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@ccco.edu

CONTENTS

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@cccco.edu.

In solidarity,

The 2022-25 Student Equity Plan Task Force

CCCCO	CCC Practitioners
- Michael Quiaoit, Dean of Student Services & Special Programs - Michael Tran, Program Analyst - Anthony Amboy, Program Assistant - Gina Browne, Dean of Educational Services & Support - Mia Keeley, Dean of Student Services	- Jay Singh, Hartnell College - LaTonya Parker, Riverside City College, ASCCC - Raymond Ramirez, Fresno City College - Sabrina Sencil, Consumnes River College, The RP Group - Sandra Hamilton Slane, Shasta College
Foundation for CCCs	**CCC Partners**
- Lesley Bonds, Guided Pathways - Leslie Valmonte, Guided Pathways - Priscilla Pereschica, Policy Specialist	Eric Felix, San Diego State University

2022-25 STUDENT EQUITY PLAN TEMPLATE

Landing Page/Details

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

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

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

ASSURANCES:

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

☐ I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

☐ I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

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

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

In the past year, San Bernardino Valley College (SBVC) has been intentional in creating a culture of equity, inclusion, and anti-racism. Participants encompass staff, faculty, and administration Enhancing professional development opportunities for faculty and staff. Expanded equity-mindedness within instructional support. Identify and institutionalize equitable hiring practices and processes. Created on campus and district Diversity Equity Inclusion and Anti-Racism committees to focus on enhancing our racial inequities.

Contacts

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

DISTRICT CONTACT INFORMATION FORM

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

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

Equity Plan Reflection

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

2019-22 ACTIVITIES SUMMARY

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

KEY INITIATIVES/PROJECTS/ACTIVITIES

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

> The following initiatives, projects, or activities supported our student equity at SBVC. Guided Pathways activities, Hispanic Association of College & Universities – conferences students, staff, and faculty; A2MEND – conferences students, staff, and faculty, UMOJA–Tumaini – faculty conferences and summits. First Gen Day and male empowerment days were several activities that were conducted to support our student equity plan,

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

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

> Here are the groups that were identified as DI on the 2019 plan but are no longer being impacted disproportionately:
>
> 1. Successful Enrollment in the First Year
>   a. Pacific Islander/Hawaiian Native

2. Completed Transfer Level Math and English
    b. Foster Youth
3. Retention from Primary Term to Secondary Term
    c. Filipino
    d. Pacific Islander/Hawaiian Native
    e. Two or More Races
    f. Foster Youth
4. Vision Goal Completion Within Three Years
    g. Disabled
5. Transferred to a 4-Year University Within Three Years
    h. Black/African American
    i. Economically disadvantaged
    j. Foster Youth
    k. Veterans

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)

When the 2019-2022 student equity plan was written, we were looking at the disproportionate groups and not racial biases. As we began working on the 2022-2025 student equity plan, we were more intentional of being more transparent. We included td the campus as a whole as we wrote and designed the new equity plan. We participated in webinars and worked collaboratively with faculty, staff, and students in creating a plan to be more actionable.

PANDEMIC ACKNOWLEDGEMENT

Help Text: Using the checkboxes provided, please describe the ways in which the Pandemic affected your 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

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

https://www.valleycollege.edu/about-sbvc/offices/office-research-planning/call_to_action_data.php

https://www.valleycollege.edu/about-sbvc/offices/office-research-planning/call_to_action_data.php

Student Populations Experiencing Disproportionate Impact

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

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

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

Student Population* for Metric Workflow	Metrics					
	Enrollment	Completed Transfer-Level Math & English	Retention: First Primary Term to Secondary Term	Unit Completion in Fall and/or Academic Year	Transfer	Completion
Current or former foster youth	☐	☐	☐	☐	☐	☐
Students with disabilities	☐	☐	☐	☐	☐	☐
Low-income students	☐	☐	☐	☐	☐	☐
Veterans	☐	☐	☐	☐	☐	☐
American Indian or Alaska Native	☐	☐	☐	☐	☐	☐
Asian	☐	☐	☐	☐	☐	☐
Black or Black/African American	☐	☐	☐	☐	☐	☐
Hispanic or Latino/a/x	☐	☐	☐	☐	☐	☐
Native Hawaiian or other Pacific Islander	☐	☐	☐	☐	☐	☐
White	☐	☐	☐	☐	☐	☐
Some other race	☐	☐	☐	☐	☐	☐
More than one race	☐	☐	☐	☐	☐	☐
Homeless students	☐	☐	☐	☐	☐	☐
LGBTQ+	☐	☐	☐	☐	☐	☐
Other (Add population)	☐	☐	☐	☐	☐	☐

Populations detailed in Education Code 78220

<div align="center">

<mark>**Metric: Successful Enrollment**</mark>

</div>

***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:

From the available data spanning academic years 2017 through 2020, Black/African American students experienced disproportionate impact with the biggest percentage in 2017 yet inconsistently downward trending until 2020. Black/African American female students have experienced the most impact.

<div align="center">

TARGET OUTCOMES FOR 2022-25

</div>

Target Outcomes

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

Timeframe	Measurement Output – Black/African American enrollment rate:18% Non-Black/African American enrollment rate: 27% **Goal:** to get halfway to our goal of closing the gap (18% to 23%)
Year 1 (2022-23)	Increase Black student enrollment by 1% Survey the students that are applying and not enrolling
Year 2 (2023-24)	Increase Black student enrollment by 2% Use survey data to implement/change any necessary campus procedures
Year 3 (2024-25)	Increase Black student enrollment by 5%

<div align="center">

STRUCTURAL EVALUATION

</div>

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)

In May 2022, a focus group was formed to invite Black/African American students to give them the opportunity to share their unique perspectives and experiences at the college. This student group was very candid in their responses which gave the Student Equity Team much to consider as we continue to develop events, programs, and services that directly support the Black/African American population. One of the key areas identified by our students in the focus group was that they did not feel welcomed or supported on campus. They also identified the fact there is no safe place for Black/African American students to go to help them navigate the challenging requirements of the college experience.

