



2022-2025 STUDENT EQUITY PLAN

November 2022

2022-25 STUDENT EQUITY PLAN

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 2022-25 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 'Details' page will assist in the framing and foundational elements of your college's Student Equity Plan. Take some time to review assurances and the hyperlinks on this page. Take time to review your Contacts and Project Leads. The 'Equity Plan 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 plan transitions into a focus on populations experiencing Disproportionate Impact. Your planning team will have Chancellor's Office data available to determine what student population will be a focal point for your college's equity planning efforts, and your team has the opportunity to discuss other areas in our optional 'Student Support Integration' Survey. As your plan develops, your team may want to work on equity goals for other populations experiencing disproportionate impact on your campus; please contact SEA Program so we can assist in your continued efforts over the course of this equity plan cycle.

Please refer to this document for additional information on DEI Terms: [DEI Glossary Link](#)

ASSURANCES:

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)

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.

The SEA Program Committee reviewed and discussed CUE reports including the Student Equity Plan Review: A Focus on Racial Equity, Creating an Actionable Equity Plan, and the college-level review of the student equity plan. The Student Senate for California Community Colleges publication, Anti-Racism: A Student Plan of Action, was also discussed. The racial equity

guidelines and suggestions from all the literary sources were referenced during the development of the 2022-2025 Student Equity Plan to work towards the goal of becoming race-conscious. Racially minoritized and disproportionately impacted (DI) student populations of focus for the plan are clearly identified with targeted strategies instead of focusing on all students. In assessing current support tailored for racially minoritized students, the College acknowledges that there are opportunities to serve racially minoritized students as the College's equity efforts were predominantly focused on student support services. Additional students, faculty, and staff were invited to the SEA Program Committee meetings to discuss new approaches for supporting the DI student populations. Input from faculty across all divisions on instructional support strategies for the DI student populations was solicited. Furthermore, a collegewide forum to gather feedback on the draft student equity plan was hosted. Approaches such as equity-focused professional development and data inquiry with an equity lens are critical in coaching faculty and staff to become more equity-oriented. Recent Flex Day professional development has included racial equity educators, Frank Harris III, Ed.D. and Lasana Hotep. Recognizing that one day of racial equity professional development per year is not conducive to long-term learning and institutional change, a four-part semester-long series in Spring 2022 was developed with Mr. Hotep. In addition, the College became a member of USC's California Community Colleges Racial Equity Leadership Alliance for the monthly year-long professional development series this past spring. Using equity-minded language in daily practice and on college documents will be employed. The DEI Task Force has established the College definition of diversity, equity, and inclusion, and conducted employee and student surveys to assess experiences with racism. Efforts to improve racial equity are a continual College priority, not only in this student equity plan, but in all of the College's plans.

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

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)

Implementing AB 705 and supporting activities such as embedded tutoring in the co-requisite courses have promoted student equity. Embedded tutors assist in collaborative learning and are an immediate resource for students second to the instructor. As a professional development strategy, new adjunct faculty are paired with a tenured faculty teaching the co-requisite courses to function as their embedded tutors. This provides opportunities for the faculty to discuss activities and decide a course of action with students in real-time. OER materials in the form of free online textbooks, MyOpenMath online homework systems integrated into the Canvas Course Management System, and low-cost faculty-created co-requisite workbooks have been additional factors supporting student success in these transfer-level courses. The activities could have contributed to persistence, degree/certificate completion, and decreased the time to transfer.

Student emergency aid in the form of \$250 Best Buy vouchers, \$100 grocery gift cards, and \$250 Student Support Grants were awarded to students. Students could use Best Buy vouchers to purchase laptops, printers, hotspots, or other technological equipment. Grocery gift cards to Vons were available as a food distribution option. Students could utilize Student Support Grants to pay for rent, books, supplies, or other necessary items. The student emergency aid could have contributed to persistence and degree/certificate completion.

The Men of Color Conference was designed to provide intentional support and a sense of belonging for male students of color at the College by building community and connecting the students to Citrus College's male employees of color, who served as panelists and speakers at the conference. The panelists addressed Imposter Syndrome, financial obstacles, racism, the importance of a mentor, and male stereotypes that impacted their experiences while pursuing higher education.

The Black Scholars Program was implemented to support Black/African American students through intrusive counseling and cultural, social, and academic events to encourage persistence and a sense of belonging at the College. In addition, a learning community between a counseling and history course was offered, which was taught by the Black Scholars Counselor and a history professor who was the former Black Student Union advisor.

