



**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@cccoco.edu.

In solidarity,

The 2022-25 Student Equity Plan Task Force

CCCCO	CCC Practitioners
<ul style="list-style-type: none"> ● Michael Quiaoit, Dean of Student Services & Special Programs ● Michael Tran, Program Analyst ● Anthony Amboy, Program Assistant ● Gina Browne, Dean of Educational Services & Support ● Mia Keeley, Dean of Student Services 	<ul style="list-style-type: none"> ● Jay Singh, Hartnell College ● LaTonya Parker, Riverside City College, ASCCC ● Raymond Ramirez, Fresno City College ● Sabrina Sencil, Consumnes River College, The RP Group ● Sandra Hamilton Slane, Shasta College
Foundation for CCCs	CCC Partners

- Lesley Bonds, Guided Pathways
- Leslie Valmonte, Guided Pathways
- Priscilla Pereschica, Policy Specialist

- Eric Felix, San Diego State University

2022-25 STUDENT EQUITY PLAN TEMPLATE

Landing Page/Details

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

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

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

ASSURANCES:

Help Text: Please attest to the following assurances:

- X 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.
- X 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.

Over the past several years, ARC has been deeply involved in race consciousness and the diversity, equity, and social justice work. As an institution, our mission, vision, statement on social justice and equity, and values focus on this work. The institution has completed an Institutional Equity Plan, teams of individuals (faculty, staff, administrators, students, and community members) have come together and completed reports for the African American, Native American, Latinx, Asian American Pacific Islander, and LGBTQIA+ communities. These

teams were made up of members of the various communities and each team made recommendations on a variety of topics including changes needed to policies, hiring practices, etc. The College has been working to implement the recommendations made by the various teams.

In reviewing the CUE Report, data received from the state as well as local data, and our various reports, our focus is on dismantling racism at our institution and to continue to become a race conscious institution. Many professional development opportunities and training have been and continue to be provided at the institution.

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) - Leah Arambel
- Alternate Project Lead - Jeff Stephenson
- Approver: Chancellor/President - Melanie Dixon
- Approver: Chief Business Officer - Koue Vang
- Approver: Chief Instructional Officer - Frank Kobayashi
- Approver: Chief Student Services Officer - Jeff Stephenson
- Approver: Academic Senate President - Carina Hoffpauir
- Approver: Guided Pathways Coordinator/Lead - Bill Simpson

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)

- Home Bases - launched the virtual and physical presence of a holistic student support model starting in 2020 which in the remote environment and physical presence beginning in August 2022.
- Achieve@ARC--Fall KickOff and support for new students matriculating into ARC. Supported new students from application to enrollment.
- Learning Communities - Umoja, Puente, PRISE, and Native students. These are support programs that focus on students from African decent, Latinx, Asian Pacific Islander, and Native communities.
- Native American Resource Center - supported services to increase the number of Native American students who transfer to four-year colleges and universities, earn degrees, and return to the communities as leader and mentors.
- Equity Action Institute (EAI) - completed the two-semester cohort experience that was designed for full-time faculty members who wanted to improve disproportionately impacted

student populations success rates.

- Co-requisite Support for English and Math.
- Tutoring Support – general tutoring, EOPS Math Success Tutoring, and STEM tutoring
- Transfer Center – provided workshops, application assistance, university exploration, and transfer educational planning.
- ESL Center - provided support for ESL students with assessment, writing, reading, listening, and speaking.
- Foster Youth - provided support services for former foster youth.
- Probation and Dismissal - provided support to students who were academically on probation or dismissal status.

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

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

ARC has determined a reduction in disproportionate impact in the following areas:

- An increase in enrollment for first time Native American students
- Disproportionate impact in course success rates among Black/AA and Asian students has been narrowed.
- Average number of degree and non-degree-applicable units that new, first time to college students have accumulated at the time they earn an Associate's Degree has been reduced across Black/AA, and LatinX students.
- An increase in Black/AA, Native American and LatinX students who successfully completed at least one transfer level English and at least one transfer Math course by the end of the their first year

We believe that the increase in enrollment, success rates, completion of transfer level English and Math courses and the reduction of units taken at graduation have all been impacted by our planned programs and interventions. In an effort to increase enrollment and completion, we have increased access to services through the use of our HomeBase Pathway Communities, learning communities, and success centers. This structure has significantly transformed how the College interacts with and supports our students. We have also created a centralized hub for student support called the UNITE center. The UNITE Center is an intentionally inclusive support learning community space for the whole educational community. These interventions have supported students in receiving individualized assistance and advising specific to their needs, and they have contributed to closing gaps as identified above. The UNITE Center increased support services including connections to local food banks, Cal Fresh programing, emergency funds and food services through our Beaver Cares office. These efforts have helped improve retention rates for disproportionately impacted students and foster youth.

Our improvement in transfer level completion for English and math is a result of AB 705 efforts to place all students into transfer level with varying support. ARC developed

corequisite support courses for math and English and supplemental instructional support for tutoring. Instructors impacted by AB 705 were targeted in our Equity Action Institute and supported through increased professional development opportunities.

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)

As the College looked forward to the 2022-2025 Student Equity Plan, we reviewed the previous 2019-2022 plan. Many of the activities that were indicated and focused on during the previous cycle, will continue in the new plan. With the pandemic, we have lost a number of students from our disproportionately impacted populations. The activities are still valid in order to increase our DI populations and also support them in achieving the metrics.

We will continue to focus on continuously outreaching to our communities as well as supporting and retaining through the activities stated in the previous plan. We have used the Guided Pathways framework to combine some activities to better support our students. With the creation of HomeBases, the Student Engagement Center, Achieve@ARC, and some parts of Tutoring Support has been combined into a holistic student support model. Each HomeBase is designed around an area of interest (meta-major).

The College has also created the Unite Center to support learning communities and also created success centers for DI populations. The Unite Center houses our Native American Resource Center, the Black Student Success Center, Latinx Center, Asian American Pacific Islander Center, and the PRIDE Center.

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 affected our efforts in the previous cycle. As we entered the pandemic, our focus was on converting to a complete remote environment and providing the technology and support needed to our students. Many of our students did not have access to technology or internet services, which affected their abilities to stay enrolled and/or be successful in the learning environment.

While being remote, our work was interrupted, catalyzed, and delayed in a variety of ways. Our efforts such as outreach, support, and teaching had mostly been face-to-face so it took a while to adjust to the remote world. This included providing resources electronically instead of in a physical environment. Hiring was stopped so many positions were not filled while in the pandemic. This mean work was either shifted to other individuals or suspended in the remote environment. Outreach was a bit of a challenge because prospective students had to reach out to us instead of us meeting them face-to-face at high schools or other events. It was challenging trying to reach out to prospective and even current students for a variety of reasons. This included lack of technology, lack of resources for the student to be successful and/or handling the challenges of the pandemic. In the end, our enrollments dropped.

