state for Hispanic/Latinx students in applications, admissions, and enrollment to CSU. Our work and investment needs to continue. We have had staff and management turnover in the Transfer Center. Due to COVID closures, have limited and closed transfer tours and events. Despite work on our web presence, we have disconnect between our College catalog, programs, and resources that would support transfer. It can be difficult for students to understand pathways to transfer in programs that do not lead to an ADT. Our Guided Pathways work to clarify and get students on path early needs to continue with specific focus on students we have identified in this report who are facing the highest challenges in transfer. Students who do not have the educational capital to navigate complicated pathways are at a disadvantage.

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)

To increase transfer rates for Hispanic/Latinx, First Generation, Perkins-Economically Disadvantaged, Foster Youth, African American/Black, Pacific Islander, American Indian/Alaskan Native Hispanic/Latinx, First-Generation, Perkins Economically Disadvantaged, and Foster Youth students, the College will need to make improvements in several key areas. For example, emphasizing major and career awareness and targeting students who are undecided. Share data related to underrepresented students, majors, employment, and earnings. Students often have a limited scope of potential careers and tend to settle on majors commonly chosen by those in their racial/ethnic community. Exposure to a variety of majors and a broader understanding and exposure will help students to see possibilities outside of their prior scope. Provide more resources for students to help them move from undecided to decided. In addition, we need to build stronger transfer pathways and increase the number of ADT's for programs that require advanced degrees for career and/or graduate school (i.e. Biology, Chemistry, Computer Science, Engineering, Foreign Languages). Increasing ADTs continue to be a key strategy in increasing transfer, retention, 2-and-4-year graduation rates, and closing equity gaps to California State Universities. We can increase outreach and resources. For example, eliminate the knowledge gap around ADT's and other transfer pathways by offering additional courses to students like COUN 7, *Introduction to the Transfer Process* and increasing resources to the Transfer Center to provide workshops (i.e. Learn about Transfer, Can I Transfer as a major?) for first-year college students, provide extensive Financial Aid Literacy and Financial Literacy to better understand the cost of 4-year universities, cost of living, textbooks, and other school supplies to monitor and spend wisely within a weekly or monthly budget, events (i.e., Transfer Fairs, Transfer Con) and activities (i.e., 4-year University Tours and specific transfer trips to 4-year Universities to provide students opportunities to demystify imposter syndrome and sense of belonging for equity groups such as former foster youth students to learn about financial aid, residential life, admissions, programs, careers, and about the region of where those universities are located). Improve a transfer affirming culture on campus by tapping into student's transfer capital and utilizing culturally relevant curriculum in the classroom (i.e., textbooks, assignments, literature) that is reflective of the student's identity to increase knowledge, background, pride, and values that is multicultural, not Euro-centric. As a campus, focus on programs and activities for first-generation students. For example, a first-generation celebration to provide a sense of belonging, presence, and celebrating the achievement of first-generation college students.

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)

Currently, we have several campuswide committees dedicated to improving various areas of student success including transfer. For example, the Mapping & Catalog Committee is charged with utilizing the Guided Pathways framework related to clarifying and entering the path. This committee will be presented with our SEAP goals related to increasing rates of transfer and will be able to help the College realize these goals by leveraging funding and providing support. As a College, we will increase collaboration between the Transfer Center and the Student Equity Committee, as well as equity programs so that experts are working together to improve transfer outcomes for Hispanic/Latinx, First Generation, Perkins-Economically Disadvantaged, Foster Youth, African American/Black, Pacific Islander, American Indian/Alaskan Native students. We will recommend adding our Transfer Center Director (once hired) to the Student Equity Committee to increase collaborative efforts regarding transfer for disproportionately impacted students. The Retention and Persistence Committee is charged with utilizing the Guided Pathways framework related to staying on path and ensuring that they are learning. This committee shares and interprets various literature, expert guest speakers, and research to utilize data make recommendations on the planning and coordination of programs, services, and interventions which support student retention, persistence, academic success, and well-being throughout their Mt. SAC education. Increase offerings of Undecided Workshops with follow up. Encourage faculty to embed career information offered in classrooms and share their personal journey. Financial Aid and Money Management Center Collaboration – when students can manage their money, they will be more likely to see that they can afford college and may not have to work. 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.