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

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

Local data for the completion of transfer-level math and English was assessed each academic year. The new approaches to placement, curriculum redesign, instructional strategies, and embedded tutoring have significantly increased student throughput rates. Completion is higher across all racial/ethnic groups with particularly strong gains among Black/African American and Hispanic students. To assess if equity gaps were decreased for the DI student populations for this metric, the disproportionate impact data from Data on Demand was analyzed. Disproportionate impact was decreased for Black/African American females, Hispanic males, male and female students with disabilities, and foster youth males.

A total of 1,257 student emergency aid awards were distributed. The ethnicities of the student recipients were comparable to the collegewide demographics with the majority of the students being Latinx. Specific populations such as students with disabilities and foster youth received emergency aid at a slightly higher proportion compared to the collegewide demographics. Recipients of the emergency aid were surveyed to assess how the aid supported them in achieving their academic goals. The majority of respondents had utilized emergency aid for technology support, school supplies, and general financial support. Students expressed gratitude for being able to purchase a laptop and no longer having to use their phone or a friend's computer and having a reliable internet connection to fully participate in online classes. Students also expressed how the emergency aid has reduced their stress so they can focus on studying and successfully completing their courses.

Most students who attended the Men of Color Conference indicated on the post-conference survey that they felt more connected to the men of color community and had a better sense of belonging at the College. Additionally, all respondents indicated that they felt inspired after attending the conference. Similarly, students in the Black Scholars program indicated through end-of-semester surveys that they felt the program helped in their academic success and an increased sense of belonging/community by participating in Black Scholars events.

As student emergency aid, the Men of Color Conference, and the Black Scholars program were activities in the persistence metric, disproportionate impact data from Data on Demand was assessed. Disproportionate impact was decreased for Black/African American students.

2022-25 PLANNING EFFORTS

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

As the 2019-2022 Student Equity Plan is the first executed plan of the SEA Program, there were many lessons learned from this planning cycle. Given the short timelines of when plan guidelines and disproportionate impact data were disseminated and the due date for the plan, a conscientious effort was made to begin planning for the 2022-2025 Student Equity Plan in the second year of the 2019-2022 plan to allow sufficient time for input from all constituency groups. The COVID-19 pandemic demonstrated that the College could rapidly transform instructional and

student services to meet the needs of our students. Building on this momentum, the College began to assess student needs with surveys and is cognizant that services must adapt to evolving student populations. The CCCO's Call to Action prompted the review of the 2019-2022 Student Equity Plan and three new activities with targeted racial and specific program student populations were added to the plan. The 2019-2022 Student Equity Plan was reviewed again after receiving the CUE reports, and the goal to become race-conscious was set for the 2022-2025 Student Equity Plan. Concurrently, the 2019-2022 Student Equity Plan was reviewed for gap analysis as part of the DEI Task Force collegewide initiative to review all institutional plans, practices, and policies with a DEI lens. When 2022-2025 Student Equity Plan guidelines were not forthcoming at the beginning of the third year of the 2019-2022 plan, the College forged forward in planning efforts by analyzing local disproportionate impact data. As guidelines for the 2022-2025 Student Equity Plan were disseminated in March 2022, planning efforts shifted to a focus on collegewide strategies from an activities-laden approach and to also further incorporate instructional support. Disproportionate impact data from Data on Demand was provided in April 2022 and the DI student populations of focus were selected for the plan. When updated disproportionate impact data for the Successful Enrollment metric was released in August 2022, a new DI student population of focus needed to be selected. With limited timelines again for guidelines, disproportionate impact data, and the deadline, input was quickly gathered. As the 2.0 plan is meant to be flexible, further reflection and refinement of equity efforts will be performed throughout the three-year plan period similar to the multiple reviews of the previous plan.

PANDEMIC ACKNOWLEDGEMENT

Using the checkboxes provided, please describe the ways in which the Pandemic affected your work.

- Interrupted Work Fully
- Catalyzed Work
- Delayed Work

The Pandemic catalyzed and delayed equity efforts. The importance of basic needs and disparities in resources for DI student populations were brought to the forefront during the Pandemic and the College quickly mobilized to provide basic needs resources for students. The Pandemic also reconfirmed the significance of elevating student voice to meet their needs and the College initiated efforts to engage students during the Pandemic.

As social limitations were experienced during the Pandemic, some planned in-person activities such as the northern California and local university tours were cancelled. Other planned activities were restructured to online formats including the year-long student-centered teaching professional development series, which was modified to reading and learning groups in the second year of the Pandemic.

Link to Executive Summary

Please share the URL to your college's Executive Summary.