With hiring processes suspended, the New Faculty Academy was suspended. With new faculty not being hired, the need for the academy was not necessary. Also, we found student participation in virtual events such as our Achieve@ARC Fall Kick Off was not as well attended as face-to-face events. Students did not participate in tutoring in the remote environment as much as they had previously attended when we were fully face-to-face.

As we started to return back to on ground activities in Fall 2022, it appears we are seeing more student traffic. We are also able to outreach to our K-12 partners as well as within the community.

Link to Executive Summary

Help Text: Please share the hyperlink to your college's Executive Summary. Per Ed Code 78220, this Executive Summary must include, at a minimum:

- The initiatives that the community college or district will undertake to achieve these goals
- The resources that have been budgeted for that purpose
- The community college district official to contact for further information
- A detailed accounting of intended funding

- Assessment of the progress made in achieving identified goals

<https://inside.arc.losrios.edu/student-equity-plan>

Student Populations Experiencing Disproportionate Impact

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

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

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & METRICS

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

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

Some other race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than one race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeless students	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LGBTQ+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Add population)Unknown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Populations detailed in Education Code 78220*

Metric: Successful Enrollment (BLACK OR AA)

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

Population Experiencing the Most Significant Disproportionate Impact:

Black or African American

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)	
Year 2 (2023-24)	
Year 3 (2024-25)	

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)

According to the U.S. Department of Education Office of Civil Rights (2014), African Americans in K-12 are more likely to attend schools with teachers who are less qualified and earn lower salaries. They are also more likely to attend schools with fewer resources to support their learning and are less likely than Whites to have access to courses which prepare them for college. A separate report from the U.S. Department of Education, entitled Trends in High School Dropout and Completion Rates in the United States (2014), indicated that 87 percent of Whites were able to finish high school within four years while only 73 percent of African Americans completed their high school education within that four-year window. It also revealed that the dropout rates were 4.7 percent for Whites, but 5.7 for African Americans. At the state level, one in every five African American students in California drops out of high school (California Department of Education). In California, African American children are less likely to attend preschool than Whites and Asians. Both nationally and locally African American students are suspended at a much higher rate than Whites. The U.S. Department of Education Office of Civil Rights reports that African Americans are three times more likely to be suspended. (Exploring DI: African American, p. 16)

The K-12 data presented here show that the issues affecting African Americans in the educational system in the United States are systemic and begin at the onset of formal education. The trends for African Americans in higher education are similar.

In a 2016 report on the Status and Trends in the Education of Racial and Ethnic Groups, the U.S. Department of Education revealed that while the number of 18 to 24-year old students who enroll in 2- or 4-year colleges has steadily increased over the last two decades, the total enrollment rate in 2013 for Whites was 42 percent compared to only 34 percent for both Blacks and Hispanics. In California, data show that African Americans are overrepresented at private for-profit institutions (11%) compared to all other systems of higher education (California Community Colleges = 7%, California State Universities = 5%, Universities of California = 3% and private nonprofit = 7%). (Exploring DI: African American, p. 17)

STRUCTURE EVALUATION: Ideal Structure

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

Instruction

Student Services

Business Services

Other

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

In a campus survey that inquired about motivators for attending college, African American students reported expanding career options (1st) and obtaining a good paying job (2nd) as top

motivators. (Exploring DI: African American, p. 26)

Using the framework of Racial Identity Theory, Critical Race Theory, and Mattering and Marginality Theory, the following practices are proposed to facilitate a shift in equitable outcomes for successful enrollment for Black or African-American. The guiding principle of these suggestions is to create counter-spaces where students can tell counter-stories to foster mattering on campus. These processes/policies/practices are aligned with Guided Pathways.

Clarify the path: Provide early outreach and financial aid information to prospective and continuing students.

Support entering the path: Provide intrusive, systemic support; create opportunities to increase connections between faculty, staff, and students in and out of the classroom

Support staying on the path: Provide funding resources, leadership and employment opportunities for students to alleviate their financial burden.

Ensure learning: Enhance classroom learning environments and invest in instructor/educator training resources that promote collectivism, culturally responsive teaching practices and other equity approaches that help students learn. (Exploring DI: African American, p. 39-40)

PLANNING & ACTION

Intended Audience/Recipient:

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

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

Action Steps:

Help Text: How 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)

These recommendations were intentionally aligned to the Guided Pathways Pillars to enact meaningful change to equitize education across the entire student experience.

- Identify/hire/train/ a dedicated Outreach Specialist(s) to collaborate with others to provide information on career options, and college programs to prospective high school seniors and their families.

- Identify/hire/train/ a dedicated Financial Aid Specialist(s) to provide financial aid information/literacy workshops to prospective high school seniors, their families, as well as, continuing college students.

- Create a Black Faculty and Staff Advisory Board which provides advisement on issues regarding Black and African American student success and student needs.

- Identify a dedicated space with support staff for Black and African American students to build community, access resources, affirm identity and cultivate connections, to students, faculty and staff.
- Create Integrated Success Teams that include instructional faculty, counseling faculty, Student Personnel Assistants, a Librarian, peer mentors, peer tutors, Financial Aid Specialist, Workforce Development /Internship staff, to provide case management support to students.
- Dedicate funds, administered by an advisory board, to supply to students for textbooks, college resources and other essential needs.
- Collaborate with Workforce Development and Internship Programs to identify funding sources, provide stipends for internships and employment opportunities.
- Identify/hire/train Instructional Assistants, Student Personnel Assistants, student assistants, peer mentors, tutors and technology assistants embed them in classes and offer follow-up assistance to students.
- Invest in teacher training programs like those offered by the Association of College and University Educators (ACUE) and the Center for Organizational Responsibility and Advancement (CORA) to encourage, support and assist faculty in learning effective teaching strategies. (Exploring DI: African American, LatinX, Native American, p. 8)

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: Successful Enrollment (Native American)

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:

Native American

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.

