



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

Planning Resources & Development Template

Deadline to Submit in NOVA: November 30, 2022

Questions? Please contact [seaprograminfo@cccoco.edu](mailto:seaprograminfo@cccoco.edu)

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## PRELUDE

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

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

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

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

In solidarity,

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

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

# 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 2022-25 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 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.

In order to address the disproportionate impact among students from diverse backgrounds at Santiago Canyon College, our Student Success and Equity Committee and the college as a whole have prioritized a redesign or restructure of the new equity plan by implementing changes suggested by the Chancellor's Office. We will address race in the equity plan in the following three ways:

- a. Identify the students experiencing the most disproportionate impact in each metric, by race
- b. Move from broad, generalized, and race-neutral initiatives towards race-specific initiatives

- c. Move towards creating large-scale initiatives that support substantial groups of disproportionately impacted students, utilizing success teams to support these students within an academic pathways structure

## 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: Joseph Alonzo
- Alternate Project Lead: Melba Castro
- Approver: Chancellor/President: Enrique Perez
- Approver: Chief Business Officer: Arleen Satele
- Approver: Chief Instructional Officer: Jose Vargas
- Approver: Chief Student Services Officer: Melba Castro
- Approver: Academic Senate President: Craig Rutan
- Approver: Guided Pathways Coordinator/Lead: Denise Foley

## 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)

For the 2019-2022 Equity Plan, the Student Success & Equity Committee made commitments in areas that had broad reach in supporting student groups who were experiencing disproportionate impact. The following programs and initiatives improved student equity for students at SCC:

- AB705: As of Fall 2022, SCC is in full compliance of AB 705. All students have access to transfer-level English and math courses.
- Black Legacy Achievement Center of Knowledge (B.L.A.C.K.): SCC has committed to supporting Black and African American students with the establishment of the B.L.A.C.K. Center.
- Hawk's Nest Basic Needs Center: As of fall 2022, SCC has established The Hawk's Nest Basic Needs Center, with a planned move into a renovated space new space in late Spring 2023.

Other impactful initiatives developed included those activities that provided funding for employee positions developed to support disproportionately impacted student groups. The following positions were funded to address disproportionate impact and to close equity gaps:

- Full-time Research Analyst to identify disproportionately impacted students and the barriers that may keep them from being successful; also to facilitate research on students who have overcome barriers, and what resources and / or skill sets were necessary for them to succeed in spite of extenuating circumstances.
- Director of Student Equity to oversee the Office of Student Equity and Success, as well as Student Equity Plan implementation and evaluation.
- Student Services Coordinator to support the development of a food pantry for students impacted by food insecurity at SCC and to expand into a holistic basic needs center.
- Part-Time Student Services Specialist to recruit students and to provide services through the B.L.A.C.K. Center.

### **EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT**

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

The Chancellor's Office data has specific cohorts for their metrics. For example, **Persisted from first primary term to subsequent primary term** only includes first-time students (Non-Special admit) credit only with a minimal credit enrollment of  $\geq .5$  units. This means that when it comes to measuring our progress on these metrics, we might also need to be specific when identifying student cohorts. For example, when we identify activities or initiatives aimed at closing equity gaps we can start tracking our progress by

- identifying which students fit into the Chancellor's Office cohort definition
- looking at which of these students were affected by these equity activities or initiatives
- measuring changes in equity gaps based on the chancellor's office metric definitions

SCC understands the need to shift to more race specific initiatives. The generalized broad-based approach may have led to the success described below for many students, but some students have experienced disproportionate impact for many years without change. Evidence of the closing of equity gaps is mixed across the years and across the metrics. For the purpose of this plan, we will look at the reduction of equity gaps for groups in each metric.

#### **Successful Enrollment in First Year**

Overall, we see that there is little to no equity gap for many historically minoritized groups. Hispanic (Latinx/a/o), Pacific Islander/Hawaiian, and Native Americans are successfully enrolling in classes at SCC.

Asian Students: This student group showed up twice in the first three years of reporting but has not shown DI over the last four reporting years.

#### **Attained Vision Success Definition for Completion**

Students are also finding success in this metric as well. Asia, Filipino, Two or More Races, Pacific Islander, White, and Black or African American Students have been successful.

Black or African American students experienced disproportionate impact in early reporting years (since '11-'12), but has not been identified as DI for the last two reporting years ('16-17, or '17-18).

### **Completed Transfer-Level Math and English**

Many successful student groups that are successful in this metric have small cohort sizes, so while we are proud of their success, we cannot draw broad conclusions about them.

Specifically, Pacific Islander Native Hawaiian Students have had mixed success over the years, only showing up as DI twice over the last eight years (since 2014), but the cohort size is too small to draw conclusions about their success.

### **Persisted From Primary Semester to Subsequent Semester**

Persistence is a metric that shows success for many student groups. Many minoritized groups have shown consistent success in this metric including students who identify as; American Indian/Alaskan, Two or More Races, Asian, White, Filipino, Black or African American, and Pacific Islander/Hawaiian.

Black or African American students have had mixed success over the years, only showing up as DI four times over the last nine reporting years. Institutional support and commitment is still needed to close equity gaps for Black and African American students in this area.

### **Transferred to a Four-Year Institution within Three Years**

Transfer is another area of success for many students. Students who identified as Asian, Filipino, Black or African American, and Multi-Racial students successfully transferred from SCC. Asian, Filipino, Two or more races, and White students did not experience disproportionate impact in this metric in any year since 2011-21.

## **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)

For the 2019-2022 Student Equity Plan, the college took an inclusive but broad-based approach to identifying activities that would close equity gaps among disproportionately impacted students. An all-call was placed to SCC's campus community to request activities or ideas that would close equity gaps for students. While the disproportionate impact data was provided, there was no requirement that the activities be focused on race or ethnicity. The Student Success and Equity Committee received requests for numerous activities. A subgroup of the Student Success and Equity Committee met to review and suggest activities for inclusion in the equity plan. In order to be as equitable as possible, the group consisted of two students, two administrators, two classified, and two faculty members--each having an equal vote. Activities were selected based on



the funds available and the overall impact on closing equity gaps. The generalized broad-based approach may have led to the success described below for many students, but some students have experienced disproportionate impact for many years without change. This needed to be addressed.

One of the major takeaways from previous plans is to ensure that the plan is focused on supporting specific groups of students, but flexible enough to adjust to student needs. This document should be considered a living record that can be adjusted as the college sees fit. The equity plan will provide the foundation for the work, but the development of the structures needed to close equity gaps will be developed over the next three years.

For the 2022-2025 Student Equity Plan, the Student Success and Equity Group created work groups to critique the approach to the 19-22 equity plan in order to ensure race and ethnicity were the focus for activities included in the plan. Once the workgroup provided the foundation for the writing, a request was made for volunteers to write the plan over the summer of 2022. That smaller group, including two faculty and one administrator (with input and assistance from many), was tasked with taking the notes from the work group to identify the most disproportionately impacted group in each metric, integrate efforts with guided pathways, and provide holistic support for those students.