This Executive Summary MUST include, at a minimum:

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

Executive Summary URL

<https://www.citruscollege.edu/stdntsrv/seap/Pages/default.aspx>

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

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. Each must be covered by at least 1 student population.

| Student Population* for Metric Workflow | Successful Enrollment | Completed Transfer-Level Math & English | Persistence: First Primary Term to Secondary Term | Transfer | Completion |
|--|-------------------------------------|--|--|-------------------------------------|-------------------------------------|
| Current or former foster youth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students with disabilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Low-income students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Veterans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| American Indian or Alaska Native | <input 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 or African American | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hispanic or Latino/a/x | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Native Hawaiian or other Pacific Islander | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| White | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Some other race | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| More than one race | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Homeless students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LGBTQ+ | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Other (Add population) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Population Experiencing the Most Significant Disproportionate Impact:

| |
|----------------|
| Asian students |
|----------------|

TARGET OUTCOMES FOR 2022-25

Target Outcomes

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. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

| Timeframe | Measurement Output |
|------------------|---|
| Year 1 (2022-23) | Increase the enrollment rate of Asian students by 4% (19 students). |
| Year 2 (2023-24) | Increase the enrollment rate of Asian students by 4% (19 students). |
| Year 3 (2024-25) | Increase the enrollment rate of Asian students by 5% (23 students). |

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing 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. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

Locating information and navigating the College website can be challenging and complex for students. Opportunities to improve webpage text or lengthy narratives in select areas will improve the student experience. Resources for Asian students may have more opportunity to be promoted in the modes students prefer and use. Identifying a clear path to attaining educational goals during enrollment is being implemented through the Guided Pathways Mapping and CAPs Design Team. Class offerings can be expanded/offered in the evenings and all modalities to meet the needs of students. The College's New Student Orientation is currently not required, and some students may opt out of completing the orientation and may miss the opportunity to learn about valuable resources and programs available to them. Asian students at the College may be viewed as a monolith and may be confused with the international student population.

STRUCTURE EVALUATION

STRUCTURE EVALUATION: Current Structure

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
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

STRUCTURE EVALUATION: Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. *(Select all that apply)*

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one? (2,500 character max)

The College has three strategic goals for the student equity plan to transform current inequitable processes, policies, practices, and culture into a more equity-minded community: 1. Implement equity-minded data inquiry and assessment to reduce equity gaps, 2. Assess student needs and improve institutional student-centered efforts, and 3. Develop coordinated and sustained equity-minded professional development across all areas of the College.

The development of a plan to make disaggregated College applicant and enrollment data by specific ethnicities accessible and understandable will be needed. Guidelines for approaching the data with an equity lens will also be necessary. Analysis of the data may initiate enhancements to K-12 partnerships and dual enrollment marketing efforts for enrolling in the College after high school graduation.

Reviewing and editing of the College website would require a cross-disciplinary team with current Asian students as critical contributors. A focus group of current Asian students could be assessed to identify their needs including class time offerings, preferred communication modes, how to clarify the path to educational goal attainment during enrollment, and to develop resources to address their needs. This may lead to the creation of a webpage with specific resources for Asian students, a personalized Banner Communication Message with targeted resources and services, and outreach marketing materials featuring Asian students, faculty, and staff with reasons why the College may be a better fit than 4-year universities for their academic goal, highlighting free tuition, support services, and transfer options such as Associate Degree for Transfer (ADT) and Transfer Agreement Guarantee (TAG) as well as Asian student success stories.

Research on supporting Asian students needs to be conducted and then professional development can be created. Research may entail employee focus groups to identify the types of support needed inside and outside of the classroom.

PLANNING & ACTION

Action Steps:

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. (5,000 character max)

Achieving the three strategic goals of the student equity plan will require collegewide reflection and learning, infrastructure development, and ongoing progress analysis.

A data inquiry team comprised of, at a minimum, members of the SEA Program and DEIA+ Committees, enrollment management team, and Institutional Research, Planning and Effectiveness staff will need to be assembled to develop the plan to make disaggregated College applicant and enrollment data accessible and understandable. The ethnicity groupings for the disaggregated data will be discussed by the team. Additionally, a DEIA+ toolkit for equity-minded reflection of the data will need to be created.

Another team consisting of, at a minimum, current Asian students, members of the SEA Program and DEIA+ Committees, the Guided Pathways Communications Design Team, members of CAP Success Teams, External Relations staff, and TeCS staff would need to be assembled to review and revise the student-friendliness of the College website. Revisions may require the creation of graphics and tutorial videos.

The Guided Pathways Instructional Methodology and Equity Design Teams, Faculty Learning Institute, Classified Development Committee, and members of the DEIA+ and SEA Program Committees will research support for Asian students and support for employees to coordinate sustained professional development and the Equity Design Team will ultimately provide support to the above mentioned committees.

