



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

Planning Resources & Development Template

Deadline to Submit in NOVA: November 30, 2022

Questions? Please contact seaprograminfo@cccoco.edu

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PRELUDE

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

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

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

In addition to these prelude materials, you will find in this document an editable plan template, as well as resource materials in an addendum for your review and dissemination, as needed. If you have questions about the Student Equity Plan, please contact seaprograminfo@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 2022-25 plan?
- How do we better partner with existing guided pathways efforts?
- What data are available for this retrospective analysis as well as our inquiry into current gaps and future goal setting?

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

ASSURANCES:

Help Text: Please attest to the following assurances:

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

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

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

Since the last Student Equity Plan, the following race-conscious commitments have been made by the institution and influence our approach to this plan:

Create a more diverse workforce:

- HR works directly with the president to ensure all hiring pools are diverse.
- To reduce the stigma around equity and diversity, the President shares demographic data on all hiring with the campus on All College day.

Increase Action:

- The President has reconfigured the diversity participatory governance committee to

now be the Diversity, Equity, and Inclusion Committee, which is charged with making recommendations on removing barriers for students and staff. An achievement of this committee is the creation of the new Multicultural Center.

The role of the Board:

- The Board of Trustees is a part of our efforts to be a more race-conscious institution. The Board develops annual goals on diversity, equity, and inclusion. The president and board have study sessions where they review the college's data on diversity and equity to inform their goals for the following year. As a part of this work, the Board has proclaimed monthly diversity resolutions and they also attend campus-wide diversity events to build connections with students and staff.

Equity-Minded Learning

- Professional learning has increased with a focus on equity-minded practices. Faculty and staff have attended the African American Male Education Network and Development (A2MEND) annual conference, HACU national conference, and participated in the CA Guided Pathways Institute. 20 full-time and part-time faculty are currently participating in CORA learning institute's Best Practices for Teaching in the Community College and Teaching Men of Color in the Community College courses.

Connecting Students to Careers

- Videos and other marketing materials have been redesigned to be more inclusive of our students of color. Partnerships with high schools continue to be strengthened. Over the past two years VVC has started to bring students to campus to provide them with direct exposure to programs and services VVC has to offer. The majority (more than 70%) of students taking part in the campus tours have been students of color.

Equity in Structures

- VVC's Educational Master Plan describes the college's priorities and is centered on VVC's Equity Imperative "To truly support students who traditionally have faced greater obstacles to accessing and completing college, VVC's explicit focus on equity also informs all efforts related to this plan. The Equity Imperative also reflects VVC's recognition of the need to identify and eliminate disparities in educational outcomes of students of color and underserved, underrepresented populations." The Equity Imperative is being used to drive all of our decision-making processes, as well as instructional and non-instructional program review. It serves as the foundation for how we are approaching this year's Equity Plan.

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 One-Stop Center opened, which simplified the enrollment process for students and provided access to student support programs. Student Services extended their hours to serve students who cannot get to campus during typical business hours.

The Outreach Department was created and staffed with student assistants and counselors who are stationed at local high schools. This model makes it easier for incoming students and families to access enrollment information, thus shoring up the enrollment process, especially for our underserved student groups.

VVC increased its dual-enrollment classes, of which 75% of participating students are students of color. "Discover VVC" field trips were established to bring students to campus, which removed transportation barriers and increased students' access to VVC.

Outreach videos were created that reflect the diversity of our students, giving students visual insight into the variety of degree and certificate programs VVC offers. Staff were provided an

analysis of who our typical students are, their academic focus, and other responsibilities they are handling in addition to being a student. This helps VVC employees understand the college-going experience of our students and how their needs differ from one another, thus laying the foundation for professional learning opportunities.

VVC's First-Year Experience program, which is focused on supporting students of color and students from low-income backgrounds, expanded to support the Guided Pathways framework. FYE supports are now available to all first-year students regardless of the number of units they are enrolled in. DataMart data from Fall 2021 show that 74.6% of our Black/African American students are enrolled part-time, therefore, this expansion allows us to serve an increased number of Black/African American students and have a more hands-on approach to connecting students with support services.

VVC has implemented the auto-awarding of certificates. The number of Latinx students who received certificates jumped significantly and closed the DI gap for this population in completion. This process will be utilized to begin auto-awarding degrees, which we expect will impact completion rates for our underserved student populations.

87.9% of VVC students received the Promise Grant, so VVC has been working to expand basic needs services. This includes our food pantry, working with community partners to connect students to housing resources, and increasing mental health services.

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

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

Based on the analysis of progress on metrics utilizing data from the Chancellor's Office, since our 2019-2022 Student Equity Plan, Victor Valley College improved on 3 out of 5 metrics and met or exceeded our goals on 2 of the 5 metrics. As demonstrated in this year's analysis of disproportionately impacted student groups, VVC continues to see equity gaps for our Black/African American students.

Since our last equity plan, VVC has made positive progress in improving retention rates for our Black/African American students with a 4.1% point increase over the baseline year, however, an equity gap still remains.

Baseline data show that VVC made positive progress in narrowing the equity gap for completions, as defined by the Vision for Success, for our Black/African American students. Data show a 5.4% point increase, but an equity gap still remains.

Data used for the 2019-2022 Equity Plan also indicated that Latinx students were disproportionately impacted on the Transfer metric. Positive progress was made in addressing this equity gap with an increase of 3.9% points but was short of VVC's goal of a 9.97% point increase.

As reflected in this year's Student Equity Plan, VVC is focusing on improving equity gaps for

our Black/African American students on all 5 metrics for 2022-2025. Data analysis on last year's equity metrics shows that equity gaps have widened for our Black/African American students in both Transfer and Completion.

To be more intentional in assessing the disproportionate impact on specific student groups, Institutional Research has been working with management and faculty to develop equity-based dashboards that provide updated numbers at the course, department, and program levels so that adjustments can be made to address disproportionate impact. These dashboards will provide greater insight into which initiatives, projects, and activities are resulting in intended improvements for our underserved student populations.

**Note: VVC's 2019-2022 data reflected an equity gap for Asian students in Enrollment. However, after a comparison of raw numbers, VVC has decided that addressing equity gaps for our Black/African American students will be the focus of the 2022-2025 plan (Asian students, n=140, Black/African American students, n=1156)*

2022-25 PLANNING EFFORTS

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

The writing team participated in a yearlong Student Equity Planning Institute (SEPI) spearheaded by the CCHALES Research Collective. During this process, the team reviewed disproportionate impact data, discussed challenges in adopting a race-conscious approach across campus, and cultivated a culture of inquiry to better understand the barriers that students face and what institutions should do to remove these barriers.