Other members of the campus community were also called upon for their expertise in completing certain areas within the template. The faculty coordinator for Guided Pathways (Denise Foley), and the Regional Coordinator for Guided Pathways (Lesley Bonds) provided support in ensuring the alignment of equity and guided pathway planning efforts. Employees from Financial Aid, DSPS, Distance Education, B.L.A.C.K., and Basic Needs also provided support in addressing specific questions about those areas in the template.

## PANDEMIC ACKNOWLEDGEMENT

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

- Interrupted Work Fully
- Catalyzed Work
- Delayed Work

The beginning of 2020, saw a crisis the world had not seen for generations. The COVID-19 virus spread across the world and by March 20, 2020, Governor Gavin Newsome instituted a mandatory stay-at-home order that required all schools to close and quickly transition to an online format. This put immense pressure on colleges to create plans to build the infrastructure to support instructors and students who would now be teaching and learning online.

**Catalyzed:**

SCC shifted classes into distance education, hybrid, and remote formats which provided unprecedented access to classes than ever seen. By the end of the 2020-2021 academic year, almost all eligible classes were available in an online format.

Colleges also used equity and HEERF funds to invest in technology for employees and students. Students were able to obtain laptops and hot spots from the college free of charge.

**Delayed:**

While there were some efforts that were thrust forward, the pandemic also made colleges pause some of the good work being done to support students. And while some of our students had no trouble transitioning to a remote work environment, many identified in the equity plan did. In addition, several of the planned activities in the equity plan had to be delayed.

In the spring of 2020, SCC had a soft opening of our Umoja Center (now known as the Black Legacy Achievement Center of Knowledge). We identified a space, purchased furniture, hired student workers, and created a library for students. When the pandemic hit, the space was closed and the college shifted support to students via zoom, phone, and Canvas. While efforts were made to continue to support Black or African American students online, the pandemic would have an impact on the Successful Enrollment metric for these students, as we saw a decrease for this student population.

The pandemic also caused a delay in the development of career and academic pathways. These pathways would have provided the structure to support different student groups with holistic support from entry to completion. Due to the delay, we are now beginning the implantation of success teams and building our equity plan through a Guided Pathway structure.

**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.

	Metrics					
Student Population* for Metric Workflow	Enrollment	Completed Transfer-Level Math & English	Retention: First Primary Term to Secondary Term	Unit Completion in Fall and/or Academic Year	Transfer	Completion
Current or former foster youth	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Low-income students	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
American Indian or Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black or African American	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic or Latino/a/x	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Native Hawaiian or other Pacific Islander	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Some other race	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Homeless students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LGBTQ+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Add population)	<input type="checkbox"/>	<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. 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 or African-American Students
------------------------------------

## 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/a/o student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase successful enrollment among Black or African-American population to 23.52%
Year 2 (2023-24)	Increase successful enrollment among Black or African-American population to 26.86%
Year 3 (2024-25)	31.32% of the Black or African-American population will successfully enroll, closing 40% of the equity gap for this metric over three years.

\*Baseline Success Rate for Black or African-American Students: 22.40% (19/85) of the 2020-2021 Black or African-American cohort successfully enrolled in at least one term after applying.

## 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)**

The following items represent some of the ways SCC is struggling to achieve equitable outcomes in terms of assisting Black and African-American students in their successful enrollment in courses:

- Limited outreach that focused of the recruitment of Black or African American students. Since COVID, efforts have been further reduced due to limited staffing and resources
- Few intentional efforts were made to communicate with local high school counselors, to discuss and focus on Black and African American students.
- Unclear onboarding practices, overwhelming for new students who are already fatigued by online practices
- Limited attempt to track Black and African American students who fill out applications but do not enroll in courses
- Inconsistent inquiries made about Black and African American students' interests or possible majors
- Limited efforts to organize activities for Black and African American students with similar interests prior to classes beginning--as a means of helping them feel welcome, supported, and connected.
- Academic program maps are not available to students to help guide students
- Tracking of undecided majors and outreach to provide career exploration is limited due to staffing and resources
- No structure is in place to encourage students to enroll in "light the fire" (introduction to major activities) courses/workshops/clubs in their intended pathway
- Students are not required to complete SCC Online Orientation before they register for courses leading to missed opportunities to help students select the appropriate courses
- Lag time for Guided Placement results for English and math
- Math courses are not linked to specific majors which can be confusing for students
- Learning Community advertising and recruitment should be tailored for the intended student group (example: Latinx/a/o or Black/African American students)
- No development of program maps which target a full online degree option for online and part-time students
- Course scheduling conflicts within majors which causes delays in course completion
- Formalizing the committee structure to include Guided Pathways framework within college governance structure
- Collaboration between Enrollment Management Committee and Director of Student Equity (vacant)
- Since November of 2020, SCC has not had a Director of Student Equity (currently vacant), so there is no one who has sole responsibility of facilitating the goals of the plan.
- Need for investment of time and resources in credit and noncredit academic/signature programs that attract students.

Example of light the fire courses:

<http://www.laspositascollege.edu/gpas/lightthefirecourses.php>

### **STRUCTURE EVALUATION: Ideal Structure**

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

Instruction

Business Services

Student Services

Other

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

SCC has committed to closing equity gaps by implementing structural changes suggested by the Chancellor's Office. SCC will align equity and guided pathway efforts in order to reconsider and design a structure that will support students in reaching their goals. By utilizing a Guided Pathways framework, viewed through an equity lens, we will be better positioned to support students identified in each metric.

The following student-centered plans and activities will shift equitable outcomes for our Black or African-American student population:

#### **Pre-Application:**

- Focus on developing relationships with high school and community organizations, with an emphasis on the outreach and recruitment of Black or African American students.
- Construct a First Year Cohort for Black or African American students to build community and support
- Organize a First Generation group led by first-generation faculty to provide support to first generation Black or African American students
- Continue supporting the Continuing Education Student Transition & Registration Seminar (STAR) Program that will ease the transition for noncredit students to the credit side, with a focus on Black or African American students
- Institutionalize STAR Program as part of the pathway for students to transition to credit courses
- Continue providing counseling support to students in Continuing Education Programs to support their completion and transition into credit courses
- Redesign the College's application webpage to clarify the entire process by student type to facilitate enrollment to the college



- Add Guided Pathways question to College Application whereby students can select their major, and success team support can follow-up with students on enrollment questions
- Utilize the Project Rise Program to support students in completing their noncredit program and transitioning into credit courses