Study parameters and logistics for executing a focus group of current Asian students and a focus group of employees will need to be determined by a team comprised of, at a minimum, members of the DEIA+ Committee, SEA Program Committee, and Institutional Research, Planning and Effectiveness staff. This team will collaborate with the College website review team and professional development team to ensure the needs of Asian students and employees are met.

The following tentative plan of action for the three years of the student equity plan acknowledges that the analysis of progress and strategies at the conclusion of each year may lead to an altered plan of action.

Year 1: Assemble the teams with an open invitation to all members of the College community. The teams will determine objectives and course of action for the first year.

Year 2: Based on progress analysis, the teams will determine objectives and course of action for the second year and initiate planning for the third year.

Year 3: Based on progress analysis, the teams will determine objectives and course of action for the third year and initiate planning for the next student equity plan.

Through efforts to braid institutional plans, the strategies for successful enrollment are in

alignment with the College's 2021-2026 Strategic Plan. The enrollment related objective from the Strategic Plan is to increase enrollment yielded from valid applications by 5% by 2026 (Objective 19).

SUPPORT NEEDED

Support Needed

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
- Proof of Concept Pilots
- Strategic and Operational Communication

Description of Support Needed

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

High impact practices for professional development for Asian students would be helpful from the Chancellor's Office. Further refinement on the parameters of the Successful Enrollment metric from the Chancellor's Office would also be helpful as the application and enrollment data may not truly reflect the disproportionately impacted student populations at the College.

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. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Population Experiencing the Most Significant Disproportionate Impact:

LGBTQ+ students

TARGET OUTCOMES FOR 2022-25

Target Outcomes

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. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. 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 |
|-------------------------|--|
| <i>Year 1 (2022-23)</i> | Increase the term-to-term persistence rate for LGBTQ+ students by 4% (5 students). |
| <i>Year 2 (2023-24)</i> | Increase the term-to-term persistence rate for LGBTQ+ students by 4% (5 students). |
| <i>Year 3 (2024-25)</i> | Increase the term-to-term persistence rate for LGBTQ+ students by 5% (6 students). |

STRUCTURE EVALUATION

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing 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. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

Prior to August 2022, the College did not have a dedicated on-campus space for LGBTQ+ students to build community and a sense of belonging. There is an opportunity to increase support and awareness of the LGBTQ+ students' needs. As an identified DI group, decreased student engagement in the classroom and reluctance to seek assistance from faculty and staff may be associated with a lack of understanding of student needs in this area. There may also be implicit bias towards LGBTQ+ students perpetuated by members of the College, which is not reported by the students. Additionally, the College structure, policies, culture, and language used are heteronormative and cisnormative, which can lead this student population feeling invalidated.

STRUCTURE EVALUATION: Current Structure

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
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

STRUCTURE EVALUATION: Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. *(Select all that apply)*

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one? (2,500 character max)

The College has three strategic goals for the student equity plan to transform current inequitable processes, policies, practices, and culture into a more equity-minded community: 1. Implement equity-minded data inquiry and assessment to reduce equity gaps, 2. Assess student needs and improve institutional student-centered efforts, and 3. Develop coordinated and sustained equity-minded professional development across all areas of the College.

The development of a plan to make disaggregated term-to-term persistence data accessible and understandable will be needed. Guidelines for approaching the data with an equity lens will also be necessary. An assessment of college software and applications that have a preferred name field will be conducted and then a comprehensive plan for implementing preferred names and

marketing to students, staff, and faculty will be developed.

Planning efforts for the College's LGBTQ+ Plan submitted to the Chancellor's Office in Summer 2022 solidified a dedicated physical space for LGBTQ+ students and the hiring of a Pride Center Coordinator. The Pride Center and related student programming including social events, workshops, community building, website development, and promotion of services and resources to facilitate a sense of belonging for LGBTQ+ students will need to be created and implemented. Coordinating services for the dedicated LGBTQ+ counselor and establishing long-term plans for Pride Center services will also need to be determined. In addition, the College will develop a method to actively promote these resources to ensure students are not required to share their sexual orientation with others to be referred to the services.

Assessing LGBTQ+ students' needs to learn how to enhance classroom engagement and facilitate a supportive College environment will need to be conducted. Professional development for creating communities of care, high-impact practices such as capstone projects, anti-racist and inclusive syllabi, and how to recognize and eliminate implicit bias will need to be created.

PLANNING & ACTION

Action Steps:

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. (5,000 character max)

Achieving the three strategic goals of the student equity plan will require collegewide reflection and learning, infrastructure development, and ongoing progress analysis.