Writing sessions were held outside of the SEPI meetings, and representatives from Instruction and Student Services provided feedback on the barriers they know are impacting student success. To improve upon the efforts invested in during the previous Equity plan, the writing team reviewed and discussed the Center for Urban Education's (CUE) Student Equity Plan Review and noted that many of our approaches were activity-centered as opposed to being structural/system focused. It was also noted that VVC's approaches to closing equity gaps listed in the previous plan were 70% focused on Student Services, with little focus on how Instruction is addressing disproportionate impact. The analysis done by CUE also noted that VVC's previous plan was predominantly race-neutral (70%) and did not speak to how VVC was going to focus on closing equity gaps for the identified racial-ethnic groups.

The CUE analysis informed our overall approach to writing the 2022-2025 plan. Instructional faculty were added to the writing team to provide critical input in the plan. In addition, management members of the writing team attended a 3-day retreat with students to gain feedback directly from students on areas that they would like to see the college improve. Overall, members of the writing team were asked to specifically consider how approaches in the 2022-2025 equity plan will work to directly address the disproportionate impact on identified racial-ethnic groups.

The 2019-2022 writing process also highlighted gaps in knowledge about the college-going

experience of students. To broaden our understanding, the campus partnered with USC to distribute the National Assessment of Collegiate Campus Climates Student Survey to 12,044 students. The survey focused on feelings of Mattering and Affirmation, Racial Learning and Literacy, Appraisals of Institutional Commitment, Cross-Racial Engagement, Encounters with Racial Stress, and Impact of External Environments. The NACCC results were used to inform our writing in conjunction with CUE's analysis and VVC's Equity Imperative.

PANDEMIC ACKNOWLEDGEMENT

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

- ☐ Interrupted Work Fully
- ☒ Catalyzed Work
- ☐ Delayed Work

The pandemic presented significant challenges in implementing the activities outlined in VVC's 2019-2022 plan, however, it also catalyzed our work and resulted in new and creative ways to serve students. VVC's faculty and staff did a phenomenal job in transitioning to a remote teaching and learning environment. Distance Education faculty developed a training academy for all faculty to ensure that resources were provided to help transition courses to an online format in the most effective way possible. Professional development resources became more accessible to faculty and staff via Canvas and MyVVC (VVC's online portal). Faculty Senate Professional Development team members were intentional about including equity-centered training modules for faculty that can be accessed at any time.

The pandemic highlighted even more strongly the challenges that VVC students encounter. Many students did not have access to reliable technology or the internet. 1308 laptops have been distributed to students. In response to students who were struggling with food insecurities, food pantry services were re-located to a pick-up spot on campus and as restrictions eased, relationships increased with community partners which resulted in a weekly food distribution where students could receive a week's worth of food products.

Student Services quickly transitioned to providing services online, which resulted in an increase in accessibility. Virtual counseling appointments and the virtual "One Stop" made it easier for students, particularly students from low-socioeconomic backgrounds, to access services. Online services continue to fill a need for students and have removed barriers of transportation and gas costs.

In working to meet the growing needs of our students, VVC's Foundation established a direct referral system where faculty and staff can directly connect students with financial resources for textbooks as well as living expenses. Financial Aid also began sending CARES Act funding directly to VVC's most needy students, thus removing processes that previously created barriers for students.

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

An equity imperative is embedded within the college's Educational Master Plan (EMP) based on the 5 elements of USC's Center for Urban Education's (CUE) equity-mindedness paradigm:

- Focus on racial equality
- Seek out existence of inhibiting practices
- Position equity as a comprehensive strategy with broad impact
- Uncover and eradicate institutional and systemic barriers that limit access, progress, and success
- Recognize growing enrollment of historically underserved students.

The VVC EMP drives all planning efforts across the college. The EMP strategic framework specifies the major initiatives and key priorities that establish a common planning platform for the college's planning units. In doing so, it enables all planning units to better organize the loosely connected ideas and lists of tasks and activities, and elevate them to a more cohesive plan or set of plans that clearly connect to one or more of the major initiatives:

- Caring Campus
- Guided Pathways
- Pursuit of Excellence

In addition, the key priority areas facilitate the definition of impacts, objectives, and outcomes intended through planning efforts:

- Student retention and success
- Efficient enrollment growth
- Digital learning expansion and enhancements
- Expansion of noncredit and other learning options for students

In this way, integrating unit-level plans with the college's long-term vision expressed through its EMP is facilitated. Connecting those unit-level plans with resource allocation and operational priorities is ensured through the annual planning process, wherein funding augmentation requests are evaluated by the Fiscal, Budget, and Planning Committee through its rubric. Second, only to compliance/health and safety requests, the alignment of planning requests with equity imperatives provides a lens through which unit-level plans are evaluated and prioritized.

Student Populations Experiencing Disproportionate Impact

Guidance: Please review your provided data, local data, and consider your local context and priorities to select the student population experiencing the *most* disproportionate impact for each

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

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

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & METRICS

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

	Metrics					
Student Population* for Metric Workflow	Enrollment	Completed Transfer-Level Math & English	Retention: First Primary Term to Secondary Term	Unit Completion in Fall and/or Academic Year	Transfer	Completion
Current or former foster youth	☐	☐	☐	☐	☐	☐
Students with disabilities	☐	☐	☐	☐	☐	☐
Low-income students	☐	☐	☐	☐	☐	☐
Veterans	☐	☐	☐	☐	☐	☐
American Indian or Alaska Native	☐	☐	☐	☐	☐	☐
Asian	☐	☐	☐	☐	☐	☐
Black or 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](#)

Metric: Successful Enrollment

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

Population Experiencing the Most Significant Disproportionate Impact:

Black/African American students are 3.9% points lower at 33.3% (n=818)
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TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25?

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

Timeframe	Measurement Output
Year 1 (2022-23)	Reduce gaps between institutional rate and target groups by 4% points
Year 2 (2023-24)	Reduce gaps between institutional rate and target groups by an additional 4% points
Year 3 (2024-25)	Target group's rates on par or higher than institutional rate.