### **Intake/Orientation**

- Develop noncredit course to support College Orientation both online and in person with special recruitment of Black or African American students.
- Increase Family Night opportunities for feeder schools with focus on Black or African-American Students:
  - SCC invites local high school seniors to attend a November and February recruiting event to introduce potential students to the campus, faculty, and programs and services
- Creating and promoting a landing page to explain the transition programming opportunities to support successful enrollment for incoming Black and African-American students. The goal is to increase awareness and participation the programs that have shown to be successful in helping students transition to SCC. These programs will include:
  - **Summer Advantage Academy:** one week prior to the fall semester, new students gather to experience an introduction to SCC, a campus tour, student engagement workshops, and a resource fair—all designed to help them feel better prepared for and connected to the college
  - **STEM Summer Bridge:** as an extension of the Summer Advantage Academy, this session is designed for incoming students interested in STEM fields, providing an opportunity to meet fellow STEM majors and STEM faculty, thereby fostering campus connections
  - **College Readiness Optimizes Student Success (CROSSroads)** programs for English and Math: new students feeling ill-prepared for college-level math and composition may attend free workshops to brush up on writing skills and practice math strategies
- Develop an ongoing process for orientation of students so they receive the support information they need when they need it instead of all at once in the beginning of the term. This may include activities such as the development of Canvas shells and modules that students access through their pathway success team.

### **Support in First Year**

- Expand career exploration workshops online/in person for potential and current students and add those workshops as options to complete the Student Success Certificate
- Create Career and Academic pathway orientations with tailored information on courses and career opportunities to streamline course enrollment
- Streamline Guided Placement practices to ensure students receive their English, ACE/ESL, and math course placement results in a timely fashion

- Develop math pathways based on major and provide additional counseling support to confirm placement
- Adopt the Caring Campus Model to support classified professionals in understanding the needs of various student populations and how to engage with them to develop a sense of belonging.
  - The Success Team members could be identified and trained through the Caring Campus Program in order to support the students identified in the metric.
  - In the Successful Enrollment Metric, the programming would focus on outreach staff, admission and records, financial aid, and other front facing employees who engage with students during the recruitment and intake process.
- Clearly define the roles of Success Teams as a means to maximize students' understanding of enrollment procedures given their individual pathways
- Provide regular training opportunities for Success Team leaders and members to help define their roles, objectives, and responsibilities
- Develop a model of collaboration between the First Year Support Center and the Success Teams to help ensure students identified as at risk are receiving the support of this center and other services.

**PLANNING & ACTION**

**Intended Audience/Recipient:**

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

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

To institutionalize and support equity efforts, the following action items have been identified to ensure SCC will meet the intended goal of closing the equity gaps among Black or African American students:

**Pre-Application:**

- Increase outreach efforts for Black or African American students at local high schools and community organizations that support the advancement of this student group.
- Expand budgets to better advertise outreach activities that focus on the Black or African American community
- Offer more amenities to participants in recruiting and orientation events

- Collaborate with Associate Dean of Admissions and Records to develop additional guided pathway questions to gather data on student interest

**Intake/Orientation:**

- Develop Summer Advantage Academy program based on Career and Academic Pathways to incorporate a sense of belonging and promote the idea that Black or African American students have extensive options to flourish in the work force and in the classroom
- Develop an ongoing process for orientation of students so they receive the support information they need when they need it instead of all at once in the beginning of the term.
- Prioritize Black or African American students in noncredit to participate in the STARS program (specialized orientation for students who are transitioning from noncredit to credit)
- Expand Express Registration services during peak registration period to include in-person and an online options for online students
- Identify “light the fire” courses/workshops/clubs etc. in each career and academic pathway and promote to students based on their majors

**Support in First Year:**

- Create and clearly define the objectives of Pathway Success Teams to support Black or African American students as they enter their path
- Provide regular training and professional development opportunities for Success Team members that center around the needs of Black/African American students. A request will be made that the trainings be led by VC of Diversity, Equity and Inclusion and ensure Black professionals are solicited as trainers.
- Develop a model of collaboration between the First Year Support Center and the Success Teams to help ensure students identified as at risk are receiving the support of this center and other services.
- Administer qualitative and quantitative surveys to track Black or African American student experience as they navigate the enrollment process and measure “light the fire” courses to gauge their perspective
- Develop Equity Innovation Grants for unique, creative, and effective practices that lead to closing equity gaps.

**Overall:**

**Support for Black Legacy Achievement Center of Knowledge (B.L.A.C.K.)**

- SCC is committed to the continued support of the Black Legacy Achievement Center of Knowledge (B.L.A.C.K.). SCC will continue to fund positions and resources to ensure that students have the tools they need to be successful.

**Caring Campus Model**

- To support the professional development of classified employees in understanding the needs of various student populations and how to engage with them in order to develop a sense of belonging, SCC will adopt the Caring Campus Model.
  - The Success Team members could be identified and trained through the Caring Campus Program in order to support the students identified in the metric.
  - The staff would be trained on the different resources around campus in order to provide holistic support to Black or African American students.

## 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)

- State metrics for noncredit students and programming
- Additional funding for Umoja-Affiliated Campuses
- Streamlined curriculum and program approval process to allow colleges to be nimble in addressing the educational and technical needs of the surrounding community
- Professional Development opportunities that outline best practices in the outreach and recruitment of Black or African American students

## 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 (Latinx/a/o)

## 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/a/o student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase transfer-level Math & English completion among Hispanic (Latinx/a/o) population to 15.41%
Year 2 (2023-24)	Increase transfer-level Math & English completion among Hispanic (Latinx/a/o) population to 17.58%
Year 3 (2024-25)	20.34% of the Hispanic (Latinx/a/o) population will complete transfer-level Math and English, closing 40% of the equity gap for this metric over three years.

\*Baseline Success Rate for Latinx/a/o Students: 14.70% (250/1699) of the 2020-2021 Hispanic (Latinx/a/o) cohort completed transfer-level Math & English in their first 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 type="checkbox"/> Instruction      | <input type="checkbox"/> Business Services |
| <input 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)

As of Fall 2022, SCC is in full compliance with AB 705. Our current policy requires that students earning below a 2.59 GPA in high school enroll in English 100 because while this course fulfills the Freshman Composition requirement, it also offers two additional hours of integrated support, typically in the form of guided practice, individual conferences with the instructor, and soft skills development. In spite of these extra interventions, students, particularly our Latinx/a/o students, continue to struggle, possibly because they could benefit from the motivational presence and impact attached to a peer mentor. These students are impeded by

- inadequate attention to the development of study skills and time management in course curriculum
- a sense of disconnectedness with the material
- a lack of attention to the affective domain in the curricular framework of math and English courses, leading students to experience diminished confidence
- a classroom experience led by faculty in need of more resources and more training
- limited availability, review, and discussion of section-level data for English and math faculty to address the disproportionate impact in their courses

SCC's math department follows the AB 705 default placement for placement into math courses

(SLAM/BSTEM). Course recommendations are provided to students based on these pathways but are not directly linked to specific majors.