- Departments operate in isolation
- Insufficient follow-up with students who apply but do not enroll
- No direct/streamlined connection of students to student services: example-first year student to FYE, Umoja-Tumaini
- Enrollment is an independent process. First-gen students need additional support in a welcoming environment to complete enrollment.
- Financial aid process is difficult to complete, especially without parental support/know-how.
- Information on the website can be difficult to find.
- There are currently too many portals when a student registers for the first time.

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)

- SBVC outreach and enrollment efforts need to demonstrate the belief system and values that promote trust, transparency, follow-through, and accountability beyond current efforts and enhanced customer/consumer services.

- Targeted outreach efforts by Black/African American academic and counseling faculty, staff, and student ambassadors may be envisioned. Onboarding processes with identified crucial points for collaboration between Student Services and Instruction. An institutionalized practice of collaborative work especially during peak days of registration may decrease disproportionate impact.
- Continue with direct and intentional Fast-Track events and activities. Fast-track is completing the matriculation steps and register in classes in one setting.
- Regular follow-up with students applying and not enrolling.
- Shift of culture on campus to a more collaborative model amongst departments
- Ideal structures for matching students to student support programs
- Simplify any confusing processes (financial aid, enrollment, application, etc.)

PLANNING & ACTION

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

☐ Administrator
☐ Faculty
☐ Classified Staff

☐ Partner (K12, Transfer, other)
☐ Students

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

- Active Outreach
  - Take the application and financial aid processes to the community: examples- Black churches in the community, Feeder HS, stores/shops/restaurants in the community, adult education center, etc.
  - Coordinated Onboarding processes involving Student Services and Instruction. Targeted outreach efforts by Black/African American academic and counseling faculty, staff, and student ambassadors.
    - Create a partnership with Inland Empire High School Black Graduation (IE Black Grad).
  - Actively recruit at universities, for full- and part- time faculty who offer Black/African American Studies/Ethnic Studies expertise.
  - Create a centralized portal for students to simplify the application process.
  - Targeted outreach to high schools with high percentage of Black and African American student enrollment

- o Outreach events in communities with significant Black and African American populations
- o Outreach partnerships with Black churches and communities of worship
- o Create targeted recruitment for Black males in specific areas where significant enrollment gaps exist i.e. Nursing program recruit a cohort of 8 Black or African American males tracked for a two-year completion
- Provide a learning environment that exemplifies IDEAA that will attract Black and African American Students
  - o Required Antiblack racism training for all staff and faculty (employees)
  - o Implement measures to have accountability for what is said and done
  - o Increase adoption of Open Educational Resources
  - o Increase loan options for course materials (Library support)
- Student Support Programs
  - o Auto enroll students into support programs with student choice to deselect. This process provides sharing of data/information to the program itself and is likely to capture greater participation in targeted support services.
  - o Generation of partnership with A2Mend for mentorship of our male Black/African American students
- Shift of campus culture
  - o Create a YouTube/social media video that shows the SBVC enrollment process.
  - o Collaborate with Film, Television, Video, and Media to produce podcasts by Black/African American instructors/students who can speak directly to the students about their own experiences. For enrollment, focus on the onboarding process.
  - o Update SBVC website so that prospective student information is quick and easy to find.
  - o Summer bridge for Umoja-Tumaini students in collaboration with Instruction
  - o Establishment of additional or enhanced Orientation and Day of Welcome designed for Black/African American Students
    - i. Black to School Night: this is an evening event that will allow Black/African American students to learn more about the supports and services offered at the college. In addition to current San Bernardino Valley College students, high school students from the local area have been invited so they may also learn of the services and supports offered.
  - o Formation of Community of Practice across Academic disciplines and Student Services to foster the enrollment success of Black/African American students
  - o Professional development training for faculty, classified staff, and management.
- Onboarding
  - o Develop and implement program specific orientations

- o Increase ease and efficiency of enrollment process
- o One-Stop Inclusive Enrollment events on campus, in community, in Black churches and other Black community areas
- o Provide workshops in service areas throughout the first week of the semester
- Inquiry
  - o Survey students to identify the barriers to enrollment.
  - o Create evaluation processes for campus environment and campus policy.
- Program Offerings
  - o Take instruction to the community
    - ▪ Faith based organizations
    - ▪ Community Centers
  - o Provide course schedules that meet the needs of students and their families
    - ▪ Use student input to guide offerings

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)

It would be helpful if the Chancellor's office had a central place for viewing which community colleges have which programs/clubs/activities (for both the prospective students and other community colleges). It would also be helpful to see the data behind this. This is already available for programs like Puente and Umoja, but there are many others.

Enhance how data is collected within CCCApply.

- Ethnicity and Race (if a student chooses Hispanic for ethnicity, they are not required to pick any of the Hispanic races)
- Address Verifications (students can enter an address that does not exist, or can enter typos)
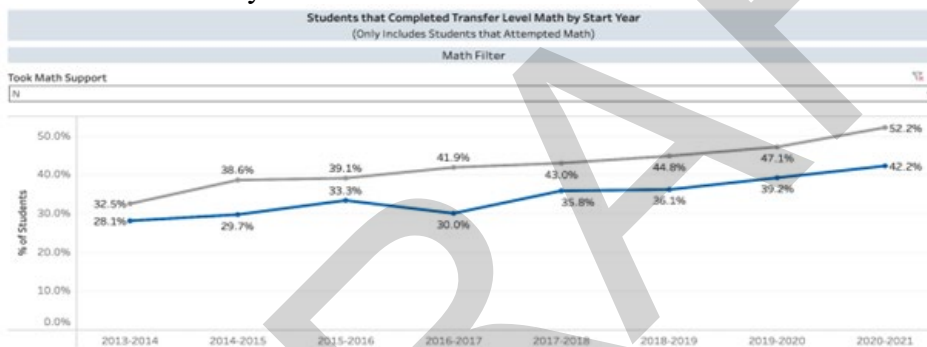
- Fraudulent applications – many are still getting through

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:

Data has shown that a large population of SBVC students would previously place into below transfer-level mathematics courses prior to AB 705 implementation. With the implementation of AB 705, inequities were created, as students were now placed into higher level mathematics courses, but still required the prerequisite math knowledge. As such, success and completion rates were drastically affected for all transfer-level mathematics courses.