STRUCTURAL EVALUATION: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

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

Currently, there is a significant opportunity for VVC to assess the support provided to students throughout each step of the matriculation process. There is a significant investment in helping students submit their application for admission and create a first-semester educational plan, however, support for completing the remaining steps of the enrollment process is minimal, resulting in confusion for students. Points of friction include understanding and completing the financial aid application process, selecting and registering for classes, accessing textbooks, and accessing online courses. Financial aid and course registration have emerged to be important

points that significantly influence a student's successful enrollment. As explained in the next sections, efforts around increasing communication and helping students understand the process will continue to be improved through systemic changes. These changes include clarifying our messaging, actively notifying students of their priority registration date, increasing the promotion of financial aid workshops, and increasing support services for first-year students.

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)

General themes are a lack of systems and accountability, possibly resulting from an absence of clear policies and roles. Additionally, we have not developed ongoing processes to address the challenges perceived by our Black/African American students such as the cost of going to college and uncertainty of how education leads to meaningful employment.

Onboarding: Current processes focus on increasing the number of students who apply yet support for the remaining matriculation steps is missing. This has resulted in a large discrepancy between the number of applications and the number of students who register for classes, which continues to impact our Black/African American students specifically. For students who do complete the matriculation steps, there is no formal system in place to inform them of their registration date, resulting in missed opportunities and barriers to successful enrollment.

Communication: There is no policy establishing VVC student email as the primary email through which official college business is transacted. Additionally, there is a noticeable opportunity for VVC to improve its communication and connection with our Black/African American community. Many of our Black/African American students are first-generation college students and there is no focused effort on demystifying the college-going process for these students. Current outreach strategies are broad and do not intentionally focus on our Black/African American students.

Support: The current practice for informing students of support programs is not integrated with

connection to those programs and services such as First-Year Experience, Umoja, EOPS, and NextUp. Information is listed in the application and students are prompted to indicate which services they are interested in, but there is no systematic approach to using that data to connect students to the supports they selected.

While support programs do an excellent job of disseminating information on what they offer, no institutionalized system exists to move beyond ‘pushing out’ information to ‘pulling in’ students. This is problematic for students at risk, who are struggling in their courses, or worse, on the verge of academic dismissal. A recent analysis of students on unsatisfactory academic progress indicated Black/African American students are disproportionately impacted – they are over-represented by 3.2%pts in a high-risk group whose records indicate they did not return after being placed on some kind of academic hold.

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 | ☐ Other |
| ☒ Student Services | |
| ☐ Business Services | |

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

Counselors at high school sites must have a direct reporting line to the Dean of Student Services to ensure consistent, high-impact practices and messaging. Counselors should receive standardized training that includes a focus on understanding the experiences of our Black/African American students.

Expand the role of First-Year Experience to serve as a bridge that connects high school counselors and students directly to support services at VVC. FYE counselors assist students throughout the matriculation process.

To address the lack of an onboarding communication plan:

Designate the Director of A&R as the responsibility center for all official student communications. Ensure the Director of Public Information and Marketing develops a systematic social media strategy aimed at differentiating methods and content for various student communities.

Leverage the student voice by collaborating with ASB, both as a means to distribute content as well as incorporating ASB feedback to improve student-directed marketing and messaging.

Clarify the roles and responsibilities of the following positions to ensure optimal performance, with a focus on supporting Black/African American students:

- Director of Public Information and Marketing
- Director of Outreach
- Executive Director of Recapturing Enrollment

Streamline student access to support:

Convene a team of representatives from all student services departments and charge them with creating a communication and connection plan to inform all students of services available. Charge the team with developing processes to directly connect with Black/African American students, including counseling and financial aid support.

Introduce career planning:

Develop processes for introducing students to career opportunities early. Work closely with high school and community partners to bring potential VVC students on campus to expose them to the academic programs available. Create partnerships with high school counselors and faculty to provide them with information and videos that can be utilized in high school classes when discussing career exploration. Develop an intentional effort to connect high school BSU clubs with VVC's BSU, campus ambassadors, and peer mentors.

Current data demonstrate that high school students enrolled in dual-enrollment courses and high school articulation courses are overwhelmingly students of color. Establish processes to connect these students with VVC counselors and student support services to ease the transition to college.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal: What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

Developing training protocols and a communication plan that has been vetted by all student services stakeholders is critical in shifting our current culture to a more equity-minded culture. In assessing bottlenecks in the enrollment process, there are many points of the process that are not intentionally spelled out and provided to students. There are nuanced things, such as expecting students to utilize their VVC student email for college communication, but there is no specific messaging that provides this direction to students. Further, connecting students to highly-effective support services, such as EOPS, FYE, NextUp, and Umoja relies primarily on word of mouth. Structures must be revised to include input from student support services on how to directly connect students with these programs so that students can receive the support they need to successfully navigate the enrollment process. Further, technology systems must be enhanced to allow leadership to identify students who are not progressing through the matriculation process. This data should then be utilized to inform the efforts of peer mentors, Guided Pathways counselors, First-Year Experience counselors, and Success Team managers. Proactively identifying students who are getting stuck in the onboarding process provides the opportunity for just-in-time support to help students overcome the barriers they encounter in the enrollment process. Further, this allows VVC to identify areas of concern that need to be improved to better serve students and move towards becoming more equity-minded.

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)

To address the lack of performance outcomes for onboarding students at high school sites, we plan the following:

Charge the Dean of Student Services with project management responsibilities with full authority to delegate and assign as needed.

Establish clear, measurable performance indicators or milestones for the onboarding process and communicate those to all relevant personnel. Disaggregate the data to show students who are being negatively impacted and host ongoing discussions and planning on addressing this shortcoming.

Develop and provide formal training of onboarding counselors and other student-facing personnel on intrusive advising and other techniques known to be effective in supporting Black/African American students throughout each onboarding milestone.

Provide training in case-management techniques, as well as in how to use new case-management systems when available. Differentiate training as needed to accommodate the varying needs of students.

Redesign systems that remove barriers for our Black/African American students by doing the following:

Review and evaluate gaps between current practices and examples of effective interventions for remediating unsatisfactory academic progress (unSAP) from other colleges.

Task Guided Pathways Success Teams with reaching out to students who are on warning for unSAP.

Utilize peer mentors and intrusive approaches to learn about the challenges faced by our Black/African American students and connect students directly to support personnel.