A data inquiry team comprised of, at a minimum, members of the SEA Program Committee, DEIA+ Committee, CAP Success Teams, and Institutional Research, Planning and Effectiveness staff will need to be assembled to develop a plan to make disaggregated term-to-term persistence data understandable. In addition, a DEIA+ toolkit for equity-minded reflection of the data will need to be created by the Equity Design Team.

The Guided Pathways Instructional Methodology and Equity Design Teams, Faculty Learning Institute, Classified Development Committee, and members of the DEIA+ and SEA Program Committees will research support for LGBTQ+ students and support for employees to coordinate sustained professional development.

Study parameters and logistics for executing a focus group of current LGBTQ+ students and a focus group of employees will need to be determined by a team comprised of, at a minimum, members of the DEIA+ Committee, SEA Program Committee, and Institutional Research, Planning and Effectiveness staff. The leads of each of the forementioned committees will collaborate with the professional development team to ensure the needs of LGBTQ+ students and employees are met.

The following tentative plan of action for the three years of the student equity plan acknowledges that the analysis of progress and strategies at the conclusion of each year may lead to an altered plan of action.

Year 1: Assemble the teams with an open invitation to all members of the College community. The teams will determine objectives and course of action for the first year.

Year 2: Based on progress analysis, the teams will determine objectives and course of action for the second year and initiate planning for the third year.

Year 3: Based on progress analysis, the teams will determine objectives and course of action for the third year and initiate planning for the next student equity plan.

Through efforts to braid institutional plans, the strategies for term-to-term persistence are in alignment with the College's 2021-2026 Strategic Plan and LGBTQ+ Plan. The related objectives from the Strategic Plan are to increase the fall-to-spring persistence rate of first-time freshmen to 84% and increase the fall-to-fall persistence rate of first-time freshmen to 70% by 2026 (Objectives 5 and 6).

SUPPORT NEEDED

Support Needed

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
- Proof of Concept Pilots
- Strategic and Operational Communication

Description of Support Needed

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

Permanent, ongoing financial support will be required to sustain the Pride Center and the resources it provides, as well as continued funding to sustain the Pride Center Coordinator position as a valuable connection and advocate between students, employees, and school programs. Guidance is needed on how to institutionalize equity efforts especially during a recession when categorical funding may be reduced or after one-time funding for new initiatives. It is recommended for the Chancellor's Office to consider requirements for use of preferred names, including nonbinary as a gender option on records (aside from Financial aid if unable to change), and the requirement to have all-gender restrooms available for students to be located within a certain distance to ensure students can get access without having to travel across

campus to use the restroom.

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. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Population Experiencing the Most Significant Disproportionate Impact:

LGBTQ+ students

TARGET OUTCOMES FOR 2022-25

Target Outcomes

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. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. 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 |
|-------------------------|---|
| <i>Year 1 (2022-23)</i> | Increase the math and English completion rate for LGBTQ+ students by 3% (4 students). |
| <i>Year 2 (2023-24)</i> | Increase the math and English completion rate for LGBTQ+ students by 3% (4 students). |
| <i>Year 3 (2024-25)</i> | Increase the math and English completion rate for LGBTQ+ students by 4% (5 students). |

STRUCTURE EVALUATION

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing 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. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

Math and English multiple-measures placement for specific CAPs and majors may not be clarified for student understanding. Academic support services and preparation for the classes may not take into account unique LGBTQ+ students' needs. Faculty and staff have been invited to participate in LGBTQ+ Ally trainings. The College will continue to seek additional methods to improve access and engagement of employees at Ally trainings to help foster an improved understanding of LGBTQ+ student support and academic support needs.

STRUCTURE EVALUATION: Current Structure

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
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

STRUCTURE EVALUATION: Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. *(Select all that apply)*

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)

Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one? (2,500 character max)

The College has three strategic goals for the student equity plan to transform current inequitable processes, policies, practices, and culture into a more equity-minded community: 1. Implement equity-minded data inquiry and assessment to reduce equity gaps, 2. Assess student needs and improve institutional student-centered efforts, and 3. Develop coordinated and sustained equity-minded professional development across all areas of the College.

The College annually assesses math and English completion, but the development of a plan to communicate disaggregated math and English completion data and progress on reducing equity gaps will be needed. Guidelines for approaching the data with an equity lens will also be necessary. Methods to celebrate LGBTQ+ student successes, such as the momentum point accomplishment of completing math and English in the first year, will be explored. Encouraging and supportive communications will also be developed to help LGBTQ+ students' progress.