- Students who are in the lower GPA band are not required to take support courses
- Very few sections of support are offered during the semester

SCC's math and English departments do not have partnerships with their local high school English and math teachers. A structure or formalized means of meeting or communicating has not been established between the institutions. Such a partnership should be developed through regular meetings and discussions which could

- Assist in encouraging high school Hispanic (Latinx/a/o) students to take a math class their senior year
- Better coordinate high school and college curricula
- Extend opportunities for high schoolers to improve their skills before graduation as preparation for college-level coursework (such as through the SCC CROSSroads program)

There is no committee in place to evaluate placement practices based on AB 705 Default Placement rules to discuss the disproportionate impact of Hispanic (Latinx/a/o) students.

### **STRUCTURE EVALUATION: Ideal Structure**

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

- |   |  |
|---|--|
| <input type="checkbox"/> Instruction      | <input type="checkbox"/> Business Services |
| <input 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)**

SCC has committed to closing equity gaps by implementing the strategies suggested by the Chancellor's Office. SCC will align equity and guided pathway efforts in order to reconsider and design a structure that will support students in reaching their goals. By utilizing a Guided Pathways framework, viewed through an equity lens, we will be better positioned to support students identified in each metric.

The following student-centered plans and activities will shift equitable outcomes for our Hispanic (Latinx/a/o) population:

#### **Embedded Tutoring (ET)**

- To improve the classroom environment and more effectively integrate student support, SCC will explore and implement an embedded tutoring model as a high-impact practice to support our disproportionately-impacted Hispanic students.
- Students with at least a 3.0GPA who have been previously successful in English 100 will be selected as embedded tutors (ET) and attend key classes throughout the semester, such as when major writing assignments are introduced, discussed and due.
- After those class sessions, the ET will hold supplemental instruction meetings strongly

recommended to the DI population to help facilitate small group exercises and discussions, offer the perspective of an experienced student, work individually with those requiring additional guidance, provide feedback, answer questions during hands-on activities, and model good work habits, especially with assignments that have been historically challenging.

- Every effort will be made to identify and recruit successful Latinx/a/o students to serve as embedded tutors

### **Learning Communities (LC)**

- During Early Welcome orientation sessions for new students, counselors will encourage Hispanic (Latinx/a/o) students to enroll in learning communities
- To create an enriched learning opportunity for all students, particularly Hispanic (Latinx/a/o) students, SCC will expand its LC offerings from seven to ten each semester, continuing to link courses across disciplines and adding career technical education
- Connected courses with common themes, activities, and assignments should increase student grades and encourage more active involvement on campus
- More professional development sessions will be offered to recruit faculty into the program and demonstrate its success with success rate data.

### **Credit/Noncredit Partnership**

- To explore the creation of workshops or noncredit courses to support Hispanic (Latinx/a/o) students' success in English and math courses, a workgroup with noncredit/credit English, math, ACE/ESL faculty as well as with First Year Support Center staff will convene

### **Faculty Workgroups**

- In order to improve classroom environments and maximize student engagement, math and English professors will meet regularly to
  - review success rates among Hispanic (Latinx/a/o) students and discuss best practices for developing effective teaching strategies and increasing student performance.
  - discuss progress in applying an equity lens to their courses in accordance with the college's cultural curriculum audit
  - develop a syllabus template that is accessible, utilizes best practices and equity-minded language for use by department faculty, including adjuncts.

### **CROSSroads (College Readiness Optimizes Student Success)**

- Between the fall and spring semesters, workshops specifically geared toward strengthening foundational skills in math and English will be offered to those who do not pass their first math or English course.
- The curriculum will be designed to focus on incoming Hispanic (Latinx/a/o) students who are within the lower GPA band and encourage them to participate in the CROSSroads program.

### **Partnerships with K-12 Colleagues**

- English and math faculty will collaborate with high school English and math teachers to
  - ensure high school partners are aware of the skills needed for students to be successful in transfer-level English and math courses.

- organize a committee or work group consisting of high school and SCC faculty and counselors to meet, discuss, and share best practices that will support Hispanic (Latinx/a/o) students.
- work with high school through Dual Enrollment Partnerships to develop qualitative and quantitative data that measures Hispanic (Latinx/a/o) student experience in English and math courses

**Joint Guided Pathways and Student Success Committee**

- Led by the Director of Student Equity (vacant) and Guided Pathways Coordinator, this will ensure activities for Hispanic (Latinx/a/o) students are being measured for their effectiveness

**Caring Campus Initiative**

- To support the professional development of classified employees in understanding the needs of various student populations and how to engage with them in order to develop a sense of belonging, SCC will adopt the Caring Campus Model.
  - The Success Team members could be identified and trained through the Caring Campus Program in order to support the students identified in the metric.
  - In the Math and English Metric, the programming would focus on staff who engage and support students while they are in the path taking these courses.
  - The staff would be trained on the different resources around campus in order to provide holistic support to 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?

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

- Beginning in Spring 2023, the English faculty will identify and recruit enough Embedded Tutors to work with seven sections of English 100 in Fall 2023.
  - Extra efforts will be made to recruit Hispanic (Latinx/a/o) tutors so as to increase the connection with the Hispanic (Latinx/a/o) students who may be struggling
  - These tutors will complete an Embedded Tutor Training course which will involve preparing them to work in the classroom under the instructor’s guidance to help students better understand course concepts and enhance student engagement.
  - English 100 sections with Embedded Tutors will increase to twelve in the fall semesters, as we welcome our incoming students.
  - Assessment will be in both quantitative and qualitative forms: analyzing success/completion rates for our Hispanic students before and after embedding



tutoring practices and distributing end-of-semester surveys to gauge students' satisfaction with the tutoring process and with their overall progress.

- Increase math support courses and provide additional sections of Supplemental Instruction for transfer-level courses (math 105, 203, 219, 140, 171, 180, 150)
- Provide additional funding to support collaboration with high school partners (English and math) to develop curriculum tailored to prepare Hispanic (Latinx/a/o) students for college courses
- Rename Director of Inclusion and Student Success (Formally Director of Student Equity), and fill position to coordinate efforts and integrate with Guided Pathways
- Restructure Student Success and Equity Committee to incorporate Guided Pathways workgroups
- Reconvene noncredit/credit workgroup to discuss strategies and possible curriculum development to support Hispanic (Latinx/a/o) students succeed in their English and math courses.
- Equity Innovation Grants will be developed for unique, creative, and effective practices that lead to closing equity gaps.