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Year 2 (2023-24)	
Year 3 (2024-25)	

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

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- 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)

- Being surrounded by colonial culture on all sides
- Direct racism and attitudes towards Native Americans by practically everyone
- The aftermath of “Indian Reorganization” as it relates to tribal politics
- California tribal termination and its influence on the collective well-being of tribes
- The legacy of boarding schools and forced assimilation
- The loss of culture and language
- Sports mascots and Halloween costumes that mock and mimic Native culture
- Racist, colonial tropes in cinema, popular culture, and literature
- Colonial history as the norm; Native historical voices as the elective
- Generational poverty created by colonialism
- Federal mismanagement of funds and resources guaranteed by treaties
- Tribal mismanagement and corruption
- Identity politics and enrollment complexities
- The invisibility of Native Americans on campus
- Lack of formal recognition of certain tribal groups
- High rates of depression and mental health issues; self-medication
- The legacy of forced religious conversion
- The legacy of direct enslavement and sex trafficking of Natives in California
- High rates of Native adoption by non-Natives; loss of identity
- The current possession of Native human remains and cultural items by most major educational systems, colleges, universities, and museum institutions
- The large illegal market in stolen Native goods
- The inability of Native people to access ancestor graves, material artifacts, ceremonial spaces, and raw resources because these are on “private” land
- The continuation of land loss and rights to land (DAPL)
- Massive environmental degradation and direct contamination of the water, land, and air through mercury poisoning, oil spills, pipelines, uranium mining, coal burning, pesticide run-off, and industrial dumping
- The over-representation of colonial history in K-12
- The hyper-sexualization of Native women, as evidenced by the Pocahontas myth, which contributes to the widespread epidemic of violence against Native women
- Family dysfunction as the norm for Native students

- The lack of positive Native role models in education and the professional world
- A lack of self-confidence and self-esteem due to centuries of physical and cultural genocide
- The impacts of high criminalization and incarceration of Native youth
- A caused distrust of everyone and everything as a survival mechanism
- The additional mental and emotional load of maintaining an indigenous identity while managing life in a colonial context

(See full list: Exploring DI: Native American, p. 13-14)

STRUCTURE EVALUATION: Ideal Structure

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

- Instruction
- Student Services
- Business Services
- Other

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

In a campus survey that inquired about motivators for attending college, Native American students reported their two most influential motivating factors as expanding career options and helping their family, community and society (both ranked as 1st). (Exploring DI: Native American, p. 26)

ARC should shift to a sovereignty frame when addressing American Indian education and pivot away from the consideration of American Indians as part of a racial frame. American Indians are legally unique. The sovereignty frame takes into account first the body of Federal and State laws that establish AI students as members of self-governing tribes.

From this, then, the school must also take into account that its relationship is not just with the AI student; it is a reciprocal relationship that extends to the tribe as well. The sovereignty frame also realizes that the relationship between the school and the AI student can only be navigated through the body of Federal and State Indian law. Finally, the sovereignty frame acknowledges the relationship of the AI student to his/her traditional homeland and land base (reserve/reservation/traditional homeland).

- 1) That a college must acknowledge its historical relationship to the land that it occupies.
- 2) That a college should form executive-level MOU’s with local tribes to establish reciprocal

relationships and unique services for citizens of those nations.

3) That a college should create the administrative capacity to establish and maintain relationships with the tribes represented by its American Indian students.

4) That a college should build-out support systems for citizens of tribal nations that take into account Federal and State Indian law; historic discrimination against citizens of tribal nations based on tribal status; K-12 Indian Education, Tribal TANF, Native American Health Centers, the Indian Child Welfare Act, the Native American

Graves Protection and Repatriation Act, and the Native American Religious Freedom Act.

5) That a college should systematically and in broad strokes employ a sovereignty frame, and that this may inform and enrich instruction, operations, construction, planning, and hiring. (Exploring DI: African American, LatinX, Native American, p. 12-13)

PLANNING & ACTION

Intended Audience/Recipient:

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

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

Action Steps:

Help Text: How 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)

1) Establish an Office of Tribal Relations to create, maintain, and support the above so as to create an environment where American Indian students can thrive.

2) Continue and expand direct American Indian and Native American student support in the following ways and areas:

The Campus

- A continued dedicated physical space
- Permanent coordination and permanent staffing for the Native student support program
- An operating budget
- Aid navigating through first-in-college informational barriers
- Pathways support
- Tribal scholarship facilitation
- Dedicated counseling
- Direct aid: textbook library, Chromebooks for checkout, food resources, housing partnerships
- Campus and community role models and mentors
- Peer group support through Native Peer Advisors Corps

- Motivational events anchored in American Indian cultural practices
- The continuation of the land statement practice
- Creation of a roster of validated, community-approved consultants to provide individual and small group training to ARC employees in the areas of American Indian cultural awareness

The Classroom

- ARC teachers and counselors trained in cultural awareness regarding Native Americans as well as microaggression avoidance

- ARC teachers and counselors trained in "warm demanding" and "proximal development" (Hammond)

- Practitioner development in trauma awareness and trauma-informed approaches to interactions

The Self

- Mental and physical health services provided by partnership with the Sacramento Native American Health Center

- Healthy families workshops

- Sobriety and addiction support

The Community

- Outreach and collaboration with local Indian Education K-12 programs

- Collaboration with Native student support programs at CSU and UC

- Meaningful, formal partnerships with regional California tribal nations

- Participation in the Sacramento Native American Higher Education Collaborative

- Communication on a case-by-case basis with the specific tribes

- Statewide visibility and articulation with other American Indian associations (Exploring DI: African American, LatinX, Native American, p. 13-14)

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: Completed Transfer-Level Math & English (Native American)

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:

Native American

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)	
Year 2 (2023-24)	
Year 3 (2024-25)	

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input checked="" type="checkbox"/> Other |

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

- Being surrounded by colonial culture on all sides
- Direct racism and attitudes towards Native Americans by practically everyone
- The aftermath of “Indian Reorganization” as it relates to tribal politics
- California tribal termination and its influence on the collective well-being of tribes
- The legacy of boarding schools and forced assimilation
- The loss of culture and language
- Sports mascots and Halloween costumes that mock and mimic Native culture
- Racist, colonial tropes in cinema, popular culture, and literature
- Colonial history as the norm; Native historical voices as the elective
- Generational poverty created by colonialism
- Federal mismanagement of funds and resources guaranteed by treaties
- Tribal mismanagement and corruption
- Identity politics and enrollment complexities
- The invisibility of Native Americans on campus
- Lack of formal recognition of certain tribal groups
- High rates of depression and mental health issues; self-medication
- The legacy of forced religious conversion
- The legacy of direct enslavement and sex trafficking of Natives in California
- High rates of Native adoption by non-Natives; loss of identity
- The current possession of Native human remains and cultural items by most major educational systems, colleges, universities, and museum institutions
- The large illegal market in stolen Native goods
- The inability of Native people to access ancestor graves, material artifacts, ceremonial spaces, and raw resources because these are on “private” land
- The continuation of land loss and rights to land (DAPL)
- Massive environmental degradation and direct contamination of the water, land, and air through mercury poisoning, oil spills, pipelines, uranium mining, coal burning, pesticide run-off, and industrial dumping
- The over-representation of colonial history in K-12
- The hyper-sexualization of Native women, as evidenced by the Pocahontas myth, which contributes to the widespread epidemic of violence against Native women
- Family dysfunction as the norm for Native students