Grey - Non-Black/African American Students
Blue - Black/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 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 - Black/African American completion rate: 8% Non-Black/African American completion rate: 13% **Goal:** Completely close the gap.
Year 1 (2022-23)	Increase Black/African American math and English completion rates by 2%

11

Year 2 (2023-24)	Increase Black/African American math and English completion rates by 4%
Year 3 (2024-25)	Increase Black/African American math and English completion rates by 5%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

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

☐ Instruction ☐ Business Services
☐ Student Services ☐ Other

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

The AB 705 mandate guided the department to address inequities that might impede the target population. In response to that mandate, over the past few years, the department has continuously engaged in discussions of expanding accessibility through the incorporation of a cultural mindfulness lens, and the department remains sensitive to the needs of our students, continuing a culture of inclusivity. With the implementation of AB 705, the English Department was put in the unique position of revising its curriculum and providing supplemental support to meet student needs through the equity lens, ensuring that inclusivity creates a pathway for student success. In spring 2018, the department evaluated AB 705 implementation possibilities and chose the corequisite model, taking into consideration its alignment with SBVC culture and structure, including the identification of relevant support services that would assist in promoting the effectiveness of this model. The department enlisted guidance from the California Acceleration Project in the design of the corequisites to insure corequisite effectiveness and fulfillment of AB 705 guidelines. English 086 and English 087 were approved by the department as supplemental coursework to assist underprepared students in the college-level English course—English 101. In order to address the newly developed curriculum, in spring 2019, the department formed a Community of Practice, inclusive of full- and part-time faculty to provide continued professional development training for teaching the new curriculum. An embedded tutoring program for 086 and 087 was piloted in the spring of 2019, with wider implementation in subsequent semesters, and the department continues with embedded tutoring in all 086 and 087 courses. And a Canvas community, the

English Roundtable, was created and is continuously revised to house key AB 705 documents and to allow faculty to share syllabi, assignments, and other useful information for English 101, 086, and 087.

Prior to AB 705, many students were placed into below-transfer-level mathematics courses. Prerequisites were in place to develop fundamental math and study skills for students to complete a transfer-level mathematics course. AB 705 now allows students to place directly into transfer-level mathematics courses. Should a student lack any prerequisite math skills, an inequity would be created as they would be entering transfer-level mathematics courses at a disadvantage. The structure of transfer–level mathematics courses had to be analyzed and adjusted by the mathematics department.

Many colleges began implementing co-requisite courses to support students in transfer-level mathematics courses with the AB 705 reform. During the initial implementation of AB 705, SBVC offered co-requisite courses as an option for students for college algebra and statistics transfer–level mathematics courses. The co-requisite courses were not linked to a transfer-level course during registration. As such, many students opted out of co-requisite support courses and completion rates were negatively impacted. IR data showed that for the target population, students were more successful with co-requisite courses. With very minimal co-requisite courses filling and running, this was a severe impact to their success.

Another barrier for students completing transfer-level math courses was the lack of connecting the institution's math classes to their intended majors of study. The distribution of SLAM (Statistics and Liberal Arts Mathematics) and STEM majors were not analyzed to guide students to enroll in the correct math course. The development of mathematical pathways connecting relevant mathematics to intended areas of study is under the framework of the Guided Pathways reform and has shown success at other colleges.

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)

As the department moves forward, the following activities have been identified by the English Department for inclusion in the Student Equity Plan in order to provide further support for Black/African American students:

1. Evaluate disaggregated data for English 101, 101/086, 101/087 to address the impact of the corequisites on the Black/African American students.
2. Explore mentoring processes for the targeted population, which could include:
a. pairing incoming Black/African American students with Black/African American students who have successfully completed English 101
b. collaborating with the Supplemental Instruction Coordinator to bring those student mentors into the classroom
c. enlisting those student representatives to lead campuswide student book discussions—possibly partnering with the Black Student Union
d. actively recruiting Black/African American high school seniors, connecting the targeted population with the student mentors.
3. Provide relatable content
a. Connect content to real-life student experiences
b. Make the connection and bridge the gap for students in how content supports future learning
c. Include authentic voice and experience in content
4. Establish a sustainable structure of continuous growth to support faculty working with Black and African American students
a. Create Faculty Interest Groups (FIGs)
i. Teaching Black and African American Students
Ii. Language Diversity in the Classroom
Iii. Equity Mirror

The structure and offerings of co-requisite courses would need to be modified to provide support to the target population of students requiring prerequisite math skills for transfer-level success. A class schedule developed using data on multiple measure placement of students would provide a distribution of math course offerings suited to our target student population needs. Ultimately students should have support linked to transfer-level mathematics courses, and the co-requisite courses should be developed and enhanced by the math department to provide the just-in-time remediation needed for optimal student success.

Analysis of major distribution, transfer information, success rates, and student success metrics would need to be done in order to develop mathematical pathways for students to have a math class tailored to their personal educational pathway. Guidance for students on which math courses to take would need to be implemented to have students enroll in the most relevant math course to their pathway. The process can begin with the self-guided assessment form, recommending correlated math courses and support courses to major and GPA selections. Communication between the mathematics and counseling department would need to be ongoing as to provide counselors with updated information on math courses, pathways, and support options for students. Institutions with math pathways updated their current academic website with videos and resources to allow students to understand the variety of math classes and select the one that is most relevant to them. The process of updating web contact with

students can be done through the Guided Pathways web redesign.

PLANNING & ACTION

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

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

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

1. Review English course outlines of record to evaluate textbook suggestions—looking toward inclusion of texts that reflect the profile and needs of Black/African American students and removing texts that are biased.