## 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)

- Professional development opportunities
  - for colleges to come together to share best practices for engaging Hispanic (Latinx/a/o) students
  - for representatives from the Chancellor's Office to update colleges on policy and practice related to equity
  - for researchers to share and interpret state-wide data trends related to improving success rates and closing equity gaps for Hispanic (Latinx/a/o) students
- Additional classroom instructional resources to improve delivery models
- Access to data to explore best practices at other colleges
- Additional funding to develop and expand in-class support for students (described above)

## 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:

Hispanic (Latinx/a/o)
-----------------------

### 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/a/o student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Increase term-to-term persistence among Hispanic (Latinx/a/o) population to 63.10%
Year 2 (2023-24)	Increase term-to-term persistence among Hispanic (Latinx/a/o) population to 64.0%
Year 3 (2024-25)	65.16% of the Hispanic (Latinx/a/o) population will persist from primary term to secondary term, closing 40% of the equity gap for this metric over three years.

\*Baseline Success Rate for Latinx/a/o Students: 62.80% (982/1,564) of the 2019-2020 Hispanic (Latinx/a/o) cohort persisted from first primary term to subsequent primary term.

### 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 type="checkbox"/> Instruction      | <input type="checkbox"/> Business Services |
| <input 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)**

A structural analysis was conducted utilizing the Guided Pathways framework to determine what barriers SCC has in meeting the goals of retention from primary to secondary semester for Latinx/a/o students.

- Currently we do not have the infrastructure to effectively deploy Pathway Success Teams
- A cohort-model platform has not been created to support students who are struggling in courses
- There is no formal group of faculty that has been identified to mentor students of color; faculty of color interested in mentoring Hispanic (Latinx/a/o) students will be especially encouraged to create and or join such a group
- No structural mechanisms exists to track student needs for “Just in Time” interventions
- High school data is not utilized to inform which students might need additional support
- There are limited opportunities for Hispanic (Latinx/a/o) populations to participate in academic activities that make them uniquely SCC students
- Qualitative studies to gauge students’ sense of belonging are sparse
- Programming for Hispanic (Latinx/a/o) students is highly limited
- Community learning opportunities for students to build community and connect with faculty in their discipline are inadequate
- Rename Director of Inclusion and Student Success (former Director of Student Equity), and fill position in order to collaborate with Guided Pathways Coordinator
- There is no committee in place that tracks and discusses student retention to determine what SCC should do to keep students engaged and enrolled

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

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

SCC has committed to closing equity gaps by implementing the strategies suggested by the Chancellor’s Office. SCC will align equity and guided pathway efforts in order to reconsider and design a structure that will support students in reaching their goals. By utilizing a Guided

Pathways framework, viewed through an equity lens, we will be better positioned to support students identified in each metric.

To close the equity gaps among Latinx/a/o, SCC will strive to build community and increase student engagement. Muses Culturally Engaging Campus Environment (CECE) model (2014) provides a framework which incorporates cultural components that are aimed to enhance the educational experience of student of color. Based on this model, the following action items would shift practices to support Latinx/a/o students at SCC.:

- Rebrand students as “scholars,” using this term in campus emails, announcements, and publications as a means of acknowledging the worth and abilities of all learners, particularly disproportionately-impacted populations-- because people tend to rise to the level of their labels, and Latinx/a/o scholars need to be affirmed
- Further develop CROSSroads intervention to assist struggling students who need a refresher workshop before retaking English or math
- Expand promotion by faculty and staff of the SCC Campus Writing Contest to Latinx/a/o students, so they feel that they have opportunities to engage in school activities and be recognized for their abilities and accomplishments
- Celebrate/promote the publication of a campus-wide journal (*Talon Magazine*) in both print and online versions, twice annually
  - All SCC students are invited to showcase their creative talents through original poems, short stories, artwork, photography, etc.
  - Professors will encourage Hispanic (Latinx/a/o) students to submit their work in English and/or Spanish
  - Upon publication, SCC will plan a “Meet the Authors” launch event where contributors can discuss their works and share their creative processes, thereby further validating their potential and connecting them to the campus
- Develop the process for and then identify software that Pathway Success Teams can utilize to support students who are struggling either in the classroom or in their personal lives
- Create a cohort-model within each Pathway Success Team
- Create Collective Experience for example connecting First Generation Students with First Generation Faculty or Latinx/a/o Faculty with Latinx/a/o student group.
- Develop Year-Long Learning Communities that are career and academic pathway focused or Affinity-Group focused
- Leverage First Year Support Center to offer workshops/programming that creates a sense of belonging for Latinx/a/o students, and offer these in multiple modalities
- Develop and make available informational text and forms in Spanish
- Create Faculty of Color community of practice workgroup to develop strategies to mentor and engage with Hispanic (Latinx/a/o) students
- Create programming for Hispanic (Latinx/a/o) students
- Widely and consistently promote the Black Legacy Achievement Center of Knowledge.
- Intentionally recruit Latinx/a/o students for ASG and ICC positions
- Through SCC pathways, create community engagement opportunities so that students can experience what it is like to be in the career they are interested in pursuing
- Adopt the Caring Campus Model to support the professional development of classified

employees in understanding the needs of various student populations and how to engage with them in order to develop, in students, a sense of belonging.

- The Success Team members could be identified and trained through the Caring Campus Program in order to support the students identified in the metric.
- In the Retention Metric, the programming would focus on staff who engage and support students while they are in the path.
- The staff would be trained on the different resources around campus in order to provide holistic support to students.
- Continue providing counseling support to students in Continuing Education Programs to support their completion and transition into credit courses

## PLANNING & ACTION

### Intended Audience/Recipient:

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

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

The following action items were identified to help SCC close the equity gaps among Latinx/a/o students:

- Investigate Ellucian Retention Alert for potential implementation Spring 2023 with One GP Success Team
- Solidify Pathway Success Teams and have them ready by Summer 2023
- Use high school data to create a cohort-model approach to support Hispanic (Latinx/a/o) students
- Create Faculty of Color workgroup to develop programming and workshops for Latinx/a/o students
- Create qualitative studies that Hispanic (Latinx/a/o) students can participate in to understand what their needs are, what SCC is doing right, and what should be improved
- Work with Dean of Career Education and build partnerships with industry so that students can have opportunities for community engagement
- Establish collaboration between Guided Pathways Coordinator, Institutional Research, and Director of Student Equity (vacant) to ensure data, both qualitative and quantitative, are being collected to ensure that programming focused on these students is making the impact intended
- Expand efforts made by the First Year Support Center, and the SCC In-Reach Office to ensure students feel supported throughout their educational journey.
- Convene a governance committee that reviews and monitors retention data to determine which interventions are yielding positive results

- Implement Caring Campus Model described above.
- Equity Innovation Grants will be developed for unique, creative, and effective practices that lead to closing equity gaps.