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Commented [MB26]: do we need to include that we are now looking for a transfer director? by the time this is submitted, we will no longer have one

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 anticipate that legislative efforts to improve transfer pathways such as common course numbering, zero-cost and low-cost textbooks and OER materials, utilizing a single general education pattern, reducing remediation, and placing students on an ADT pathway upon application will improve transfer rates and decrease equity gaps within the community college system. All of these efforts are well intended to simplify a complicated pathway to bachelor's degree. Collaboration with experts, implementation, and training support across the system of higher education will be vital for the success of these initiatives. In addition, working with the CSU and UC to help community college students get accepted into their local university will increase rates of transfer as many students are not able to leave their local area to attend a university even if they are accepted. It is also important to ensure that resources such as Assist.org and university websites related to transfer and acceptance provide the most clear and up to date information so that users are able to interpret what is needed versus recommended to gain acceptance to the institution and program of choice. Streamlining across universities will also help students take fewer courses to meet eligibility for more institutions.

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)

College leadership through the Academic Senate worked to recreate the shared governance and committee structure to align various college and statewide goals. In that new structure, all efforts across campus prioritized utilizing Guided Pathways framework to improve success for students and reduce equity gaps. We also prioritized sustainability both in reference to the environment but also in providing resources for students that we as a college can sustain. Embedding these efforts required that all projects and activities within the purview of that committees articulate how they address Guided Pathways and/or equity efforts. Our Academic Senate and Instruction Office appoint Guided Pathways faculty leadership (two faculty coordinators, one in counseling and the other from instruction along with a mapping coordinator) to ensure that we are making progress in our efforts. These appointments along with our shared governance structure helps us with communication and is designed to reduce duplication of efforts by other constituent groups. We are a large campus so clear lines of communication and cross-pollination across grants has helped us in this work. In order to gather information about our work, to provide the best insight in our progress, and to best identify next steps and gaps, the Guided Pathways team rewrote the Scale of Adoption Assessment (SOAA) as a survey with definitions and sent it campuswide to both help the campus better understand efforts, to gather information collectively, and offer opportunities to contribute to the conversation on how various efforts, programs, and activities support equity through the Guided Pathways lens. Once the report is complete, it is shared campus-wide as an education and planning tool.

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.

Commented [MB27]: there is no FT coordinator ; please confirm

Commented [ER28R27]: @Martinez, Betzabel hi Betzabel. the full time specialist II and coordinator positions are currently in the hiring process

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.

Commented [CM29]: Monika and Esteban's edits to Zero-Textbook Cost Program in Orange.

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. Two additional full-time licensed mental health clinicians have recently been hired to provide brief psychotherapy and a range of other mental health support 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. 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 is situated 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.

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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 (SPEAC) that had the responsibility for drafting the 2022-2025 Student Equity Plan and the Student Equity Committee have student representatives as voting members. The Board of Trustees includes a student trustee who can 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. At every faculty and campus-wide training/planning meeting, the student voice is represented both through participation but principally by serving on a panel to share their thoughts, concerns and recommendations about improving the manner in which they receive instruction and student support services. This has proven very instrumental in enabling faculty to better understand the needs of our students and to increase ways to have more meaningful interactions with their students.

Regular and focused communication and follow up with students about engagement on campus, about completion of goals, and tracking their progress are ongoing through a campus-wide workgroup utilizing an external tool Navigate by EAB. Additionally, the Completion Center collaborates with Admissions and Counseling to make direct contact with students to inform them of their progress to goal completion. This direct follow-up had proved very successful. However, with such a large campus, and with so many teaching faculty (full time and adjunct), immediate and detailed follow up and communication continues to be a challenge.

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](#), CCCCO 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](#), CCCCO, 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)