Math and English placement may be clarified through website improvements such as program maps and communications to LGBTQ+ students. Academic support services and preparation for math classes may be addressed by rebranding current math boot camps to a more student-friendly name and enhancing professional development for instructional and tutoring support to respond to LGBTQ+ student needs as assessed with a potential focus group of LGBTQ+ students. Providing math and English tutoring support from a LGBTQ+ ally where LGBTQ+ students congregate such as in the Pride Center or the Gender Sexuality Alliance (GSA) student club is another service that can be explored. Additional enhancements to instructional design and support may include developing learning communities with paired English, math, and counseling courses, an early start summer preparation program, and curriculum equity reviews to include culturally relevant pedagogy.

Research on instructional supports conducive to LGBTQ+ student needs will be conducted to develop professional development for the implementation of instructional design enhancements. All employees will be encouraged to participate in the College's current LGBTQ+ Ally training. Building upon the equity work of the math communities of practices from the 2019-2022 Student Equity Plan, an equity faculty cohort learning model may be investigated through the DEIA+ Committee and professional development coordination team.

PLANNING & ACTION

Action Steps:

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. (5,000 character max)

Achieving the three strategic goals of the student equity plan will require collegewide reflection and learning, infrastructure development, and ongoing progress analysis.

A data inquiry team comprised of, at a minimum, members of the SEA Program and DEIA+ Committees, Institutional Research, Planning and Effectiveness staff, the Guided Pathways Communications Design Team, the Guided Pathways Mapping Design Team, members of CAP Success Teams, External Relations staff, TeCS staff, and math and English faculty will need to be assembled to develop the plan to make disaggregated math and English completion data understandable. A DEIA+ toolkit will need to be created for equity-minded reflection of the data. Clarifying math and English multiple-measures placement and developing a plan for celebrating LGBTQ+ student success and providing encouragement may be additional objectives for this team.

The Guided Pathways Instructional Methodology and Equity Design Teams, Faculty Learning Institute, Classified Development Committee, and members of the DEIA+ and SEA Program Committees will research support for LGBTQ+ students and support for employees to coordinate sustained professional development.

Study parameters and logistics for executing a focus group of current LGBTQ+ students and a focus group of employees will need to be determined by a team comprised of, at a minimum, members of the DEIA+ Committee, SEA Program Committee, and Institutional Research, Planning and Effectiveness staff. This team will collaborate with the professional development team to ensure the needs of LGBTQ+ students and employees are met.

The following tentative plan of action for the three years of the student equity plan acknowledges that the analysis of progress and strategies at the conclusion of each year may lead to an altered plan of action.

Year 1: Assemble the teams with an open invitation to all members of the College community. The teams will determine goals, objectives, and course of action for the first year.

Year 2: Based on progress analysis, the teams will determine objectives and course of action for the second year and initiate planning for the third year.

Year 3: Based on progress analysis, the teams will determine objectives and course of action for the third year and initiate planning for the next student equity plan.

Through efforts to braid institutional plans, the strategies for math and English completion are in alignment with the College's 2021-2026 Strategic Plan. The related objectives from the Strategic Plan are to increase the percent of students who complete transfer-level English within one year to 73% and increase the percent of students who complete transfer-level mathematics within one year to 73% by 2026 (Objectives 1a and 1b).

SUPPORT NEEDED

Support Needed

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
- Proof of Concept Pilots
- Strategic and Operational Communication

Description of Support Needed

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

Support for faculty professional development to learn high impact instructional pedagogical practices and learning cohort model examples for LGBTQ+ students is greatly needed. Adding these practices to their instruction and communication with students (through their syllabi, assessments, and other classroom documents) will help faculty teach through an equity lens.

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. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom. As Completion can cover many areas, please select the areas of completion you intend to discuss. Character fields in the narrative sections of this metric have been tripled to allow space for responses in all three areas.

Population Experiencing the Most Significant Disproportionate Impact:

LGBTQ+ students

Areas of Completion

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

- Adult Ed/Noncredit Completion

- Certificate Completion
- Degree Completion

TARGET OUTCOMES FOR 2022-25

Target Outcomes

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. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. 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 |
|-------------------------|--|
| <i>Year 1 (2022-23)</i> | Increase the completion rate for LGBTQ+ students by 2% (2 students). |
| <i>Year 2 (2023-24)</i> | Increase the completion rate for LGBTQ+ students by 3% (3 students). |
| <i>Year 3 (2024-25)</i> | Increase the completion rate for LGBTQ+ students by 3% (3 students). |

STRUCTURE EVALUATION

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing 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. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

As of October 2022, LGBTQ+ students' needs have not been assessed, so practices based on assumptions may have been created resulting in low student participation. Additionally, gender and sexual orientation as well as the personal acceptance of one's own gender and sexual orientation may change with time. However, our current structure only allows students to provide this information when they complete their application on CCCApply. Therefore, the College is likely missing information and will encounter challenges with identifying all LGBTQ+ students on campus. This friction point is also applicable to the Term-to-Term Persistence, Degree and Certificate Completion, and Transfer metrics.