## 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)

- Metrics added or altered to include noncredit students
- Additional funding to hire more support staff and to offer more support services for struggling students
- Ongoing Mental Health funds
- State-wide work program for students, similar to federal work study, to expand opportunities for students to work on campus
- Additional funding to expand on undergraduate research opportunities for students

## 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/a/o) students

### 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
- Certificate Completion
- Degree 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)	Increase certificate or degree completion among Hispanic (Latinx/a/o) population to 11.47%
Year 2 (2023-24)	Increase certificate or degree completion among Hispanic (Latinx/a/o) population to 12.88%
Year 3 (2024-25)	14.76% of the Hispanic (Latinx/a/o) population complete within three years, closing 40% of the equity gap for this metric over three years

\*Baseline Success Rate for Latinx/a/o students: 11.0% (203/1,842) of the 2017-2018 Hispanic (Latinx/a/o) cohort completed at least one certificate or degree.

## 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 type="checkbox"/> Instruction      | <input type="checkbox"/> Business Services |
| <input 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)**

The evaluation of structural and policy barriers was conducted using the Guided Pathways framework. Based on Pillar 4, the following were identified:

- Faculty do not have data on their own sections to determine their equity gaps
- No Professional Development centers on culturally relevant teaching practices
- Faculty would benefit from training on how to request, access, and interpret the data
- There is no formal process to determine which students are close to earning a degree which makes it difficult for counselors to provide outreach and ensure students are aware of the courses needed to complete their degree/certificate
- No Director of Student Equity (rename to Inclusion and Student Success) has been identified to collaborate with Guided Pathways Coordinator
- Additional graduation staff is needed to support completion of degree/certificates goals



As part of the efforts of SCC's Guided Pathways' Success Teams, the Office of Institutional Effectiveness and Research developed a dashboard for Students' Academic Programs and Pathways, providing information from 2016 to the present and pertaining to

- Pathways' demand rates
- Pathways' and programs' course success rates
- Proportion of Students in academic Pathways

Based on this data, the largest percentage of Latinx/a/o students (42.8%) is currently on the Workforce Training path with overall course success rates at 85%. While this is a strong number, it is worth exploring why Latinx/a/o students are not represented strongly in other pathways, such as Humanities (1.01%), Health Sciences (2.78%), and Education and Health Services (4.96%).

### STRUCTURE EVALUATION: Ideal Structure

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

- |   |  |
|---|--|
| <input type="checkbox"/> Instruction      | <input type="checkbox"/> Business Services |
| <input 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)*

The following action items have been identified to support Completion and SCC's three year goal:

- Provide data to faculty by section so that they can identify equity gaps within their classrooms, and develop strategies to improve learning for Latinx/a/o students experiencing disproportionate impact.
- Provide faculty information and training on the services available to students on campus
- Provide professional development focused on culturally relevant teaching practices.
- Expand efforts by the In-Reach Office to contact students who have dropped out and have them return to complete their degree/certificate
- Strengthen collaboration among the Graduation office, Institutional Effectiveness, Counseling and the Guided Pathways coordinator regarding degree completion tracking to ensure students are aware of deadlines and potential course offering changes that may impact their completion.
- Encourage involvement and completion in pathways with the fewest Hispanic students through active recruitment/promotion of specific pathway courses and career opportunities
- Expand efforts made by the First Year Support Center, and the SCC In-Reach Office to ensure students feel supported throughout their educational journey.
- Continue promotion of campus involvement through a campus magazine, writing contest, and cultural celebrations
- The Caring Campus Model should be adopted to support the professional development of classified employees in understanding the needs of various student populations and how



to engage with them in order to develop, in students, a sense of belonging. The Success Team members could be identified and trained through the Caring Campus Program in order to support the students identified in the metric. In the Completion Metric, the programming would focus on staff who engage and support students while they are in the path. The staff would be trained on the different resources around campus in order to provide holistic support to 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?

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

In order to meet SCC's completion goals, the following action items will be prioritized to meet the needs of our faculty and Latinx/a/o students:

- Collaborate with Institutional Research on Dashboard so that faculty can go over their data.
- Provide access to trainings on how to view/review their data and interpret.
- Collaborate within departments to discuss and implement best practices that are culturally responsive
- Within the new Student Equity and Success Committee, establish a Completion taskforce that focuses on data to ensure interventions are working.
- Conduct focused outreach efforts to those students who are close to completing their degree
- Leverage Pathway Success Teams to reach out to students who stopped attending but are close to completing their degree/certificate
- Partner with Enrollment Management to ensure courses are being offered in a timely manner so that students are able to complete their educational goals
- Equity Innovation Grants will be developed for unique, creative, and effective practices that lead to closing equity gaps.

## 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?

- |  |
|--|
| <input type="checkbox"/> Field Guidance & Implementation               |
| <input type="checkbox"/> 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)

- Metrics added or altered to include noncredit students
- Additional funding to hire more support staff and to offer more support services for students not already supported by the college
- Ongoing Mental Health funds
- State-wide work program for students, similar to federal work study, to expand opportunities for students to work on campus
- Additional funding to expand on undergraduate research opportunities for students

**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/a/o)

**TARGET OUTCOMES FOR 2022-25**

**Target Outcomes**

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

Timeframe	Measurement Output
Year 1 (2022-23)	Increase transfer success among Hispanic (Latinx/a/o) population to 28.36%
Year 2 (2023-24)	Increase transfer success among Hispanic (Latinx/a/o) population to 30.02%
Year 3 (2024-25)	32.24% of the Hispanic (Latinx/a/o) population will transfer, closing 40% of the equity gap for this metric over three years.

*\*Baseline Success Rate for Latinx/a/o Students: 27.80% (174/625 ) of the 2016-2017 entering Hispanic (Latinx/a/o) cohort transferred to a four-year university within 3 years.*

**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)**

SCC has a positive transfer reputation among the students and its surrounding community. However, in order to move the needle and close the equity gaps among Latinx/a/o students, the following barriers have been identified:

- SCC does not have program maps created for all majors at the college
- Student data is not utilized to do in-reach efforts for students who have identified they want to transfer
- Website is not user-friendly and some webpages are outdated
- Catalog is not user-friendly
- Faculty are still considering how they want to market their degree programs
- Articulation agreements could be expanded to include additional colleges or majors based on student interest
- Instructional programs do not clarify what makes SCC unique within our region
- Conversation about SCC offering a BA program are limited
- Partnerships between pathway success teams and Transfer Center staff are not formalized to support those pathways
- Shortage of counselors to service students who need appointments
- No Director of Student Equity (rename to Inclusion and Student Success) has been identified to collaborate with Guided Pathways Coordinator

**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)**

In order to increase the transfer rates among Latinx/a/o populations, the following practices will need to occur:

- Hire more counseling faculty to provide guidance for students
- Completion of Guided Pathways program maps
- Redesign college website to include major pathways within the college’s landing page and include transfer information
- Redesign the Online Catalog to make it user-friendly
- Identify a Guided Pathways Coordinator to create timeline for Instructional faculty to have an outline of their marketing material which highlights the job/career prospects or other relevant information
- Examine all program articulations with local universities to determine if alterations can be made to streamline student transfer
- Expand transfer agreements and determine if other ADT's should be created to support students’ transfer goals
- Hire additional staff to support Articulation Officer
- Expand instructional programs which can attract students to attend SCC
- Fill Director of Student Equity (Inclusion and Student Success) position in order to work with the Guided Pathways Coordinator
- Collaborate with Institutional Research on tracking students who are transferring
- Adopt the Caring Campus Model to support the professional development of classified employees in understanding the needs of various student populations and how to engage with them in order to develop, in students, a sense of belonging.
  - The Success Team members could be identified and trained through the Caring Campus Program in order to support the students identified in the metric.
  - In the Completion Metric, the programming would focus on staff who engage and support students while they are in the path.
  - The staff would be trained on the different resources around campus in order to provide holistic support to 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?