2. Evaluate course objectives and SLOs, viewing the necessary course requirements through an equity lens and the way they respond to Black/African American student needs and avoiding bias.

3. Revise departmental employment notices to emphasize in the desirable qualifications the need for diverse expertise, particularly in Black/African American Studies/Ethnic Studies.

4. Actively recruit at universities, for full- and part- time faculty who offer Black/African American Studies/Ethnic Studies expertise.

5. Continue to apply for Basic Skills funding to expand the Community of Practice membership within the English Department and continue to expand the Community of Practice training opportunities for full- and part-time faculty to include training that will provide direct support for faculty to address the needs of the Black/African American student population—topics could include trauma informed care, anti-racist pedagogies, responses to unjust authority, etc.

6. Work closely with the Office of Institutional Research to create and implement an English student survey to identify barriers to Black/African American student success, comparing students who succeed with those who do not succeed in a two-semester (and possibly two-year) research study.

7. Collaborate with FTVM to produce podcasts by Black/African American instructors who can speak directly to the students about their own experiences.

8. Explore collaborations with other campus programs and learning groups—linking English 101 with Tumaini, collaborating with Athletic Instructors/Coaches to provide Writing Center tutoring support for the HUB, and recruiting for specialized English courses, etc.

9. Create a focused English 101 course for specific populations—linking the curriculum to their special interests—Athletics, Veterans, etc.

10. Work with Student Services to identify a Counselor who would be the liaison between English faculty and Black/African American students, providing a human element/direct connection between all three individuals—student, faculty, and counselor—whenever a student is in need of assistance

11. Aggressively promote the Black/African American Literature course.

1. **Update the Placement Model for Co-Requisite Support**

In January 2022 the mathematics department analyzed State Chancellor Placement metrics under AB 705 to develop new a placement model for students beginning fall 2022. Using multiple measures, students were placed into mathematics courses with linked co-requisite support courses during registration. Students that met the criteria of the State Chancellor's office to opt out of the support courses could do so, but the result of the new placement model ensured that those students that would benefit from the co-requisite support courses would have a linked support class that would no longer be canceled due to low enrollment. As the student equity data showed, students in the target population group benefited more from co-requisite mathematics courses.

Continued analysis of matriculation, enrollment, and success data will be used to guide scheduling practices for the number of support courses required each term. Furthermore, analysis on modality of the support courses in relation to success data will be done to determine how mathematics faculty can focus efforts on improving and optimizing support courses for the best of our students.

2. **Develop Community of Practice Teams to Update Co-Requisite Courses**

The mathematics department had two standing teams of faculty members to host community of practice efforts in college algebra and statistics. In Spring 2022, the teams began shifting their primary focus to developing content, and a structured model for all support courses for transfer-level math. The end result will be completed Canvas shells for all math faculty to implement in their courses that have been designed by teams of mathematics faculty for optimal student success. The process is currently ongoing with targeted completion for all co-requisite courses by Spring 2023.

3. Incorporate Math Pathways in New Placement Model

In January 2022 during the development of the new placement model for students, the mathematics department also analyzed data on student major distribution. Furter data analysis was done on a statewide level for colleges implementing math pathways and success rates. Together the math department developed pathways for students going into a SLAM, business calculus, or STEM track. Within the development of this model, new co-requisite courses were developed for business calculus and precalculus. This now lead to the majority of transfer-level mathematics courses being supported, besides the ideas of mathematics course.

4. Develop New Curriculum for Math Pathways

Within the development of the mathematics pathways, new courses will be written and launched in the areas of mathematical financial modeling, mathematics for educators, and data science. Providing a more connected math course for students will promote student engagement, relatable area of major study content, and success for the target student population. Coursed development has begun with data science now able to be offered, mathematical financial modeling in Fall 2023, and math for educators in Fall 2024.

5. Update the Self-Guided Placement Form

The mathematics department and matriculation division will work to update the self-guided placement form during the student application process. The placement tables, metrics, support courses, and math pathways will be embedded in the new form to provide our target student population with the correct math class and support options they may need.

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 Resources

- Structured and expectation guidance – every college is implementing AB 705 in different ways. What's working? We need follow-up since the legislation went into place.

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:

The population experiencing the most significant disproportionate impact are the Black/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 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
	Black/African American retention rate: 55% Non-Black/African American retention rate: 65% **Goal:** to completely close the gap
Year 1 (2022-23)	Increase the Black/African American retention rate by 4% Hire 1 full-time coordinator and 1 full-time counselor dedicated to Umoja-Tumaini
Year 2 (2023-24)	Increase the Black/African American retention rate by 7% Hire 2 more full-time faculty/staff dedicated to Umoja-Tumaini
Year 3 (2024-25)	Increase the Black/African American retention rate by 10% Hire 2 more full-time faculty/staff dedicated to Umoja-Tumaini (multicultural center if open)

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure
Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural

analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☐ Instruction   ☐ Business Services
☐ Student Services   ☐ Other

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

In May 2022, a focus group was formed to invite Black/African American students to give them the opportunity to share their unique perspectives and experiences at the college. This student group was very candid in their responses which gave the Student Equity Team much to consider as we continue to develop events, programs and services that directly support the Black/African American population. One of the key areas identified by our students in the focus group were that they didn't feel welcomed or supported on campus. They also identified the fact there is no safe place for Black/African American students to go to help them navigate the challenging requirements of the college experience. This was one of the primary reasons why the events and organizations listed above were developed. This is a direct response from the college to address the needs of our Black/African American students

Hiring practices
- Lack of full-time, dedicated faculty/staff
- Lack of equity-related professional development during the onboarding process
- Lack of representation (lack of intentionality)

.

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)

We need to institutionalize programs/services that support underrepresented student populations in particular Black/African American students. Support should include academic

counselors and administrative support.

Mandated professional development at the District/College level.

Creating a multicultural center to house Umoja-Tumaini and BROTHERS/A2MEND where counselors are housed with administrative support would facilitate a shift for equitable outcomes for Black/African American students. Need to start with at least 6 full-time dedicated faculty/staff dedicated to the multicultural center, with emphasis on Umoja-Tumaini and BROTHERS/A2MEND. We need peer mentors.