- The lack of positive Native role models in education and the professional world
- A lack of self-confidence and self-esteem due to centuries of physical and cultural genocide
- The impacts of high criminalization and incarceration of Native youth
- A caused distrust of everyone and everything as a survival mechanism
- The additional mental and emotional load of maintaining an indigenous identity while managing life in a colonial context

(See full list: Exploring DI: Native American, p. 13-14)

STRUCTURE EVALUATION: Ideal Structure

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input checked="" type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input checked="" type="checkbox"/> Other |

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

When students were surveyed about top motivating factors that encouraged them to work harder to be successful at ARC over the last year, Native American ranked that positive interaction with a professor (1st) was the most influential motivating factor. Native American students reported family support for their education as the second most important motivating factors for success. (Exploring DI: Native American, p. 27)

Further when asked about high impact classroom practices, Native American ranked clear explanation of requirements as a top factor for success. Then, Native American students identify these factors as important: offering different ways to learn course content (2nd), safe classroom environment (3rd), and regular feedback from professors (4th). Additionally, Native American students report opportunities to work with classmates (5th) and relevant content that reflects student experiences (6th) as least influential in contributing to their success in the classroom. (Exploring DI: Native American, p. 28).

ARC should shift to a sovereignty frame when addressing American Indian education and pivot away from the consideration of American Indians as part of a racial frame. American Indians are legally unique. The sovereignty frame takes into account first the body of Federal and State laws that establish AI students as members of self-governing tribes.

From this, then, the school must also take into account that its relationship is not just with the AI

student; it is a reciprocal relationship that extends to the tribe as well. The sovereignty frame also realizes that the relationship between the school and the AI student can only be navigated through the body of Federal and State Indian law. Finally, the sovereignty frame acknowledges the relationship of the AI student to his/her traditional homeland and land base (reserve/reservation/traditional homeland).

1) That a college must acknowledge its historical relationship to the land that it occupies.

2) That a college should form executive-level MOU's with local tribes to establish reciprocal relationships and unique services for citizens of those nations.

3) That a college should create the administrative capacity to establish and maintain relationships with the tribes represented by its American Indian students.

4) That a college should build-out support systems for citizens of tribal nations that take into account Federal and State Indian law; historic discrimination against citizens of tribal nations based on tribal status; K-12 Indian Education, Tribal TANF, Native American Health Centers, the Indian Child Welfare Act, the Native American

Graves Protection and Repatriation Act, and the Native American Religious Freedom Act.

5) That a college should systematically and in broad strokes employ a sovereignty frame, and that this may inform and enrich instruction, operations, construction, planning, and hiring. (Exploring DI: African American, LatinX, Native American, p. 12-13)

PLANNING & ACTION

Intended Audience/Recipient:

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

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

Action Steps:

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

1) Establish an Office of Tribal Relations to create, maintain, and support the above so as to create an environment where American Indian students can thrive.

2) Continue and expand direct American Indian and Native American student support in the following ways and areas:

The Campus

- A continued dedicated physical space
- Permanent coordination and permanent staffing for the Native student support program
- An operating budget

- Aid navigating through first-in-college informational barriers
- Pathways support
- Tribal scholarship facilitation
- Dedicated counseling
- Direct aid: textbook library, Chromebooks for checkout, food resources, housing partnerships
- Campus and community role models and mentors
- Peer group support through Native Peer Advisors Corps
- Motivational events anchored in American Indian cultural practices
- The continuation of the land statement practice
- Creation of a roster of validated, community-approved consultants to provide individual and small group training to ARC employees in the areas of American Indian cultural awareness

The Classroom

- ARC teachers and counselors trained in cultural awareness regarding Native Americans as well as microaggression avoidance
- ARC teachers and counselors trained in "warm demanding" and "proximal development" (Hammond)
- Practitioner development in trauma awareness and trauma-informed approaches to interactions

The Self

- Mental and physical health services provided by partnership with the Sacramento Native American Health Center
- Healthy families workshops
- Sobriety and addiction support

The Community

- Outreach and collaboration with local Indian Education K-12 programs
- Collaboration with Native student support programs at CSU and UC
- Meaningful, formal partnerships with regional California tribal nations
- Participation in the Sacramento Native American Higher Education Collaborative
- Communication on a case-by-case basis with the specific tribes
- Statewide visibility and articulation with other American Indian associations(Exploring DI: African American, LatinX, Native American, p. 13-14)

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: Completed Transfer-Level Math & English (Black or AA)

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

Population Experiencing the Most Significant Disproportionate Impact:

Black or African American

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
<i>Year 1 (2022-23)</i>	
<i>Year 2 (2023-24)</i>	
<i>Year 3 (2024-25)</i>	

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)

Given the societal conditions mentioned previously (see full report Exploring DI: African American), it stands to reason that Black and African American students are more likely to need financial assistance for basic essentials such as housing and food in order to succeed in the college environment. Many find themselves attempting to alleviate financial strains by working more hours which takes away from valuable time needed to successfully complete their courses; and when students do not successfully complete their courses, they lose their financial aid. It is an all too familiar pattern for students who lack the family and emotional support to stay in college and then arrive on community college campuses and must contend with the typical barriers of feeling marginalized and experiencing microaggressions. Providing campus jobs, free textbooks, and food may relieve the strain for some, but more financial aid options and an academic environment conducive to the needs of Black and African American students is necessary for long term gains in closing equity gaps.

(Exploring DI: African American, p. 37)

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)

When students were surveyed about top motivating factors that encouraged them to work harder to be successful at ARC over the last year, African American students ranked that positive interaction with a professor (1st) was the most influential motivating factor that encouraged students to do well. The second most important motivating factor for success was financial aid paying for school fees/texts.