STRUCTURE EVALUATION: Current Structure

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
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

STRUCTURE EVALUATION: Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. *(Select all that apply)*

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one? (7,500 character max)

The College has three strategic goals for the student equity plan to transform current inequitable processes, policies, practices, and culture into a more equity-minded community: 1. Implement equity-minded data inquiry and assessment to reduce equity gaps, 2. Assess student needs and improve institutional student-centered efforts, and 3. Develop coordinated and sustained equity-minded professional development across all areas of the College.

The development of a plan to make disaggregated completion data accessible and understandable

will be needed. Guidelines for approaching the data with an equity lens will also be necessary. Institutional Research, Planning and Effectiveness staff will function as data coaches to all the CAP Success Teams to guide the teams in analyzing the data and equity gaps. Furthermore, the College will need to explore methods to prompt and allow students to update their gender designation at least once a term.

Implementing the four tenets of the Guided Pathways framework is critical in reducing equity gaps. An implementation plan will need to be established to clarify the path, enter the path, stay on the path, and ensure learning for LGBTQ+ students. When the plan has been established, clear communication with LGBTQ+ students will be necessary. LGBTQ+ student input will be vital to the success of this plan. One potential communication modality for the first and second tenets of clarifying and entering the path is the development of a podcast series for career-related topics. The establishment of experiential learning opportunities in the CAPs may be explored for the third and fourth tenets. In addition, the Online Education Committee will evaluate and align Peralta Equity Rubric activities with online education best practices, while also assessing basic technology needs for LGBTQ+ students.

Promotion of classes and certificates through the California Virtual Campus-Online Education Initiatives (CVC-OEI) and related professional development for the resource may be implemented. The free Peralta Online Equity Rubric course in Canvas may be investigated as a resource for faculty. Professional development for peer-to-peer and faculty-to-faculty mentorships to provide support for LGBTQ+ students may be explored. The development of a Lavender Graduation to commemorate completion may also be explored.

PLANNING & ACTION

Action Steps:

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. (7,500 character max)

Achieving the three strategic goals of the student equity plan will require collegewide reflection and learning, infrastructure development, and ongoing progress analysis.

A data inquiry team comprised of, at a minimum, members of the SEA Program Committee, DEIA+ Committee, Guided Pathways Design Teams, CAP Success Teams, the Online Education Committee, and Institutional Research, Planning and Effectiveness staff will need to be assembled to develop the plan to make disaggregated completion data understandable. A DEIA+ toolkit will need to be created for equity-minded reflection of the data. A plan for implementing the tenets of Guided Pathways may be another objective for this team.

The Guided Pathways Instructional Methodology and Equity Design Teams, Faculty Learning Institute, Classified Development Committee, and members of the DEIA+ and SEA Program Committees will research supports for LGBTQ+ students and supports for employees to coordinate sustained professional development.

Study parameters and logistics for executing a focus group of current LGBTQ+ students and a focus group of employees will need to be determined by a team comprised of, at a minimum, members of the DEIA+ Committee, SEA Program Committee, and Institutional Research, Planning and Effectiveness staff. This team will collaborate with the professional development team to ensure the needs of LGBTQ+ students and employees are met.

All teams may need to collaborate to determine a process to prompt students to update their gender designation at the start of each term or academic year. There will also need to be discussions on how students' legal gender should be updated if needed, and measures to ensure it does not cause conflict with the financial aid process. The College will continue to identify and remove barriers related to chosen name and legal gender in alignment with AB 2315.

The following tentative plan of action for the three years of the student equity plan acknowledges that the analysis of progress and strategies at the conclusion of each year may lead to an altered plan of action.

Year 1: Assemble the teams with an open invitation to all members of the College community. The teams will determine objectives and course of action for the first year.

Year 2: Based on progress analysis, the teams will determine objectives and course of action for the second year and initiate planning for the third year.

Year 3: Based on progress analysis, the teams will determine objectives and course of action for the third year and initiate planning for the next student equity plan.

Through efforts to braid institutional plans, the strategies for degree and certificate completion are in alignment with the College's 2021-2026 Strategic Plan. The related objectives from the Strategic Plan are to increase the number of degree earners by 5% and increase the number of workforce certificate earners by 5% by 2026 (Objectives 10 and 11).