> Phase 1: Establishment of a multicultural center where students can network, learn about clubs, supports and services. The multicultural center would start by being staffed by a professional expert who would be overseen by a Dean.

> Phase 2: Adding to the multicultural center would be an academic counselor and peer mentors. Services provided will encompass: academic counseling, referral services in particularly in the area of mental health to Student Health Services. Targeted outreach and coordinated events and programs that will bring more Black/African American students to the campus.

> Phase 3: This final phase would involve the hiring of an additional counselor and the hiring of an administrator, the Director of the Multicultural Center to be overseen by a Dean.

- Offer additional multicultural courses for the enrichment of ethnic populations specifically Black/African-American students.

PLANNING & ACTION

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

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

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

- Faculty/Hiring Processes:
  - Work with professional development to create/review existing training for all faculty and staff on changes that have been adopted under the equity lens and advocacy for Black/African American students (socio-economically,

underrepresented)
- Embed equity professional development training within areas of the college where they are currently lacking (adjunct orientation, in-service days, etc.)
- o Actively recruit at universities, for full- and part- time faculty who offer Black/African American Studies/Ethnic Studies expertise.
- o Work with Student Services to identify a Counselor who would be the liaison between English faculty and Black/African American students, providing a human element/direct connection between all three individuals—student, faculty, and counselor—whenever a student is in need of assistance (separate from the multicultural center)
- Shift of Campus Culture:
  - o Creation of Cultural Center to advance the cause of equity for Black/African American students and community outreach staffed by Black/African American staff and culturally trained allies
  - o Collaborate with Film, Television, Video, and Media to produce podcasts by Black/African American instructors/students who can speak directly to the students about their own experiences. For retention, focus on a sense of belonging, welcoming.
  - o Evaluate course objectives and SLOs, viewing the necessary course requirements through an equity lens and the way they respond to Black/African American student needs and avoiding bias.
- Create a culture of celebration of student success
  - o Identify student milestones and create opportunities for celebration of student success
  - o Include families of students
- Student outreach:
  - o Extension of Guided Pathways efforts to promote career literacy in each course and program offered
  - o Collaboration with CTE in the use/review of Job Speaker, Student Services on tools available in Vita Navis, i.e., Career Pathways, Education Pathways, Skills Builder and Resume Builder and overall use of Students' Dashboard
  - o Incorporate Starfish Referral system and Degree planner education plans within the Instruction side
  - o Mentorship of our male Black/African American students through A2MEND and Umoja-Tumaini (Each One Teach One)
- Inquiry:
  - o Work closely with the Office of Institutional Research to create and implement an student survey to identify barriers to Black/African American student success, comparing students who succeed with those who do not succeed in a two-semester (and possibly two-year) research study.
- Provide a continuous welcome
  - o Create welcome events for late-start and alternate schedule students
  - o Second year student welcome week
- Strengthen and Expand Bridge Program(s)
  - o Establish curriculum for Summer (and other) Bridge Program(s)

- - - Establish measurable outcomes for Bridge Program(s)
    - Pair counselors and instructional faculty or instructional departments
  - Establish Equity Minded Best Practices for Instruction
    - Ongoing and required training
    - Meeting students where they are
    - Supportive language
    - Understanding micro and macro aggressions
    - Humanizing instruction
    - Course Content and Syllabi Reviews
    - Critically examine course policies that disproportionally impact students of color
    - Acknowledge inequities in classrooms and content
  - Decolonization of Instruction
    - Professional Development to identify and address how curriculum impacts of Black and African American students
    - Understanding student experiences
    - Critically examine course policies that disproportionally impact students of color
    - Course Content and Syllabi Reviews
  - Provide relatable content **(also included in Transfer Level Math and English)**
    - Connect content to real life student experiences
    - Make the connection and bridge the gap for students in how content supports future learning
    - Include authentic voice and experience in content
  - Establish a sustainable structure of continuous growth to support faculty working with Black and African American students **(also included in Transfer Level Math and English)**
    - Create Faculty Interest Groups (FIGs)
      - Teaching Black and African American Students
      - Language Diversity in the Classroom
      - Equity Mirror
      - Etc.

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)

More funding for full-time/, dedicated faculty/staff with Black/African American expertise

Mandated professional development training at the state level from the CO especially

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:

At this time, the population experiencing the most significant disproportionate impact would be our Black African/American 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
	Black/African American completion rate: 3%
	Non-Black/African American completion rate: 7%
	Goal: Completely close the gap
Year 1 (2022-23)	*Increase Black/African American student achievement by 2%*
Year 2 (2023-24)	*Increase Black/African American student achievement by 3%*
Year 3 (2024-25)	*Increase Black/African American student achievement by 4%*

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

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

☐ Instruction   ☐ Business Services
☐ Student Services   ☐ Other

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

In May 2022, a focus group was formed to invite Black/African American students to give them the opportunity to share their unique perspectives and experiences at the college. This student group was very candid in their responses which gave the Student Equity Team much to consider as we continue to develop events, programs and services that directly support the Black/African American population. One of the key areas identified by our students in the focus group were that they didn't feel welcomed or supported on campus. They also identified the fact there is no safe place for Black/African American students to go to help them navigate the challenging requirements of the college experience. This was one of the primary reasons why the events and organizations listed above were developed. This is a direct response from the college to address the needs of our Black/African American 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)*

☐ 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)

The campus needs to institutionalize programs for underrepresented student populations in particular for Black/African American students. Programming should include academic counselors with administrative support for the Black/African American students

Creating a multicultural center to house Umoja/Tumaini and BROTHERS/A2MEND where counselors are housed with counselors and administrative support would facilitate a shift for equitable outcomes for our Black/African American students. Need at least 6 full-time dedicated faculty/staff dedicated to the multicultural center, with emphasis on Umoja-Tumaini and BROTHERS/A2MEND. We need peer mentors.