Connect students with peer mentors, faculty, and counselors who share similar backgrounds to remove the stigma around asking questions and seeking out support.

Continue to strengthen community partnerships, especially with Black leaders in the community, to facilitate relationship building with Black/African American students who are interested in attending college.

Increase outreach and marketing material that includes diverse representation (i.e. videos, social media, brochures) that explains the enrollment process in an easy-to-understand way.

Continue to develop YouTube videos that are easily accessible by students, families, and community partners that Black/African American students are likely to turn to for support.

Develop ongoing training, communication, and evaluation procedures.

Develop and submit a report summarizing gap analysis and recommended actions to improve.

Increase the presence of Guided Pathways at the high school level. Task VVC counselors assigned to the high schools to educate students about pathways maps, which simplify the process of understanding which classes are needed for each major.

Provide information to high school career centers demonstrating how pathways at VVC can lead directly to employment opportunities.

SUPPORT NEEDED

Support Needed

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

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

Description of Support Needed

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

Supports helping to understand institutional data, where various departments can access data, and how to disaggregate it would be helpful. Many of our homegrown systems can be time intensive so learning opportunities on how to leverage the capabilities of the DataMart would be helpful.

It would be helpful if there were a centralized repository that housed best/effective practices in addressing equity gaps, and methods other colleges have used to gain a better understanding of their students' experiences. As a system, we are working tirelessly to better understand how to help our students succeed and it would be helpful to learn from those practices that have had

demonstrated success.

A resource on recommended professional learning opportunities and the specific focus of those learning resources would also be helpful in guiding our efforts on closing equity gaps.

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:

Black/African American students are 4.1% points lower at 7.9% (n=37)

TARGET OUTCOMES FOR 2022-25

Target Outcomes

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

Timeframe	Measurement Output
Year 1 (2022-23)	Reduce gaps between institutional rate and target groups by 2% points
Year 2 (2023-24)	Reduce gaps between institutional rate and target groups by an additional 2% points
Year 3 (2024-25)	Target group's rates on par or higher than institutional rate.

Structure Evaluation: Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

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

Great progress has been made in increasing student completion of college-level Math and English, however, the following barriers remain: Revised curriculum resulted in 6 unit classes

that put an increased and inflexible demand on students' schedules. Given the financial and familial background of many of our Black/African American students, this often puts students in the position of choosing between a 6-unit Math or English course and their work obligations.

The self-placement process that students should complete during the onboarding process is unclear and not easily accessible. Students often skip the self-placement, resulting in enrollment in the primary Math/English course and supplemental course.

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 implementation of AB705 was a catalyst for re-envisioning how VVC would better support students enrolling in Math and English. Curriculum was redesigned and course scheduling processes were adjusted to include support classes that provide inescapable academic support for students. These efforts resulted in a 26% increase in students who completed transfer-level English and a 45% increase in students who completed transfer-level math. Subsequently, VVC has been recognized as a small group of finalists for the Dr. John W. Rice Award for Advancing Diversity, Equity, and Student Success for demonstrating the greatest closure of equity gaps in transfer-level completion over the last 3 years. **In January 2023, we were notified that VVC has won the Dr. John W. Rice award.*

Scheduling of these Math and English courses along with their support courses also meant that there was less flexibility in the internal scheduling processes. Most classes were offered in the morning or in the evening, few sections began in the afternoon. Additionally, the unique time blocks for these sections made it difficult for students to schedule their other classes leading students to put off enrolling in Math or English.

There are few online sections of the Math and English courses with the support courses being offered. Given the increased desire for online classes, which grew during the pandemic, the lack of online Math and English classes has impeded equitable outcomes for our Black/African American students, especially since most students are working to meet their basic needs.

Faculty representation is not on-par with the diversity of our students, which often results in a disconnect between Black/African American students and the faculty teaching their classes. This disconnect also contributes to student discomfort in asking for help when they are struggling.

VVC recently contracted with USC to deploy the National Assessment of Collegiate Campus Climates (NACCC) survey of our students. 65% of students of color noted that they feel as though they mostly or strongly matter in classes with White professors, which demonstrates that nearly one-third of our students of color are still struggling to connect with faculty in the classroom. 38% of students of color also noted that they did not feel that racial diversity is reflected in curricula and class discussions.

STRUCTURE EVALUATION: Ideal Structure

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

☒ Instruction

☒ Student Services

☐ Business Services

☐ Other

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

Expansion of early-alert practices would help improve success metrics for our Black/African American students. This practice provides counselors with real-time feedback on how students are doing in class, which allows enough time for interventions prior to final grades being posted. Utilizing Umoja, EOPS, and Athletics counselors, in addition to peer mentors, would provide students with support in an inclusive way and caring manner.

Creating the opportunity for students to have more touchpoints with faculty and counselors will help students create a network of support. With this goal in mind, VVC is currently implementing Student Success Teams as part of our Guided Pathways framework, which will result in a case-management approach in supporting students within each pathway.

Expansion of faculty and staff utilizing Open Educational Resources (OER) will shift VVC towards a more accessible and inclusive environment. While financial resources have been utilized to help students pay enrollment fees, many of our students continue to struggle with

affording textbooks. Often students must wait until their financial aid is disbursed so that they can purchase their books. However, Financial Aid disbursement typically happens a few weeks into the semester, which puts these financially dependent students behind from the start of their classes.

Given feedback received directly from students via the NACCC survey, VVC must continue working on creating a diverse faculty that more closely represents our student population. Research studies show that when students are able to relate to faculty and see their lived experiences reflected in the curriculum, they are more likely to engage and successfully complete the course.

Increase access to course-level data so that faculty have the opportunity to review their detailed outcomes. This information would enable faculty to strategize on their teaching practices, as well as give the opportunity to share best practices amongst other discipline faculty. Current data practices provide data at a program level, however, adopting a course-level approach would empower faculty to create practices for their specific courses.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

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

Continued investment in professional learning for faculty and staff, especially as it relates to culturally relevant pedagogy, as well as a focus on collecting student input. Combining professional learning that centers on the needs expressed by students will allow us to better understand the learning experience, especially for Black/African American students.

Improved communications with students so that they are aware of the support resources available and how to access those resources. Designing a communication system that pushes information out to students. Intentionally increasing communication around critical points of the semester, including drop deadline dates, mid-term dates, and finals week. This includes increased messaging around Tutoring services, writing workshops, study-a-thon events, and meeting with a counselor.