When asked about high impact practices in the classroom, African American students ranked

clear explanation of requirements as a top factor for success. Then, prioritized regular feedback from professors (2nd), different ways to learn course content (3rd), and safe classroom environment (4th). African American students indicated relevant content that reflects student experiences (5th) and opportunities to work with classmates (6th). (Exploring DI: African American, p. 27-28)

PLANNING & ACTION

Intended Audience/Recipient:

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

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

Action Steps:

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

- Utilize integrated Student Success Teams – team members should include: counseling faculty, instructional faculty, peer mentors, tutors, librarians, Student Personnel Specialists, technology specialist, Workforce Development/Internship staff, and a Financial Aid/literacy specialist to provide case management support to students.
- Create Black Faculty and Staff Advisory Council to provide advisement on issues regarding Black and African American student success and student needs.
- Identify a dedicated space with budget and staffing for Black and African American students to build community, access resources, affirm identity and cultivate connections between students, staff and faculty.
- Utilize Starfish or other comparable technology, to create warm hand-offs, positive reinforcement, referrals to people via technology.
- Expand course offerings of GE courses with an African American emphasis taught by equity minded, culturally responsive faculty
- Publish annually in print or electronically a directory of ARC Black and African American faculty and staff members and disseminate to new students.
- Increase the capacity of Umoja Sakhu and/or other programs and services which focus on positive racial identity development through curriculum as well as programming and services.
- Expand course offerings with an African/African American emphasis, taught by equity minded faculty who utilize culturally responsive teaching practices.
- Disseminate Welcome Letter with links to resources, services, programs, BFS Directory, to all new students who identify as Black or African American.
- Identify/hire/train Instructional Assistants, Student Personnel Assistants, student assistants, peer mentors, tutors and technology aids; embed them in classes and offer

follow-up academic assistance to students.

- Collaborate with Workforce Development and Internship Program to identify funding sources, provide stipends for internships and employment opportunities.
- Dedicate funds, administered by an advisory board, to supply students with funding for textbooks, college resources and other essential needs.
- Create technology loan programs
- Invest in teacher training programs like those offered by the Association of College and University Educators (ACUE) and the Center for Organizational Responsibility and Advancement (CORA) to encourage, support and assist faculty in learning effective teaching strategies. (see full list: Exploring DI: African American, p. 43)

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: Completed Transfer-Level Math & English (LATINX)

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:

Latinx

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)	
Year 2 (2023-24)	
Year 3 (2024-25)	

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Instruction
<input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Business Services
<input checked="" type="checkbox"/> Other |
|---|---|

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

Current process/policy/practice/culture that impedes equitable outcomes for Latinx students are:

- 1) lack of communication between ARC Latinx community and executive leadership team
- 2) lack of ARC Latinx representation on councils, committees, and project teams
- 3) lack of funds and internship opportunities for ARC Latinx students, especially undocumented students, LGBTQ, and low-income
- 4) ARC Latinx staff, faculty, and administration do not reflect ARC Latinx student body; ARC hiring needs to change starting with a Spanish bilingual, bicultural Latinx outreach staff member to serve Latinx immigrant communities as soon as possible
- 5) lack of designated space for ARC Latinx students, especially Latinx undocumented and LGBTQ

community members

6) lack of anti-bias training for all campus employees regarding Latinx, Latinx LGBTQ, and undocumented

community members, especially students

7) lack of culturally relevant curriculum or pedagogy

8) need to work with community-based programs to better support ARC Latinx students

9) ARC must include Comunidad de ARC on the HSI grant from beginning to end (Exploring DI: Latinx, p. 21)

STRUCTURE EVALUATION: Ideal Structure

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

Instruction

Business Services

Student Services

Other

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

When students were surveyed about top motivating factors that encouraged them to work harder to be successful at ARC over the last year, Latinx students ranked that positive interaction with a professor (1st) was the most influential motivating factor that encouraged students to do well. Latinx reported family support for their education as the second most important motivating factor. Latinx students indicated financial aid paying for school fees/texts (3rd), culturally relevant instruction in classes (4th), working with a counselor (5th), and positive interaction with a staff person (6th).

When asked about high impact practices in the classroom, Latinx students ranked clear explanation of requirements as a top factor for success. Latinx students similarly prioritized regular feedback from professors (2nd), different ways to learn course content (3rd), and safe classroom environment (4th). Latinx students marked opportunities to work with classmates (5th) and relevant content that reflects student experiences (6th). (Exploring DI: Latinx, p. 36-37)

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)

ARC hiring needs to change starting with a Spanish bilingual, bicultural Latinx outreach staff member to serve Latinx immigrant communities as soon as possible.

To maximize and encourage student-professor relationships, it is important for ARC to support professors in this endeavor. One possible avenue is through long term professional development training to help professors develop best practices for promoting safe classroom environments, incorporating more culturally relevant course materials, implementing diverse learning strategies, and building connections with diverse students in their courses. However, professional development opportunities may not be sufficient. Thus, incorporating mentorships for professors with release time to allow for individual support, engagement in social or campus conversations/activities, opportunity to incorporate new strategies, and receive feedback from others is suggested. Also, as it appears that interpersonal relationships are crucial for student success, it is worth exploring opportunities to involve students’ families in their college experiences at ARC (e.g., multilingual college orientation sessions for families, free campus activities for families throughout the year, and family workshops on financial aid or academic requirements at ARC). (Exploring DI: LatinX, p. 39)

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: Retention from Primary Term to Secondary Term (Black or AA)

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

Population Experiencing the Most Significant Disproportionate Impact:

Black or African American

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)	
Year 2 (2023-24)	
Year 3 (2024-25)	

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)

Given the societal conditions mentioned previously (see full report Exploring DI: African

American), it stands to reason that Black and African American students are more likely to need financial assistance for basic essentials such as housing and food in order to succeed in the college environment. Many find themselves attempting to alleviate financial strains by working more hours which takes away from valuable time needed to successfully complete their courses; and when students do not successfully complete their courses, they lose their financial aid. It is an all too familiar pattern for students who lack the family and emotional support to stay in college and then arrive on community college campuses and must contend with the typical barriers of feeling marginalized and experiencing microaggressions. Providing campus jobs, free textbooks, and food may relieve the strain for some, but more financial aid options and an academic environment conducive to the needs of Black and African American students is necessary for long term gains in closing equity gaps. (Exploring DI: African American, p. 37)

STRUCTURE EVALUATION: Ideal Structure

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

- | | |
|---|--|
| <input type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input type="checkbox"/> Student Services | <input type="checkbox"/> Other |

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

When students were surveyed about top motivating factors that encouraged them to work harder to be successful at ARC over the last year, African American students ranked that positive interaction with a professor (1st) was the most influential motivating factor that encouraged students to do well. The second most important motivating factor for success was financial aid paying for school fees/texts.