- |   |   |
|---|---|
| <input type="checkbox"/> Administrator    | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input type="checkbox"/> Faculty          | <input type="checkbox"/> Students                       |
| <input 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 following action items will support the three year goals of closing the equity gaps for Latinx/a/o students who have a goal of transfer:

- By Fall 2023, complete program maps for all pathways

- By Fall 2023, launch redesign of the college website
- By Fall 2023, complete marketing materials for pathways
- By Fall 2023, start expanding articulation agreements and ADT's that will support student transfer goals
- By Spring 2024, develop environmental scan of potential instructional programs that can be developed to support workforce and transfer
- Equity Innovation Grants will be developed for unique, creative, and effective practices that lead to closing equity gaps

## 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)

- Metrics added or altered to include noncredit students who transfer (or transition) from noncredit to credit
- Removal of barriers to transfer by streamlining articulation between colleges and universities
- Expansion of guaranteed admission and free tuition for regional college students
- Repository of best practices for supporting students with transfer

## 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)

SCC's guided pathways and SEAP leadership have been working closely together to align the college's equity efforts and guided pathways goals. As a part of this effort, the college recently combined two committees into a single "Student Journey" committee in acknowledgement of our shared goals and target outcomes. In addition to outcome metric alignment (such as equitable completion of math and English in the first term), the GP and SEAP leads are refining SCC's student success team structure to ensure faculty engagement in outreach/onboarding and to align success team efforts directly with the First Year Support Center. This alignment will leverage the high-touch approach of the center while incorporating faculty perspective and relationships into first year interventions and support. Further, the GP and SEAP lead jointly led an effort to engage the college's deans as administrative leads for the success teams. In AY 2022-23, administrative leads will be responsible for reviewing disaggregated success team cohort data and setting targets for their teams to improve overall outcomes with a particular focus on improving outcomes for racially minoritized students.

Notably, SCC is a participant in the California Guided Pathways Project and has participated in three institutes as of October 2022. During Institute #2, the guided pathways team learned about CCRC's "Ask-Connect-Inspire-Plan" framework which prompted SCC to identify a need to improve onboarding practices for our most minoritized students. During Institute #3 the team explored providing holistic student support. As a result, the college is creating an onboarding task force which will integrate both student affairs and instruction in order to advance equitable access and program entry. This will include analysis and modification of marketing efforts and student communications, enrollment steps, orientation, program mapping/educational planning, and onboarding efforts through the first term. Efforts will be supported through a combination of GP and SEAP.

Finally, the GP and SEAP lead are in ongoing discussions regarding budget and resource alignment. In the coming year, the leads will collaborate to identify gaps in resource availability and will work with the executive leadership team to make the case for ongoing institutional support for existing high-impact practices and structures that have been proven to move the dial on racial equity.

## FINANCIAL AID

### FAFSA Participation

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

We provide monthly workshops to assist students with their FAFSA/Dream Act applications. Financial Aid and Outreach partners up to host a Cash for College event at our campus for Orange Unified high school students in the evenings for each term. These events are for both students and parents. We plan to develop informational sessions in Spanish to reach additional targeted audiences.

The Financial Aid Office participates in the college's Early Welcome events to help students apply for financial aid.

Our office attends all Cash for College events to assist our Outreach Department in helping students apply for financial aid at the various high schools.

SCC requires that all students submit a FAFSA or Dream Act application in order to be considered for our College Promise Scholarship Program.

### 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)

We perform a Pell unit increase campaign every semester. Students receive emails from our office to show them how much Pell dollars they would actually be receiving if they were to enroll in more units for the term.

A text campaign is also done for students not making satisfactory academic progress (SAP). We let them know that they can go through our appeal process in order to get requalify for financial aid.

Our office will also reach out to students who are not enrolled to encourage them to sign up for classes so that they can receive Pell grants and we do this personally by calling them on the phone.

### 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)

SCC did not qualify to receive this additional Federal aid.

## 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)

Santiago Canyon College (SCC) Hawk's Nest Food Pantry was developed to ensure a student's most basic needs are met. Through the pantry, students are afforded the opportunity to obtain nutritious food necessary for their success, receive help enrolling in the Cal Fresh program, be referred to on and off-campus resources, and participate in the campuses professional closet program.

In 2017, a Student Services Coordinator was hired to build out the program. This person established community partnerships that have led to the growth of the program from a food pantry to a basic needs center. Instead of hosting openings once a week, the center is now open 5 days a week, and students can access the resources on an ongoing basis.

The Hawk's Nest Basic Needs Center will move to a more central location on campus (AB quad) along with other student-focused services in order to create access for students who wish to partake in the services.

### Participation

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

- Hawk's Nest services are promoted at new student orientation (Early Welcome and Summer Advantage Academy) and during welcome week.
- We partner with programs across campus in creating "Food Corners" where we deliver food and snacks to the program offices so students have easy access.
- SCC students are encouraged to apply for jobs at the food pantry
- We consistently send communication to students via texts and social media updates, alerting students when we change our operations hours or when a new or improved service is implemented.
- We also send consistent communication to the campus community via email to update employees on our services and hours of operation and to encourage employees to notify students.
- As mentioned above, we are also remodeling a new space in the AB Quad (identified as the Engagement Quad) in order to bring more visibility and to normalize the use of the Basic Needs Center as a student service.

### 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 Santiago Canyon College (SCC) Hawk's Nest Food Pantry was developed in 2017, to ensure a student's most basic needs are met. The program began as a food pantry where students were afforded the opportunity to obtain nutritious food necessary for their success. We partnered with the local food bank and other community partners to provide food and other resources for our students. We then expanded to provide students with assistance enrolling in the Cal Fresh program. We trained student assistants to meet with students to assist with the application and provide follow-up support if needed. Our coordinator also refers to on and off-campus resources and serves as the campus homeless student liaison. The coordinator works with students who are housing insecure or those that need assistance with employment or transportation. As mentioned above, the Hawk's Nest Basic Needs Center will move to a more central location on campus (AB quad) along with other student-focused services in order to create access for students who wish to partake in the services.