With the development of Student Engagement Centers and Student Success Teams, an intentional and intrusive approach to supporting students is being planned where peer mentors, First-Year Experience counselors, and Guided Pathways counselors will proactively reach out to students to see how they are experiencing the semester and what supports the Success Teams can connect them with.

Additionally, working to develop electronic systems that will allow students to provide direct input on why they are withdrawing from a class so that VVC can collect institutional data on what influences students withdrawing from classes. This is particularly important for supporting our Black/African American students as we continue to develop a culture of inquiry in understanding how current systems must be improved to meet their learning needs.

VVC is actively working to develop a culture and student support systems that remove the feeling of embarrassment that students struggle with when having difficulty in class. Practices are being implemented that make help-seeking less cumbersome for students, ultimately shifting VVC towards a more equity-minded and responsive institution.

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)

Increase support for a Math and English summer learning academy. Data show that academy participants had a Fall-to-Spring persistence rate of 90% but there is room for growth in student participation numbers. Conduct further exploration of models that work best for increasing student participation in a learning academy. Increase partnerships with high schools so that seniors will be directly connected to the summer academy. Develop intentional marketing/outreach practices to reach Black/African American students, including postcards, videos, and social media campaigns that reflect our Black/African American students.

Continue to support the English department's One Book-One College (OBOC) initiative. Expand marketing to invite high school and local communities to OBOC events. OBOC book selections are intentional in including literary works that are centered on the counter-narrative, which is important in creating an atmosphere of inclusivity for our underserved student populations. OBOC has demonstrated success in connecting students across English courses and connecting students with English faculty. Students are invited to have conversation with the books' authors, which exposes students to new career fields.

Expand early-alert practices beyond specialty programs. Increasing the opportunity to provide real-time feedback allows faculty to connect struggling students with academic support, thus increasing the number of students that can be supported by tutoring and counseling. Tutoring data show a 7% point increase in Success and a 16.89% point increase in Persistence for Black/African American students who utilize tutoring services. Counselors can aid students in determining the appropriateness of withdrawing from a class instead of receiving a substandard grade.

Increase professional learning opportunities for faculty and staff. Academic Senate and the Professional Development participatory governance committee have created many learning opportunities, both internally and externally, since our last plan. Increasing the investment and

promotion of professional learning, especially as it pertains to equitable teaching practices, will help VVC move forward in closing the equity gap of our Black/African American students.

Continue to improve upon program review practices where faculty have the opportunity to create plans using disaggregated data. Faculty receive in-person and virtual training that helps them complete their program review with diversity, equity, and inclusion in mind.

Work with Institutional Research to provide faculty with access to the Equity Dashboard and processes that will allow them to access course-specific data disaggregated by race/ethnicity and gender. Empowering faculty to utilize data in their course planning and work with Program Review leadership to ensure that faculty have the data they need to address disproportionate outcomes.

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)

A repository of professional learning resources, especially focused on Math and English, would be helpful. In addition, establishing communities of practices that allow full-time and part-time instructional faculty to participate would be helpful. Faculty at VVC have participated in professional learning but continue to observe disproportionate outcomes in their courses. A space where faculty can learn from others about effective practices could help us in addressing equity gaps.

Metric: Retention from Primary Term to Secondary Term

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

Population Experiencing the Most Significant Disproportionate Impact:

Black/African American students are 9.0% points lower at 60.0% (n=722)
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TARGET OUTCOMES FOR 2022-25

Target Outcomes

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

Timeframe	Measurement Output
Year 1 (2022-23)	Reduce gaps between institutional rate and target groups by 3% points
Year 2 (2023-24)	Reduce gaps between institutional rate and target groups by an additional 3% points
Year 3 (2024-25)	Target group's rates on par or higher than institutional rate

Structure Evaluation: Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

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

VVC has invested in increasing outreach and recruitment services, however, less focus has been placed on retention efforts. Despite our efforts to connect with students, current programs that are designed to support underrepresented student groups, including Umoja and Puente, have been hit particularly hard with enrollment declines during the pandemic. The online teaching and learning environment prohibited community building and the organic creation of success networks for students.

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

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

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

- ☒ Instruction
- ☒ 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)

It has been recognized that the Financial Aid department is highly impacted by students requesting support. Most of VVC's students come from low-socioeconomic backgrounds and many are first-generation students. When students are unable to utilize financial aid to purchase textbooks, they often withdraw from classes. This is a particular area of importance for our students of color, especially our Black/African American students, who are more likely to come from low-income backgrounds. As such, VVC recognizes the need to increase communication and education around the types of financial aid that are available to students and increase support throughout the FAFSA application process.

More student ambassadors are needed to increase students' sense of belonging at VVC. The stigma around help-seeking behaviors continues to exist. The absence of a peer resource for students lends to students not seeking the support they need to continue their enrollment. The pandemic has also resulted in an increased need for online support services. A virtual version of the One-Stop Center was created, however, students are unaware that they can access the virtual One-Stop to connect with and seek advice from student ambassadors (Rambassadors).

An institutionalized referral process is needed to connect students to "just-in-time" support. There is currently no process that allows faculty the opportunity to connect, not just refer, students to academic support resources like tutoring. Early-alert systems are presently utilized only by specialty and categorical programs, which is a small percentage of VVC's overall student population.

In addition, additional tutors are needed to support students in multiple disciplines. During the pandemic, the availability of student tutors declined. Students were also unaware of how to access academic support resources in the virtual environment. Faculty are often unaware or are not part of conversations when discussing how to connect students to resources.

The preference for mostly on-campus courses also poses a challenge for our students. Given the economic background of VVC's student population, students need the flexibility to balance school and work commitments. Students who find it challenging to attend classes in person often enroll in other colleges that offer the classes they need online.

STRUCTURE EVALUATION: Ideal Structure

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

☒ Instruction

☒ Student Services

☐ Business Services

☐ Other

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

Increasing access to financial resources is critical in helping students stay enrolled. Increasing financial aid workshops, creating virtual static and video resources, and leveraging the capabilities of VVC's chatbot to enable students to access financial aid information in a more timely manner. Financial Aid department increase its collaboration with campus-wide departments and divisions to connect students to financial aid awareness and resources.