When asked about high impact practices in the classroom, African American students ranked clear explanation of requirements as a top factor for success. Then, prioritized regular feedback from professors (2nd), different ways to learn course content (3rd), and safe classroom environment (4th). African American students indicated relevant content that reflects student experiences (5th) and opportunities to work with classmates (6th). (Exploring DI: African American, p. 27-28)

PLANNING & ACTION

Intended Audience/Recipient:

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

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

Action Steps:

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

Support to stay on the path:

- Identify/hire/train Instructional Assistants, Student Personnel Assistants, student assistants, peer mentors, tutors and technology aids; embed them in classes and offer follow-up academic assistance to students.
- Collaborate with Workforce Development and Internship Program to identify funding sources, provide stipends for internships and employment opportunities.
- Dedicate funds, administered by an advisory board, to supply students with funding for textbooks, college resources and other essential needs.
- Create technology loan programs

Support to ensure learning:

- Invest in teacher training programs like those offered by the Association of College and University Educators (ACUE) and the Center for Organizational Responsibility and Advancement (CORA) to encourage, support and assist faculty in learning effective teaching strategies.
- Initiate cross-talk opportunities for student, staff and faculty to connect.
- Embed Instructional Assistants, Student Personnel Assistants, tutors, and student technology assistants in classes. (see full list: Exploring DI: African American, p. 43)

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: Retention from Primary Term to Secondary Term (LATINX)

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:

Latinx

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)	
Year 2 (2023-24)	
Year 3 (2024-25)	

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

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

- | | |
|---|--|
| <input type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input type="checkbox"/> Student Services | <input type="checkbox"/> Other |

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

Current process/policy/practice/culture that impedes equitable outcomes for Latinx students are:

- 1) lack of communication between ARC Latinx community and executive leadership team
- 2) lack of ARC Latinx representation on councils, committees, and project teams
- 3) lack of funds and internship opportunities for ARC Latinx students, especially undocumented students, LGBTQ, and low-income
- 4) ARC Latinx staff, faculty, and administration do not reflect ARC Latinx student body; ARC hiring needs to change starting with a Spanish bilingual, bicultural Latinx outreach staff member to serve Latinx immigrant communities as soon as possible
- 5) lack of designated space for ARC Latinx students, especially Latinx undocumented and LGBTQ community members
- 6) lack of anti-bias training for all campus employees regarding Latinx, Latinx LGBTQ, and undocumented community members, especially students
- 7) lack of culturally relevant curriculum or pedagogy
- 8) need to work with community-based programs to better support ARC Latinx students
- 9) ARC must include Comunidad de ARC on the HSI grant from beginning to end (Exploring DI: Latinx, p. 21)

STRUCTURE EVALUATION: Ideal Structure

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

- | | |
|---|--|
| <input type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input type="checkbox"/> Student Services | <input type="checkbox"/> Other |

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

When students were surveyed about top motivating factors that encouraged them to work harder to be successful at ARC over the last year, Latinx students ranked that positive interaction with a professor (1st) was the most influential motivating factor that encouraged students to do well. Latinx reported family support for their education as the second most important motivating factor. Latinx students indicated financial aid paying for school fees/texts (3rd), culturally relevant instruction in classes (4th), working with a counselor (5th), and positive interaction with a staff person (6th).

When asked about high impact practices in the classroom, Latinx students ranked clear

xplanation of requirements as a top factor for success. Latinx students similarly prioritized regular feedback from professors (2nd), different ways to learn course content (3rd), and safe classroom environment (4th). Latinx students marked opportunities to work with classmates (5th) and relevant content that reflects student experiences (6th). (Exploring DI: Latinx, p. 36-37)

PLANNING & ACTION

Intended Audience/Recipient:

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

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

Action Steps:

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

Improve Parent Involvement: Molina recognizes the value that family plays in PUENTE students' lives and ARC
PUENTE is already doing that such as inviting them to ARC Latinx Transfer Days before the school closure and plans to involve parents and families more.

- Diversify Faculty and Staff: Staff, faculty, and administration need to represent Latinx student population.
- Improve Professional Development: Professional development across the college is key.
- Earlier Orientation and Collaboration: Molina recommends starting to orient students to the college when they're still in high school. The much-needed Latinx Outreach Officer will be able to help future ARC students and parents/families begin to get oriented to ARC and higher education in general.
- Improve the Roadmaps: ARC is already working on this, but we must regularly review and make sure students know what courses they need to take to achieve their academic goals. Pathways need to be accessible and attainable or they're useless.
- Expand PUENTE: PUENTE is a successful program, and as stated earlier we have already expanded to three cohorts, including an Honors component. The program was created with one cohort in mind. We don't have the personnel or funds to create enough cohorts for 8,000+ Latinx students, but we need to recognize its value as an entry point, retention tool, and develop those in other areas on campus. (Exploring DI: Latinx, p. 25)

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: Completion (BLACK OR AA)

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

Population Experiencing the Most Significant Disproportionate Impact:

Black or African American

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)	
Year 2 (2023-24)	

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)

When students were asked to list all challenges in this past year that made it difficult for them to finish their degree, certificate, or transfer to a university, there were 229 total African American students who answered this question. They reported top challenges as not enough money for general living (1st), not enough financial aid for school fees (2nd), difficulty balancing work and family (3rd), taking care of family members (4th), and low self-confidence about academic performance (5th). (Exploring DI: African American, p. 25)

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)

Using the framework of Racial Identity Theory, Critical Race Theory, and Matterings and Marginality Theory, the following practices are proposed to facilitate a shift in equitable outcomes for successful enrollment for Black or African-American. The guiding principle of these suggestions is to create counter-spaces where students can tell counter-stories to foster matterings on campus. These processes/policies/practices are aligned with Guided Pathways.

Clarify the path: Provide early outreach and financial aid information to prospective and continuing students.

Support entering the path: Provide intrusive, systemic support; create opportunities to increase connections between faculty, staff, and students in and out of the classroom

Support staying on the path: Provide funding resources, leadership and employment opportunities for students to alleviate their financial burden.

Ensure learning: Enhance classroom learning environments and invest in instructor/educator training resources that promote collectivism, culturally responsive teaching practices and other equity approaches that help students learn. (Exploring DI: African American, p. 39-40)

PLANNING & ACTION

Intended Audience/Recipient:

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

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

Action Steps:

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

These recommendations were intentionally aligned to the Guided Pathways Pillars to enact meaningful change to equitize education across the entire student experience.

- Identify/hire/train/ a dedicated Outreach Specialist(s) to collaborate with others to provide information on career options, and college programs to prospective high school seniors and their families.
- Identify/hire/train/ a dedicated Financial Aid Specialist(s) to provide financial aid information/literacy workshops to prospective high school seniors, their families, as well as, continuing college students.
- Create a Black Faculty and Staff Advisory Board which provides advisement on issues regarding Black and African American student success and student needs.
- Identify a dedicated space with support staff for Black and African American students to build community, access resources, affirm identity and cultivate connections, to students, faculty and staff.
- Create Integrated Success Teams that include instructional faculty, counseling faculty, Student Personnel Assistants, a Librarian, peer mentors, peer tutors, Financial Aid Specialist, Workforce Development /Internship staff, to provide case management support to students.
- Dedicate funds, administered by an advisory board, to supply to students for textbooks, college

resources and other essential needs.

- Collaborate with Workforce Development and Internship Programs to identify funding sources, provide stipends for internships and employment opportunities.