> Phase 1: Establishment of a multicultural center where students can network, and learn about clubs, supports, and services. The multicultural center would start by being staffed by a professional expert who would be overseen by a Dean.

Phase 2: Adding to the multicultural center would be an academic counselor, mental health counselor, peer mentors, an outreach coordinator whose primary role would be to provide academic counseling and support and the outreach coordinator would work to support the student experience as well as develop events and programs that will bring more Black/African American students to the campus.

Phase 3: This final phase would involve the hiring of an additional counselor, an additional outreach coordinator and the hiring of an administrator, the Director of Black Student Achievement to be overseen by the Dean of Student Equity.

PLANNING & ACTION

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

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

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

- Inquiry:
  - Work closely with the Office of Institutional Research to identify the barriers to Vision Goal completion.

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)

More/substantial funding for Umoja-Tumaini

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:

Data from the academic years 2013 through 2017 showed that the Black/African American students that started in 2014-2015 were markedly and disproportionately impacted. Different data was seen for the students that started in 2015-2016, suggesting corrective efforts to increase transfer had contributed to closing the disproportionate gap.

The current process, policy, practice, and culture appear to have fostered the transfer of Black/African American students to colleges and universities. On the other hand, the Hispanic students have been transferring at a lower percentage compared to all non-Hispanic groups during academic years 2013, 2015, and 2016 with a striking six percentage plummet than the comparison groups in 2016-2017. Similarly, a closer look revealed that the male Hispanic students experienced disproportionate impact in academic years 2013 and 2014 among the Hispanic groups.

 Black/African American Students will continue to receive enhanced transfer services. At this time, the Hispanic students will be the focus of the efforts to close the transfer gap.

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
	Hispanic transfer rate: 10%
	Non-Hispanic transfer rate: 16%
	Goal: Completely close the gap.
Year 1 (2022-23)	Increase Hispanic transfer rate by 2%
Year 2 (2023-24)	Increase Hispanic transfer rate by 4%
Year 3 (2024-25)	Increase Hispanic transfer rate by 6%

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

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

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

☐ Instruction   ☐ Business Services
☐ Student Services   ☐ Other

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

> *What has fostered the transfer culture among Black/African American students which can be applied to the Hispanic groups? What nuances in culture seemed to have supported the former group and what are these that may enhance the latter group? Given that the same policies, processes, and practices are applied to all groups of students, it is suggested that continued research and cross-discipline discourses across campus will help in uncovering the factors and behaviors that will become strengths in the transfer culture for both Black/African American and Hispanic students.*
>
> The Historically Black Colleges & University (HBCU) trips may have fostered interest in transferring. As they visited, students were accepted on the spot for admissions.
> Umoja/Tumaini program plays an integral part in promoting transfer opportunities for students in their program.

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)

> With the implementation of the Student Success Act and AB 705 including campaigns like "15-units to finish", trips to Historically Black Colleges and Universities, transfer field trips, and the like, including the Guided Pathways maps, it would be fair to state that generally students have a reasonably confirmed sense of their educational goals by the time they

complete 30 units. For the 30-unit completers from the two groups, a process can be set in motion towards deliberate seeking out and mentorship of these students by Instruction and Student Services. Through this practice, students not following the pathways for AAT/AST can be offered support for transfer decisions.

Advocacy for students with intentional focus on the intersections of race and gender.

 Corollary to this practice will be that of constant, visible presence of colleges and universities to encourage a sense of purpose to pursue a bachelor's degree. Vibrant partnerships with colleges and universities can be greater manifested in newer, more creative events as part of the transfer culture.

PLANNING & ACTION

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

☐ Administrator
☐ Faculty
☐ Classified Staff

☐ Partner (K12, Transfer, other)
☐ Students

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

- Inquiry:
  - Analyze data to determine if students are completing their goals past the three year timeline.
- Student Outreach:
  - On the SBVC application, students who indicate they are interested in transfer, they will be contacted by the Transfer Center to gain more information regarding transfer options.
  - Identify students by ethnicity and import them as a cohort on Starfish for the delivery of information and services.
  - Utilize degree planner to inform students' academic and transfer progress and completion.
  - Mentorship modeled after Puente or Umoja-Tumaini learning communities be made available to the targeted groups
  - Use of active developmental approach to career identification from the AA degrees to transfer, particularly in the use of the Transfer Curriculum Model and Guided Pathways approaches

- o Extend Guided Pathways efforts to promote career literacy in each course and programs offered
- o Focus on life design and career development approaches that lead to certainty in choice of programs of study and students' greater understanding of the control they have in their graduation and transfer velocity
- o Collaborate with CTE in the use of Job Speaker, Student Services on tools available in Vita Navis, programs in Guided Pathway including other programs of study
- o Reinforce use of Vita Navis in all its features, i.e., Career Pathways, Education Pathways, Skills Builder and Resume Builder and overall use of Students' Dashboard
- o Explore Guided Pathways designed to meet the needs of part-time students who will transfer
- o Ongoing campaigns and workshops on financial literacy on grants, scholarships, and loans at the university presented by university/college staff
- o Campaigns to involve parents and spouses/partners in their instrumental and enacted supports for the prospective university transfer students
- o Collaborate with District's College Corps for prospective transfer students as change agents for their communities

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)

Research is deemed vital in eliminating disproportionate impact. Research focusing on fast-changing contextual life experiences of students across colleges can assist in relevant, nimble changes that can be effectuated. As gleaned from our data, corrective measures were successful in one year and an abrupt change occurred the following year. Critical, dramatic changes can be interpreted not only locally but statewide research perspectives can shed greater light in tilting the odds for our disproportionately impacted groups.

Additionally, continuous summative and evaluative research in our college will be used to inform us on what the college can do and improve, including ways to sustain the consequential transformation of the college sectors. The way we conduct the business of education must be infused with equity and social justice sensitivities in all our actions across the college. Continuous professional development on sustaining multicultural competencies and our crusade for equity and social justice must be at the forefront in eliminating disproportionate impacts.