Increase communication between student services, instruction, and students. Additionally, strengthening communication processes and continuously reminding students that all official information from VVC will be sent to their VVC student email. Moreover, continue to promote and advertise VVC's Connect2Success department (call/email center) as the first call/email for accessing support. Year 1 data for Connect2Success are promising, with 37,779 calls and emails having been answered by the center.

Business processes that outline practices for faculty and counselors to connect students to "just-in-time" supports, including tutoring, counseling, basic needs resources, emergency grants, and affinity groups.

Intentional efforts that create a sense of belonging for students, especially for our Black/African American students, are critical given the relatively low number of Black/African American students enrolled at VVC. Increasing and promoting student activities and clubs that will help students feel like they belong and will help them establish their identity as scholars.

Increase the diversity of VVC's workforce and increase participation in professional learning. Professional learning in tandem with student feedback will enable faculty, managers, and classified professionals to develop innovative services that will meet the needs of today's students.

A strong Umoja/BSU presence on campus along with mentoring opportunities to keep students engaged. Incorporate additional faculty, both counseling and instructional, in affinity groups so that Black/African American students have the opportunity to connect with faculty outside of the classroom setting and in a space where the power dynamic has a decreased presence.

Development of co-curricular activities that allow students to put knowledge to practice, such

as internships and involvement in campus activities. Further, introduction to professional speakers and career exploration to help students connect their learning to future careers and earning potential.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

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

Developing processes to maintain a culture of inquiry which will provide VVC with the opportunity for continual improvement as the needs and experiences of current and future learners change.

Increase student focus groups and student surveys to collect student data on what influences students' continued enrollment and the barriers they face when trying to complete their program requirements.

Ongoing investment in support services designed specifically for our Black/African American students. The creation of the Multicultural Center, as well as an engagement center, focused primarily on supporting Black scholars. Providing students with a physical space will increase their sense of belonging, provide the opportunity for students to connect and create support networks, and create connection opportunities with faculty outside of the classroom.

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)

A retention task force has been created, which demonstrates VVC's commitment to retention. As part of our retention and Guided Pathways efforts, Engagement Centers are being created to establish a sense of belonging for students by discipline/RamPath. Engagement Centers will connect students with pathway counselors, faculty, and peer mentors.

Offering more financial aid workshops for seniors in the high schools, and being proactive about bringing campus support services to isolated areas of campus so students have the opportunity to learn about the resources available and how to access those resources.

VVC will utilize on-campus clubs and organizations, such as Gay Straight Alliance (GSA) and BSU/Umoja, to reach out to students to provide information and support. Strengthen counseling/faculty connections to these clubs to increase awareness across campus.

Through Guided Pathways, we developed RAMpath program maps to better inform students of their course patterns and clarify their path to graduation.

Increase peer mentor and tutor staffing to provide students with “just-in-time” support and increase learning opportunities on financial resources to create a sense of care and belonging critical to our Black/African American students.

Provide more communication between student services, instruction, and student success teams. A&R is currently working on a communication system to notify students individually of their priority registration date. Additionally, VVC is utilizing tuition assistance incentives to encourage students to enroll by a specified date.

Develop a withdrawal survey to collect data directly from students on why they need to withdraw from their classes. Subsequently, deploy just-in-time support in the form of peer mentors and counselors to connect students with services to address those barriers so they can continue their education.

In 2019, the college launched a “Caring Campus” initiative to better connect students with the campus, increase their sense of belonging, and increase awareness of how to seek assistance.

VVC is reimagining its FYE program to connect all students to the support and resources needed for success. FYE counselors are reaching out to first-year students to ensure that they have everything they need to enroll for the upcoming terms. FYE is also taking support to students via a “street team” approach where they set up tables in high-traffic areas on campus so students can ask questions in real-time.

Ongoing faculty training that includes equity-mindedness, including both internal and external training in partnership with Academic Senate.

Implementing the LAEP Program to hire more students of color for academically related jobs to address the challenge of balancing work and school.

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)

Technical Assistance/Professional Development in how to ensure high-impact instructional practices and class management for faculty so that student engagement and retention are safeguarded would be helpful. For example, no policy or consistent practice exists guiding timely faculty feedback on student work so that students can have an accurate gauge of their progress in a class. Enabling intermediate grading periods wherein the data can be shared with the college's student success teams through our new case management platform would optimize our system of early alert and follow-through, so we can reach out to students and intervene well before they fail a class.

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:

Black/African American students with a 0.67 proportionality index.

Areas of Completion

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

- ☐ Adult Ed/Noncredit Completion ☒ Degree Completion
☒ Certificate Completion

TARGET OUTCOMES FOR 2022-25

Target Outcomes

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

Timeframe	Measurement Output
Year 1 (2022-23)	Decrease the gap between the proportionality index (PI) of Black/African American completers and the overall PI.
Year 2 (2023-24)	Decrease the gap between the proportionality index (PI) of Black/African American completers and the overall PI by 50% (from 0.32 to 0.16).
Year 3 (2024-25)	Close the gap between the proportionality index (PI) of Black /African American completers and the overall PI.

Structure Evaluation: Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

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

The biggest area that impedes equitable outcomes is the lack of clarity around degree and certificate requirements. Students are unfamiliar with the college catalog and how to navigate it to determine the classes required for their program. Students also encounter barriers in accessing a counselor to help them create an educational plan that outlines their required courses. Outside of meeting with a counselor, students have no formal support in learning how to navigate the college catalog. VVC also does not currently provide just-in-time support for students who may need to rearrange their educational plan/RamPath and/or substitute courses when needed.

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

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

☒ Instruction

☒ Student Services

☐ Business Services

☐ Other

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

VVC lacks resources to empower students to understand completion requirements on their own. This is particularly impactful for our Black/African American students who have to work and don't have the flexibility to meet one-on-one with a counselor.

As alluded to in some of the other metrics, poor communication systems prevent students from learning about all of the resources available to help them, this includes categorical programs that provide counseling, as well as degree planner options that are available online.

VVC currently has no systems in place to identify students who are struggling before those students are placed on academic probation. Early data shows that many of our students who are placed on probation struggle to continue and rebound academically. Early alert practices are limited to categorical programs, which serve only a small portion of our student population. Further, there are currently no practices for identifying and reaching out to our Black/African American students specifically.