SUPPORT NEEDED

Support Needed

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
- Proof of Concept Pilots
- Strategic and Operational Communication

Description of Support Needed

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

Guidance and clarity from the Chancellor’s Office on how colleges should proceed with changes to legal gender and potential conflicts with the requirements for FAFSA’s use of sex assigned at birth (female and male) to register students with the selective services system is needed. Guidance on collecting and updating sexual orientation is also necessary. In addition, ongoing funds to support Guided Pathways activities is recommended.

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. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Population Experiencing the Most Significant Disproportionate Impact:

LGBTQ+ students

TARGET OUTCOMES FOR 2022-25

Target Outcomes

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. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

| Timeframe | Measurement Output |
|------------------|---|
| Year 1 (2022-23) | Increase the transfer rate for LGBTQ+ students by 5% (2 students). |
| Year 2 (2023-24) | Increase the transfer rate for LGBTQ+ students by 5% (2 students). |
| Year 3 (2024-25) | Increase the transfer rate for LGBTQ+ students by 10% (3 students). |

STRUCTURE EVALUATION

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing 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. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

Transfer information may not be readily accessible to LGBTQ+ students as LGBTQ+ specific transfer resources have not yet been developed by the College.

STRUCTURE EVALUATION: Current Structure

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
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. *(Select all that apply)*

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one? (2,500 character max)

The College has three strategic goals for the student equity plan to transform current inequitable processes, policies, practices, and culture into a more equity-minded community: 1. Implement equity-minded data inquiry and assessment to reduce equity gaps, 2. Assess student needs and improve institutional student-centered efforts, and 3. Develop coordinated and sustained equity-minded professional development across all areas of the College.

The development of a plan to make disaggregated transfer data accessible and understandable will be needed. Guidelines for approaching the data with an equity lens will also be necessary. A data inquiry to assess where LGBTQ+ students are transferring to and resources available at the transfer institutions may be explored.

LGBTQ+ student-focused programming for the College's annual Transfer Conference and semesterly transfer workshops will be researched and an implementation plan will need to be developed. A transfer guide for LGBTQ+ students may be created. LGBTQ+ student input will be essential to ensure the resources meet their needs.

Professional development on the national Campus Pride Index may be explored. Employee focus groups may be conducted to assess the support that is necessary for faculty and staff engagement in transfer efforts. The LGBTQ+ Ally training may be infused into the monthly counselor trainings along with the other seven Ally trainings in the series in recognition of the intersectionality of students.

PLANNING & ACTION

Action Steps:

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)

Achieving the three strategic goals of the student equity plan will require collegewide reflection and learning, infrastructure development, and ongoing progress analysis.

A data inquiry team comprised of, at a minimum, members of the SEA Program Committee, DEIA+ Committee, CAP Success Teams, and Institutional Research, Planning and Effectiveness staff will need to be assembled to develop the plan to make disaggregated transfer data understandable. A DEIA+ toolkit for equity-minded reflection of the data will need to be created.

The Guided Pathways Instructional Methodology and Equity Design Teams, Faculty Learning

Institute, Classified Development Committee, and members of the DEIA+ and SEA Program Committees will research support for LGBTQ+ students and support for employees to coordinate sustained professional development.

Study parameters and logistics for executing a focus group of current LGBTQ+ students and a focus group of employees will need to be determined by a team comprised of, at a minimum, members of the DEIA+ Committee, SEA Program Committee, and Institutional Research, Planning and Effectiveness staff. This team will collaborate with the professional development team to ensure the needs of LGBTQ+ students and employees are met.

The following tentative plan of action for the three years of the student equity plan acknowledges that the analysis of progress and strategies at the conclusion of each year may lead to an altered plan of action.

Year 1: Assemble the teams with an open invitation to all members of the College community. The teams will determine objectives and course of action for the first year.

Year 2: Based on progress analysis, the teams will determine objectives and course of action for the second year and initiate planning for the third year.

Year 3: Based on progress analysis, the teams will determine objectives and course of action for the third year and initiate planning for the next student equity plan.

Through efforts to braid institutional plans, the strategies for transfer are in alignment with the College's 2021-2026 Strategic Plan. The related objectives from the Strategic Plan are to increase transfer of disproportionately impacted groups by 10% and increase the number of student transfers to four-year colleges and universities by 5% by 2026 (Objectives 9 and 12).

SUPPORT NEEDED

Support Needed

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
- Proof of Concept Pilots
- Strategic and Operational Communication

Description of Support Needed

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

Local data is needed to build support to meet the needs of LGBTQ+ students. A comprehensive transfer data dashboard would be helpful as multiple websites must be accessed to gather data, and sometimes data is not readily available such as the case for CSU's and private universities.