- Identify/hire/train Instructional Assistants, Student Personnel Assistants, student assistants, peer mentors, tutors and technology assistants embed them in classes and offer follow-up assistance to students.

- Invest in teacher training programs like those offered by the Association of College and University Educators (ACUE) and the Center for Organizational Responsibility and Advancement (CORA) to encourage, support and assist faculty in learning effective teaching strategies. (Exploring DI: African American, LatinX, Native American, p. 8)

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: Completion (LATINX)

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

Population Experiencing the Most Significant Disproportionate Impact:

Hispanic or Latino/a/x

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)	
Year 2 (2023-24)	
Year 3 (2024-25)	

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)

When students were asked to list all challenges in this past year that made it difficult for them to finish their degree, certificate, or transfer to university, 558 Latinx students responded to this question. They identified their top challenges as having difficulty balancing work and family (1st), not enough money for general living (2nd), not enough financial aid for school fees (3rd), low self-confidence about academic performance (4th), and taking care of family members (5th). (Exploring DI: LatinX, p. 34)

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)

Potential ways to address challenges or barriers with financial aid and general living costs may include informational workshops on the financial aid process, readily accessible financial aid advisors, free textbooks or school supplies, and greater student employment opportunities (e.g., paid internships or work experiences). As top motivators for students included career options and securing employment, it seems reasonable that comprehensive career services would be crucial in assisting students with career advising, job search, interview techniques, résumé building, and other skills and services required to secure successful employment. One way to support students with family responsibilities may involve greater on-campus assistance for students with children (e.g., easily accessible drop-off/pick-up childcare), vouchers or gift cards for personal needs and groceries, more college success workshops/courses providing academic success skills, and personal mental health support services. In addition to financial assistance and campus resources for students, it may also be necessary for ARC to investigate how systemic practices present barriers by talking to DI populations to learn about their encounters with institutional challenges (Exploring DI: LatinX, p. 39).

PLANNING & ACTION

Intended Audience/Recipient:

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

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

Action Steps:

Help Text: How 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)

- Finalize the analysis of the DI survey: At this time, the Latinx DI Team does not consider this report complete because the analysis of the data is not yet finished. 558 Latinx students completed the survey and deserve to have their voices heard completely.
- Treat this project as iterative: The Latinx DI Team believes this report is a living document and this project should be conducted every two to three years by members from La Comunidad de ARC. Our students are everchanging and by conducting this work in this cycle, it will allow the

institution to respond to the needs of the current students and get feedback on the recommendations that were previously instituted.

- S1: Students First: consider students first AND remember our interaction is because they have come to be students, but that's not all who they are: they are people who want to learn and get (better) jobs; teach students to be students if they need that help; see more of the person who students are.

- S2: Systems Second: change the system to fit the student instead of trying to change the student to fit the system.

- Mentor and train faculty to teach better: improve professional development.

- Prioritize recruiting, hiring, and retaining bicultural, bilingual Spanish-speaking Latinx and equity-minded staff (Outreach Officer needed as soon as possible), faculty, and administrators (including part-time and full-time classified staff, adjunct and tenure track/tenured faculty, interim and permanent administrators) to attain parity with 29% Latinx student body.

- Regular and consistent communication between La Comunidad de ARC and Executive Leadership Team. Standing regular and mutually agreed upon meeting between ARC president and/or Executive Leadership Team and one or both La Comunidad de ARC co-facilitators and group's leaders.

- Increase La Comunidad de ARC collegewide representation. ARC president or Executive Leadership Team communicates with leadership of La Comunidad de ARC when a new collegewide council, group, team, committee, etc. forms and seeks Latinx representation proportional to Latinx enrollment with full status and voting rights as other members.

- Apply for HSI grant in collaboration with La Comunidad de ARC and hire at least one full-time, permanent equity-minded Latinx employee to usher grant from embryonic stage to implementation to reporting and evaluating.

(Exploring DI: African American, Latinx, Native American, p. 10-11)

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 (BLACK OR AA)

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

Population Experiencing the Most Significant Disproportionate Impact:

Black or AA

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)	
Year 2 (2023-24)	
Year 3 (2024-25)	

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)

When students were asked to list all challenges in this past year that made it difficult for them to finish their degree, certificate, or transfer to a university, there were 229 total African

American students who answered this question. They reported top challenges as not enough money for general living (1st), not enough financial aid for school fees (2nd), difficulty balancing work and family (3rd), taking care of family members (4th), and low self-confidence about academic performance (5th). (Exploring DI: African American, p. 25)

STRUCTURE EVALUATION: Ideal Structure

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Instruction | <input checked="" type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input checked="" type="checkbox"/> Other |

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

Using the framework of Racial Identity Theory, Critical Race Theory, and Mattering and Marginality Theory, the following practices are proposed to facilitate a shift in equitable outcomes for successful enrollment for Black or African-American. The guiding principle of these suggestions is to create counter-spaces where students can tell counter-stories to foster mattering on campus. These processes/policies/practices are aligned with Guided Pathways.

Clarify the path: Provide early outreach and financial aid information to prospective and continuing students.

Support entering the path: Provide intrusive, systemic support; create opportunities to increase connections between faculty, staff, and students in and out of the classroom

Support staying on the path: Provide funding resources, leadership and employment opportunities for students to alleviate their financial burden.

Ensure learning: Enhance classroom learning environments and invest in instructor/educator training resources that promote collectivism, culturally responsive teaching practices and other equity approaches that help students learn. (Exploring DI: African American, p. 39-40)

PLANNING & ACTION

Intended Audience/Recipient:

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

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

Action Steps:

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

These recommendations were intentionally aligned to the Guided Pathways Pillars to enact meaningful change to equitize education across the entire student experience.

- Identify/hire/train/ a dedicated Outreach Specialist(s) to collaborate with others to provide information on career options, and college programs to prospective high school seniors and their families.

- Identify/hire/train/ a dedicated Financial Aid Specialist(s) to provide financial aid information/literacy workshops to prospective high school seniors, their families, as well as, continuing college students.

- Create a Black Faculty and Staff Advisory Board which provides advisement on issues regarding Black and African American student success and student needs.

- Identify a dedicated space with support staff for Black and African American students to build community, access resources, affirm identity and cultivate connections, to students, faculty and staff.

- Create Integrated Success Teams that include instructional faculty, counseling faculty, Student Personnel Assistants, a Librarian, peer mentors, peer tutors, Financial Aid Specialist, Workforce Development /Internship staff, to provide case management support to students.

- Dedicate funds, administered by an advisory board, to supply to students for textbooks, college resources and other essential needs.

- Collaborate with Workforce Development and Internship Programs to identify funding sources, provide stipends for internships and employment opportunities.