Transcript evaluation processes are complicated. If students do not meet with a counselor, they are unaware of the courses that transfer to VVC and which degree or certificate requirements those classes apply to. Our current processes evaluate transferrable courses only at the end of the student journey which causes confusion for students and counselors

There is currently no structure or process to inform students of their progress in meeting degree and certificate requirements. Further, students who transfer to a 4-year college/university without earning a degree are not captured resulting in inaccurate data.

Students also struggle with receiving conflicting information on degree or certificate requirements. Feedback from students highlights the challenges of different information being provided by different VVC personnel which leaves students frustrated and confused about where they are in meeting the requirements for their educational goals. This may lead to students transferring without applying for a degree or certificate from VVC.

STRUCTURE EVALUATION: Ideal Structure

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

☒ Instruction

☒ Student Services

☐ Business Services

☐ Other

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

Given the complexity of the college experience and the multitude of other responsibilities the typical community college student has, the following practices will help us make progress toward this goal:

Increase awareness and participation in professional learning for faculty and classified. Currently, there are limited equity-minded professional learning opportunities for classified professionals. However, given their high-impact interaction with students throughout the academic process, increasing understanding of serving underserved populations, especially Black/African American students, is critically important in shifting towards more equitable outcomes. In 2023, through a partnership with the Institute for Evidence-Based Change (IEBC) and the California Community Colleges Classified Senate (4CS), classified professionals will

participate in a semester-length leadership training that is centered on creating a Caring Campus. This lays the foundation for an expanded focus on professional learning for classified professionals moving forward.

Invest in the expansion of Umoja and Puente programs on campus. These programs are built upon the combination of academic support and community building, which are particularly impactful for students of color. However, there is currently little promotion of these programs on campus.

Task the Student Equity and Achievement and Diversity, Equity, and Inclusion participatory governance committees to research and recommend policies and practices that show promising evidence in closing equity gaps for Black/African American students.

Creating a dashboard or other data source that will allow faculty and managers to view disaggregated retention data. Managers then utilize this data to develop strategies that enable their areas of oversight to address how to better serve Black/African American students.

Connecting students to the newly formed multicultural center and soliciting their input on the types of programs and academic supports that should be available in the center.

Create more banners, posters, and flyers that are reflective of our scholars of color. This includes images on email communications that remind students of their upcoming registration dates and images of graduates of color around campus.

Creating spaces where students can connect with faculty and other leaders of color, which creates the foundation for mentoring opportunities and systems of accountability.

Structure Evaluation: Necessary Transformation to Reach Ideal **Necessary Transformation to Reach Ideal**

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

Current efforts in investigating systemic barriers to completion have uncovered that many students have met the requirements for a certificate and/or degree, however, students are unaware that they have achieved this milestone. Unfortunately, this leads to other barriers such as taking unnecessary courses, missing transfer application deadlines, financial aid challenges and being unaware that it may be time to meet with a counselor and apply for graduation. In order to transform our current processes, VVC is currently working towards adopting an auto-awarding process wherein students who have completed degree and certificate requirements will be notified that they have achieved completion of their program and will be receiving a degree or certificate. Further, students who have transferred without applying for graduation, but have met the graduation requirements, will also be notified and awarded. To ensure that this process does not create further challenges for students, they will also be given the opportunity to opt out of the degree award, if needed.

Additionally, more work will be done to help educate students on the requirements for degrees and certificates via a broader distribution of our RamPath program maps. Access to this information will also be increased through the Student Engagement Centers, which will be centrally located and provide information to students on a more personal level. Students will have access to degree and certificate information at the time that the student is ready for it, as opposed to when the institution feels it is best to push it out. Guided Pathways counselors and faculty facilitators will also be available in the Student Engagement Centers to assist students and answer their program completion questions on a drop-in basis, thus removing barriers around access to support personnel.

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)

Continuing to update pathways maps that outline all courses needed for specific degrees and certificates and ensuring that students have easy access to these maps. Making maps available in all support areas on campus, as well as working with high school partners to provide students exposure to these maps early on in their academic journey.

Increasing messaging around academic supports such as tutoring, workshops, and specialty programs like Umoja and EOPS. Helping students understand that participating in these programs provides them with dedicated counseling and also provides the opportunity for priority registration to help them get their desired class sections, as well as to financial support to help purchase textbooks and other school supplies. Connecting these programs with the new multicultural center.

Developing a peer mentor program is critical in increasing a sense of belonging and removing barriers around asking for support. Understanding the collectivist nature of communities of color, peer mentors will help students create a support network that will help students overcome challenges to remain enrolled in classes. Further utilize peer mentors to reach out to students who have not accessed support services like counseling and tutoring.

Continuing to expand discipline-specific videos that expose students to the variety of majors and careers available. Increase efforts on bringing career speakers to campus, especially speakers of color, to connect students with the opportunities that are available upon completion of a degree or certificate.

Increasing the implementation of Caring Campus and Ram Coaching behavioral commitments, including assessing early and often to provide students with insight into their success in the

course, and demonstrating care in the classroom and academic support departments. Expand early-alert practices to allow faculty greater opportunities to connect struggling students with support.

Increasing CCAP classes and articulation agreements with local high schools. Last year 3,319 students received college credit through articulation, with 75% of those students being students of color. CCAP had 3665 students with 75% of those students also being students of color.

Increase support and promotion of professional learning, especially around equity-minded practices both in instruction and student services. Given the critical relationships that classified professionals have with students at VVC, look to expand their involvement in campus equity initiatives

Increased commitment around Grad Check week so that all students who are nearing completion are contacted, are able to meet with a counselor and are assisted in the application for graduation process.

Continue to expand the process of auto-awarding of degrees since data show that many students have completed degree and certificate requirements, but are unaware of this milestone.

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)

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:

Black/African American students with a proportionality index of 0.62

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25?

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

Timeframe	Measurement Output
Year 1 (2022-23)	Increase the PI for Black/African American transfer from its 2018-2019 level of 0.62
Year 2 (2023-24)	Continued increase in the PI for Black/African American transfers.
Year 3 (2024-25)	Decrease the gap of 0.61 between the PI for Black/African American transfers and the PI for transfers overall.

Structure Evaluation: Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

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

One of the largest factors impacting transfer for students, especially our Black/African American students, is an overall lack of awareness of transfer support services that are available to students. There is no intentional effort to introduce students to the transfer process nor the Transfer Center.