Lastly, technology and other tools will be needed in the implementation of action plans to uphold equitable culture including the rich provision of supports to identified disproportionately impacted groups.

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)

Guided Pathways is reform at the global level in which all students experience consistent support and guidance that has been implemented at scale across the college. As such, the reform efforts are intended to reach all students included in the student equity plan.

a. Successful enrollment- the current student equity plan includes outreach efforts to increase college awareness among students, especially our first-generation students.

b. Transfer to a four-year university – the student equity plan aims to reduce equity gaps among economically disadvantaged student populations with the goal of increasing achievement by 2% annually in the area of transferring to a four-year university. The main reform to obtain this increase is to create comprehensive education plans and analyze the matriculation process. The global Guided Pathway efforts are aimed at developing student program maps embedded with campus support for student success.

c. Completion of transfer-level English and math – Guided Pathways is included in the reform framework to enhance support and increase student success in gateway courses, those being the English and math transfer-level courses in compliance with AB 705. Ultimate success in program education plans depends on students completing these vital courses and hence we require prioritizing success efforts towards these courses under the Guided Pathways reform. Current data in the student equity plan also cause for alarm that we direct full-force efforts to this task.

d. The Guided Pathways restructure addresses students that lacked foundational math and English skills, first-generation college students, transfer students, CTE students, and part-time students with responsibilities outside being a student.

Guided Pathways reform is enhancing support for gateway courses by assessing students into the necessary math course for their program map, developing co-requisites for support of lacking foundational skills, developing embedded tutoring, and collaborating with tutoring efforts in other programs such as the student success center and STEM.

Program maps have been developed and will be embedded with support to increase the retention and completion rates of maps. Support will be placed at strategic points of map progress to guide first-generation college, transfer, CTE, and part-time students to success.

The Guided Pathways reform efforts will be assessed and evaluated each semester by the Guided Pathways team through the use of automated data reports on student success metrics. Data reports will include disaggregation of success and retention in gateway courses for economically disadvantaged student populations. Trends will be analyzed and supported by the Guided Pathway team and then directed to increase success in struggling initiatives highlighted by the data. The Guided Pathways team will report data to the Guided Pathways Committee, the Academic Senate, and all constituent bodies involved in reform initiatives. Guided Pathways intends to use semester data reports to analyze success metrics of reform. Reports will include disaggregation of data. Any trends that are leading to inequity will be promptly addressed in the Guided Pathway committee. The Guided Pathway leads will then work with constituent groups to remedy to inequities taking place.

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)

- Collaborating with college outreach colleagues to offer joint presentations and/or workshops
- Engaging in marketing opportunities or campaigns to promote/advertise each application with applicable dates, to be accompanied with assistance from Marketing and Public Relations, advertising FAFSAs and CADAAs on and off campus
- Request first-contact staff (Admission, Counseling, First Year Experience) to promote completion of appropriate application
- Departments to include financial aid staff in agendas, whether for full presentations or quick updates

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)

- The Financial Aid Office disburses Pell Grant funds in relation to the number of units and is unable to advise students to enroll in additional classes for the sole purpose of increase Pell Grant participation
- The Financial Aid Office shall not promote enrollment it does not know is required or it believes is equivalent as doing so can cause the student to attempt too many units or fail classes, potentially compromising financial aid eligibility

- Academic counselors shall thoroughly assess student's academic abilities and promote increased enrollment without compromising financial aid eligibility
- Promote increased (and wise) enrollment with the assistance of Marketing and Public Relations and other offices/departments, increasing Pell dollars disbursed

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)

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)

San Bernardino Valley College (SBVC) plans to use these funds to increase both support, and current infrastructure to meet the basic needs of our students. Our Valley 360 Resource Center will increase its hours of operations,, and will expand to provide clothing at an additional location on campus. SBVC will conduct surveys to those who currently use the V360 Resource Center, in addition to the general student body to identify gaps that need to be addressed. Solutions will encompass on-campus and off-campus partnerships, MOUs, and Cal Fresh outreach. Specifically, these funds will be used to hire a Basic Needs Coordinator, additional support staff including student employees, and additional physical structures to support a center, a newly developed website, and a text resource feature that students can access anywhere.

Participation

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

San Bernardino Valley College (SBVC) will be incorporating the Basic Needs Center into the matriculation process (new student welcome day) and collaborate means to inform students of the services the center provides. These include working with faculty to add the center on course syllabi, CANVAS and other web-based tools, social media, flyers, and working directly with counselors. We have been utilizing Presence, student engagement software, to track students who come in for food and will move forward in capturing data that identifies the additional reasons for a visit to the center.

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)

San Bernardino Valley College (SBVC) has been operating a food pantry – Valley 360 Resource Center since (2017). Under the support of the Associated Student Government (ASG) and campus community, SBVC opened the center in a small heavily trafficked area. The center outgrew the space and was moved to a larger location. The center has established relationships with the Community Action Partnership of San Bernardino, and Feeding America Riverside-San Bernardino. The center offers hygiene products, snack food items, canned food, fresh produce, frozen food, meats, and items for cooking and baking. The center has also collaborated with the SBVC Cafeteria and the SBVC Culinary Arts program to provide hot/ready to eat meals for students.

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)

"Open Educational Resources (OER) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt, and re-share them. OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video, and animation" (Definition by UNESCO).
In spring 2016, SBVC faculty and students voted in the affirmative to support faculty use of high-quality open educational resources to reduce the cost of textbooks and supplies for students. The SBVC Associated Student Government placed on the ballot an OER initiative and the SBVC Academic Senate passed SP16.01 Textbook Affordability and Open Education Resources resolution. In the fall 2016, SBVC was awarded an OER grant per the stipulations of the College Textbook Affordability Act of 2015 which incentivizes CCC and CSU campuses to reduce costs for college students by encouraging faculty to adopt high-quality

open educational resources.

The [California Open Online Library for Education](#) website is maintained by the three states of California higher education systems to provide faculty direct access to peer-reviewed OER instructional materials.