## 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)

This program has been discussed at PIE and will be discussed further at the next Academic Senate meeting for feedback and next steps. We are moving forward with Phase I, which will include researching potential degrees and certificates that can be easily converted to Zero-Text Cost pathways at our college. Phase II we may or may not apply for depending on our needs, and Phase III will provide the resources needed to develop and implement the ZTC pathway(s) we've elected to create at SCC. All of this, of course, is dependent on faculty participation.

## 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)

For years, SCC faculty and staff have committed to supporting LGBTQIA+ students. Through our Safe Space Training, pride events, and support of the student club, we have been able to assist these students in being visible and celebrated here on campus. Historically, equity funds have been used to support professional development for students and employees. The new state funds

will allow us to establish a foundation for a program that will support students by providing a number of services to ensure their success.

SCC is looking to provide the following support:

- Investigate a space students can use to meet and socialize
- Triangulate Data to better identify students
- Partner with Basic Needs Center to provide holistic support
- Utilize student voice in developing program
- Conduct climate survey
- Establish LGBTQIA+ Learning Community
- Purchase Sashes that students can wear at graduation
- Partner with Health and Wellness Center to provide Behavioral Health Support

Provide professional development on campus to promote awareness and celebrate this community:

- Gender Pronouns (September 28)
- National Coming Out Day (October 11)
- FYSC: History of Pride (October 26)
- FYSC: Transgender Day of Remembrance: November 16th
- Trans Day Remembrance (November 22)
- Trans Day of Visibility (March 31)
- Pride Month (June)
- Raising of the Pride Flag (Possibly mid-May)

Partnerships with Local Nonprofits and City-Led Initiatives

- LGBTQIA - LGBTQ Center of Orange
- Funding via stipend for faculty liaison

A core group of faculty members supported by a stipend would be responsible for identifying and maintaining partnerships with local non-profits and government programs already performing targeted equity-driven community services for LGBTQIA+ support. Faculty members would be responsible for facilitating campus tours for prospective students and acting as a liaison to the programs, services, and benefits associated with the college campus. As the program develops, faculty might also expand the capacity of the program by writing grants to local private and public foundations for additional monetary support. The goals of these community partnerships are twofold: 1) to provide an educational pipeline for prospective students in our community who may be under the impression that they are ineligible or unsuitable for enrollment and 2) to increase SCC's presence in the local community.

## 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)

SCC plans to spend the CCCCO Mental Health Services Support Allocation by targeting all of the areas within the scope of SB129. This funding allocation provided through SB129 allowed for flexibility in envisioning proactive and barrier-free support to identify student needs while broadening our scope of service to **all students** at SCC. Services and supports addressed in our plan are not contingent upon the payment of the student health fee, which immediately

addressed the entirety of our Continuing Education student population.

Our goal is to expand our Psychological Services program campus-wide with clinical and support staff, technological options for program delivery, outreach and in-reach, professional development and guest speaker engagements, and more. Included in the proposed staffing is the ability to maintain part-time psychologist support (in addition to our ongoing full-time psychologist), while extending our clinical support during the summer months. The support of a health educator reinforces the intent of SB129 and the suggestions offered by CCCC to maximize use of the funding across campus. A program specialist position will work alongside and support the positions funded through the CCCC Mental Health Services Support allocation. Among other duties, the position will focus heavily on connecting with the hard to reach, underserved populations across campus and providing students with the linkage to campus resources and community referrals.

In an effort to significantly broaden the scope of services that on-campus staffing can provide, we continue to explore the provision of mental health and related services through telehealth providers and with the hope of 24/7 support. The chosen provider will ideally offer case coordination and address the availability of telehealth services without the barriers to traditional office hours. To maintain accountability in this endeavor, we are taking all factors into consideration including but not limited to the following: cost per student, ITS related issues, sustainability, and effectiveness.

The current CCCC Mental Health Services Support Allocation is \$265,558. This aforementioned proposal equates to approximately 82% of the allocation allowing for other needs to be addressed with the remaining funds in collaboration with campus partners.

## 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)

Santiago Canyon College is committed to accessibility and we are continually working to improve all aspects of ensuring equitable access.

Since 2006, all teachers who wish to teach an online class must complete an online teaching certification. In that certification, each instructor receives accessibility training, completing an accessible document, PDF, PowerPoint, Canvas Page, close caption a video, as well as information on image and video accessibility requirements. We have also installed Pope Tech, a comprehensive accessibility checking tool, into Canvas, helping our faculty to ensure that their content within Canvas is ADA Accessible. During our Faculty Peer Review process, our evaluation asks our professors to also consider and evaluate the ADA Accessibility of the class they are reviewing. Further, each online class must have a distance education addendum as part of their curriculum. This addendum, in part, asks how ADA Accessibility will be achieved for the class.

Many years ago, our Web Committee identified a product, SiteImprove, which regularly scans our website looking for and identifying accessibility barriers. These automated reports are sent directly to the website author and to the website's webmaster, as well as the Web Committee.

This tool made a deep and meaningful impact in improving and maintaining website accessibility.

In 2018, RSCCD hired the Galvin Group Consultancy to help us fully evaluate our ADA compliance. Since the report, Distance Education at SCC, District ITS, the Technology Advisory Group, and the Technology Committee have been working on achieving the goals identified in our self-evaluation report. Some accomplishments of this work have been

- The Technology Advisory Group and SCC's Technology Committee have passed a resolution in support of the 2018 Galvin Group self-evaluation report
- We have established a preliminary workflow and process for evaluating VPATs, Data Privacy, and accessibility of any software procured and are continually working on implementation and evaluation of this process
- And, SCC has hired an instructional designer with expertise in ADA to support our distance education program

In addition, SCC has created and are starting a local Peer Online Course Review process. We are committed to offering high quality online classes which are aligned to the California Virtual Campus's Course Design Rubric, including quality and section D, ADA Accessibility.

Supporting ADA campus-wide is a continual process and has many levels of compliance, from identifying shortcomings, meeting the standards, to exceeding the standards. The Distance Education Department is committed to this continual improvement and regularly advocate for and plan for ADA compliance resources needed to exceed the minimum standards set for ADA Accessibility.

## 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)

### 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)

### 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)

SCC has committed to including student voice in the approval process of the equity plan and in the services and activities created for disproportionately impacted students. The equity plan will be reviewed at multiple shared governance committees. One unique aspect of SCC's review process is that we include ASG and ICC in the review. Students have an opportunity to provide feedback on the plan, and provide insight into its future implementations.

More importantly, qualitative studies are planned to ensure that as programs and services are developed, the student voice is centered in their creation. SCC will use focus groups, town halls,

and interviews to ensure we meet the needs of the students.

## 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](#), CCCCCO 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](#), CCCCCO, 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)