Current campus culture focuses primarily on enrolling students and aiding students through the matriculation process, secondary efforts are increasing around retention. However, there is no process to educate students about the complexities of the transfer process.

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

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

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

☒ Instruction

☒ Student Services

☐ Business Services

☐ Other

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

Upon nearing completion, students are often confused and overwhelmed trying to navigate the application, acceptance, and financial aid processes at 4-year institutions. Typically, the students who are connected directly to the Transfer Center are those in specialty programs who receive high-touch support from counselors.

There are minimal transfer resources available to students outside of the Transfer Center and there are no proactive alerts to inform students that they are getting close to meeting transfer requirements.

There is a lack of education about financial responsibility and financial aid that students need to help them with the transfer decision-making process. This lack of information typically results in students feeling as though they cannot afford to transfer to a university.

There is little representation of transfer opportunities on our campus, and minimal diversity in the transfer resources that are available. This lack of diversity works against students of color having the opportunity to envision themselves as capable of transferring to a larger school.

As an institution, there is a limited financial investment towards increasing education around transfer and providing students with insight into the transfer experience via campus tours or college fairs. The location of the transfer center is a challenge, as well. It is currently located in the One-Stop building, which primarily houses services that are utilized by students going through the onboarding process.

Current systems at VVC are primarily focused on supporting recent high school graduates and younger adults. There are no resources dedicated to helping older students navigate the transfer process, including residential options and financial aid processes. According to the DataMart for 2020-2021, 61.97% of Black/African American students at VVC are 25 or older, there is a clear gap in service for a majority of our Black/African American student population.

Data tracking continues to be a challenge, which prevents an understanding of where students are transferring to, which majors students are enrolling in, and whether or not they are completing their degrees at the university. The lack of data on successful transfer creates confusion and ambiguity in how to design systems and strategies to support disproportionately impacted student groups.

STRUCTURE EVALUATION: Ideal Structure

Help Text: Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be

necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

☒ Instruction

☒ Student Services

☐ Business Services

☐ Other

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

Expansion of efforts to communicate transfer services to students, including banners and signs across campus, and targeted emails to students dependent upon the completion milestones they are approaching.

Visual marketing materials that reflect Black/African American students who have transferred from VVC to the university, and materials showing scholars of color who have completed their degrees and certificates and are now working in their chosen career field.

Dedicated effort around advising students, especially students of color, to complete transfer-level Math and English in their first year, while also being very intentional in connecting students with tutoring and other academic support.

Affinity groups transfer ceremonies to recognize the accomplishments of our scholars of color. Further, inviting community partners, university representatives, and VVC faculty and staff to these ceremonies to demonstrate support for scholars of color.

More exploration of course-level data to determine if there are gate-keeper courses that are having a particular impact on student progress; developing support services to aid students and professional learning opportunities to help faculty address disproportionate impacts.

Increasing outreach efforts to ensure that Black/African American students have comprehensive educational plans that align with their transfer goals. Continual follow-up via peer mentors and Student Success Teams to ensure that these students' ed. plans are up to date and remain reflective of their transfer goals.

Increasing Black/African American students' exposure to Historically Black Colleges and Universities (HBCUs) and connecting current students with students who have already transferred to a university. This peer mentoring would help demystify the transfer process and provide students with advice and support from scholars who've recently gone through the transfer process.

Create ways to also connect these students with VVC alumni to encourage students to stay on the path to graduation.

Develop stronger partnerships between the Transfer Center and faculty and classified professionals. Involve faculty and classified professionals in Transfer Center activities

and marketing efforts. Create opportunities for faculty to share their transfer experiences with students, especially students within the faculty's pathway, providing the opportunity for organic mentoring relationships.

Structure Evaluation: Necessary Transformation to Reach Ideal Necessary Transformation to Reach Ideal

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

Utilizing data from the CCCApply application to identify students who are interested in transferring early on. Begin introducing transfer resources to these students from the beginning of their college journey. Intentionally developing outreach messages that are specific to student groups, like our Black/African American students, to introduce them to the transfer center as well as the resources that would be available to them at their desired transfer institution to help students visualize themselves as completing their transfer requirements and becoming a student at their desired school. Continue to leverage this data to identify students who do not enroll in the next semester and utilize peer mentors to provide support.

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

Strengthen marketing efforts and invest in marketing materials that connect students with the Transfer Center. In the implementation of the Student Engagement Centers, intentionally include banners that educate students on the transfer opportunities available for their majors, as well as the educational requirements required for their career field.

Train peer mentors on the resources and services provided by the Transfer Center so they can help direct students to those supports.

Utilize Guided Pathways and HSI efforts to create a career speaker series to mentor students, especially Black/African American students, on the importance of transfer and the transfer experience.

Create and distribute materials informing students of the California Community College's HBCU Transfer Guarantee and host panel discussions with students who have transferred to HBCUs.

Expand the number of faculty, particularly Black/African American faculty, who participate in Umoja and Puente learning communities and other communities of practice, to serve as mentors and points of support for scholars of color. These faculty will help connect students to the Transfer Center and other students who have gone through the transfer process.

Through the Student Engagement Centers and Student Success Teams, establish ongoing workshops and college fairs to educate students on the financial aid process at the university level, as well as introduce students to scholarships available for transfer students.

Expand college tours to universities and include the host university's financial aid and housing representatives in those tours. Additionally, reach out to VVC alumni who have transferred to those universities and invite them to speak with our students during the campus tour.

Creating continuous focus groups to better understand the challenges that our Black/African American students face in transferring to a university. Utilize this data to inform our efforts, particularly for participatory governance committees, so that recommendations can be made for college-wide consideration and adoption.

Commit to ongoing campus climate surveys to determine the areas where the campus is improving its service and inclusivity of our students of color. Identify areas that continue to need enhancement.

Offer panel discussions with faculty and counselors to provide students with personal experiences of transfer. This effort increases the Transfer Center's capacity to reach students while also providing the opportunity for faculty to serve as transfer resources given their areas of expertise and connections with other scholars in particular fields of academia.

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. [\(2,500 character max\)](#)

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)

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)

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)

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)

Participation

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

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)

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)

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)

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 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 you Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period. (2,500 character max)

Integrated Budgeting

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

Student Voice

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

ADDENDUM

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

Planning Resources:

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

Recommended Reading:

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

Recommended Viewing:

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