This SBVC OER website curates OER instructional materials and support services for SBVC faculty, students, and staff. The use of quality free and low-cost instructional materials by faculty gives all students the opportunity to succeed from the start of the semester and onward. Embedded in the OER movement is the belief that education is not a privilege reserved for the few who can financially afford it but a human right for all who desire to pursue it.

Commit to making a difference in reducing the cost of instructional materials for SBVC learners through the use of high-quality open educational resources. Explore this SBVC OER website.

OER Degree and Certificate Pathways

An OER-based Degree is a degree program in which both:

- o At least one section of all required courses have replaced the commercial textbooks and other resources with OER as the only required materials listed in the syllabus, and
- o At least one section of a sufficient number of elective and general education courses have replaced the commercial textbooks and other resources with OER as the only required materials listed in the syllabus.

By meeting these two criteria, OER-based Degrees create powerful impacts on campus:

- o They provide students with a pathway through their degree program in which they are never asked to purchase a textbook or other commercial resource, dramatically reducing their cost to graduate.
- o Research indicates that students whose faculty assign OER in place of commercial materials perform as well or better on key student success metrics (like completion and C or better) as their peers whose faculty assign commercial materials. When OER adoption is accompanied by course redesign efforts, impacts on student success metrics can be dramatic.
- o The broad permissions provided by OER increase faculty freedom by opening a range of new pedagogical possibilities.
- o Finally, decreases in drops (and their accompanying tuition refunds) and increases in enrollment intensity can positively impact institutional finances. OER-based Degrees truly benefit all education stakeholders.

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)

Transform the educational setting to better understand, support, and improve the lives of diverse LGBTQ communities and movements.

To provide institutional change within the district to advance internal policies and practices to be more effective and support LGBTQ communities and advance social justice.

To empower district leadership in an educational setting by cultivating a supportive village with professional development opportunities to support LGBTQ-identifying people and allies.

•Professional development and training on serving LGBTQ+ students

•Support for gay and straight alliance clubs

•Lavender Graduation

•Workshops or speaker series

A barrier for both colleges is finding ongoing funding to staff an LGBTQ+ ecosystem that will help reduce equity gaps and promote inclusivity, pride, and a sense of community on campus. In addition to ongoing funding for LGBTQ+ programming, the colleges need to identify adequate facilities and student space to plan year-round activities and allow students to gather and build a community.

- Our campus life departments will both work with students to revitalize the LGBTQ+ club and provide a safe space for LGBTQ+ students and staff to build a community. This in turn will help us learn the educational, social, and emotional support the LGBQ+ students need to achieve their educational goals. As a result, we will incorporate staff development opportunities in the form of workshops and training related to LGBTQ+ students and their needs to promote a positive student experience.

- The district will create a Task Force which will include club advisors, students, faculty and research representatives, and other stakeholders to make recommendations and provide workshops to campus employees including staff, faculty, and administrators. This Task Force will also serve as part of a support system for the LGBTQ+ community.

- The lack of permanent or ongoing funding to establish a Center and institutionalize programming for long-term LGBTQ+ student support. In addition, institutions may be challenged to capture the entire LGBTQ+ student population as some students may have reservations or fear to self-identify

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)

General Approach: Therapeutic behavioral health counseling is provided, in person or virtually, free to all registered students, during daytime class hours. This provides easy access to students who otherwise might not have access to therapeutic counseling. Virtual services allow access for students unable to come to campus.

Veterans: In the past 10 years we have provided imbedded counseling in the safe environment

of the veteran's center through an MOU with a community partner. That partnership just ended due to loss of funding. Veterans are at high risk for suicide and post-traumatic stress disorder (PTSD). We plan to have a clinician provide a regular presence in the Veterans Center as staffing and caseload allow.

Men of color: Our male therapist will be supporting the reformation of the "Brothers Club", who's mission is to provide connection and support to our men of color. Healthy connections are associated with success and retention. We have also offered targeted events for this group such as "MIC check" which explored the power of music in getting us through challenges such as the COVID pandemic.

Dreamers (Undocumented Students): Our dreamer students are a vulnerable population, who are sometimes isolated and benefit from connections with trusted allies on our campus. Two of our Latino staff are providing monthly workshops for dreamers utilizing a variety of the arts to promote self-expression, peer support, manage stress and anxiety, and explore purpose and connection.

At Risk Students of Concern: Counseling staff and Coordinator are on the Behavioral Intervention Team (BIT). A dedicated therapeutic, Associate Social Worker (ASW), counselor provides case management, referrals, support, and a connection point for at risk students reported to the BIT/Care team. All vulnerable populations have been represented.

Guardian Scholars: We offer workshop training and support groups to this cohort, several times a semester, in coordination with the academic counselor serving this high risk and vulnerable population.

Parents: Parenting support groups have been offered one to two times a semester as well as one-time events.

Women: Women's therapeutic empowerment group, "Her Story," 5-week sessions are offered twice a semester, to address topics such as self-esteem, sexuality, intimate relationships, family dynamics and body image. This is a closed group so trust and safety are emphasized, and women receive peer support and validation from other group members. We also celebrate International Women's Day, in March.

LBGTQ+: We involve the club representing this interest in our events and health fairs. Present to their group regularly. Intake forms for our services have been revised with inclusive language regarding gender, sexual identity, and individual preferences.

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)

INSTITUTIONAL PLANNING

Ongoing Engagement

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

- Creation of a formal Student Equity Plan committee.
  - Will meet monthly.
  - Will have three chairs to represent the bodies on campus.
  - Will have rotating memberships (3 years).
- Use of online planning software to monitor progress and stay accountable.

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)

- Hiring of full-time staff dedicated to Umoja-Tumaini program.

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)

- Working with the Research Methods for the Behavioral Sciences course (PSYCH-201) to create/analyze student surveys.
- Continuation of Student Focus Groups to analyze progress.
- Hiring of Student Ambassadors.
- Partnerships with on-campus programs/clubs to establish Peer Mentor programs.

ADDENDUM

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

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

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

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