- Identify/hire/train Instructional Assistants, Student Personnel Assistants, student assistants, peer mentors, tutors and technology assistants embed them in classes and offer follow-up assistance to students.

- Invest in teacher training programs like those offered by the Association of College and University Educators (ACUE) and the Center for Organizational Responsibility and Advancement (CORA) to encourage, support and assist faculty in learning effective teaching strategies.

(Exploring DI: African American, LatinX, Native American, p. 8)

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 (LATINX)

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

Population Experiencing the Most Significant Disproportionate Impact:

Hispanic or Latino/a/x

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)	
Year 2 (2023-24)	
Year 3 (2024-25)	

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

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

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

- | | |
|---|--|
| <input type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input type="checkbox"/> Student Services | <input type="checkbox"/> Other |

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

When students were asked to list all challenges in this past year that made it difficult for them to finish their degree, certificate, or transfer to university, 558 Latinx students responded to this question. They identified their top challenges as having difficulty balancing work and family (1st), not enough money for general living (2nd), not enough financial aid for school fees (3rd), low self-confidence about academic performance (4th), and taking care of family members (5th). (Exploring DI: LatinX, p. 34)

STRUCTURE EVALUATION: Ideal Structure

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

- | | |
|---|--|
| <input type="checkbox"/> Instruction | <input type="checkbox"/> Business Services |
| <input type="checkbox"/> Student Services | <input type="checkbox"/> Other |

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

Potential ways to address challenges or barriers with financial aid and general living costs may include informational workshops on the financial aid process, readily accessible financial aid advisors, free textbooks or school supplies, and greater student employment opportunities (e.g., paid internships or work experiences). As top motivators for students included career options and securing employment, it seems reasonable that comprehensive career services would be crucial in assisting students with career advising, job search, interview techniques, résumé building, and other skills and services required to secure successful employment. One way to support students with family responsibilities may involve greater on-campus assistance for students with children (e.g., easily accessible drop-off/pick-up childcare), vouchers or gift cards for personal needs and groceries, more college success workshops/courses providing academic success skills, and personal mental health support services. In addition to financial assistance and campus resources for students, it may also be necessary for ARC to investigate how systemic practices present barriers by talking to DI populations to learn about their encounters with institutional challenges (Exploring DI: LatinX, p. 39).

PLANNING & ACTION

Intended Audience/Recipient:

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

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

Action Steps:

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

- Finalize the analysis of the DI survey: At this time, the Latinx DI Team does not consider this report complete because the analysis of the data is not yet finished. 558 Latinx students completed the survey and deserve to have their voices heard completely.
- Treat this project as iterative: The Latinx DI Team believes this report is a living document and this project should be conducted every two to three years by members from La Comunidad de ARC. Our students are everchanging and by conducting this work in this cycle, it will allow the institution to respond to the needs of the current students and get feedback on the recommendations that were previously instituted.
- S1: Students First: consider students first AND remember our interaction is because they have come to be students, but that's not all who they are: they are people who want to learn and get (better) jobs; teach students to be students if they need that help; see more of the person who students are.
- S2: Systems Second: change the system to fit the student instead of trying to change the student to fit the system.
- Mentor and train faculty to teach better: improve professional development.
- Prioritize recruiting, hiring, and retaining bicultural, bilingual Spanish-speaking Latinx and equity-minded staff (Outreach Officer needed as soon as possible), faculty, and administrators (including part-time and full-time classified staff, adjunct and tenure track/tenured faculty, interim and permanent administrators) to attain parity with 29% Latinx student body.
- Regular and consistent communication between La Comunidad de ARC and Executive Leadership Team. Standing regular and mutually agreed upon meeting between ARC president and/or Executive Leadership Team and one or both La Comunidad de ARC co-facilitators and group's leaders.
- Increase La Comunidad de ARC collegewide representation. ARC president or Executive Leadership Team communicates with leadership of La Comunidad de ARC when a new collegewide council, group, team, committee, etc. forms and seeks Latinx representation proportional to Latinx enrollment with full status and voting rights as other members.
- Apply for HSI grant in collaboration with La Comunidad de ARC and hire at least one full-time, permanent equity-minded Latinx employee to usher grant from embryonic stage to implementation to reporting and evaluating.

(Exploring DI: African American, Latinx, Native American, p. 10-11)

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)

ARC has worked over the past several years to develop and implement a model that provides holistic support to our students. HomeBases creates the space to develop and strengthen relationships within our campus community. By design, the pathways communities are intended to actualize ARC's commitment to equity and social justice through equity-minded education. Each HomeBase is expected to have a unique personality tailored to its area of interest and the common goals embraced by all HomeBases personnel are: (1) engage and connect student to people, programs, services, and resources that enable pathway completion, (2) foster relationships and a sense of community to ensure that all students equitably persist, learn, and succeed, in particular, our disproportionately impacted communities, and (3) facilitate and encourage each student's progress along recognizable pathways through and beyond ARC.

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)

- **Improve ARC Website:** Based on data collected, we plan to improve our website to be more user friendly. The greatest addition we are adding to our website will be simple and informative videos. An example of this would be videos designed to help students understand the recommended steps to get aid (Complete a FAFSA) and the benefits available if eligible.
- **Increase Outreach efforts:** We will also be increasing our Financial Aid outreach. We recently hired a Financial Aid Outreach officer who will be a Financial Aid representative at events, school presentations, and FAFSA workshops.
- **Campaigns:** Lastly, we are having call and email campaigns to contact all students who do not have a FAFSA on File and provide them with information. We want our student to make more informed decisions.

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)

• **Increase of FAFSA submitted Applications:** As listed above, we plan to improve our website, increase Financial Aid outreach, and have more call/email campaigns in the effort to increase students who complete a FAFSA application. Increase in FAFSA applications will allow us to find more eligible students and increase more Pell Grants issued.

• **Student Portal Update:** ARC and Los Rios Community college district is in the process of improving our student portal, eServices, to provide students with more clear information which will better inform them when they are missing out of potential aid.

• **Redesign Financial Aid department:** American River College is redesigning our Financial Aid department to be more efficient. We are reviewing all processing in our department and finding ways to improve steps to be more effective. This will improve our rate of completing tasks and provide students with clear updates of their accounts earlier which intern will let them know when the need to provide additional documents, alter their schedule or update school information.

• **ARC HomeBase:** American River College is improving their counseling service to provide counselors for each major type called HomeBases. This improved support will help student have clear guided paths and greatly assist students with FACA eligibility resulting in more accurate information to issue aid.

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)

- California Promise Grant
- Los Rios Promise Program Waiver
- Cal Grant B
- Cal Grant C
- Chafee Grants
- Student Success Completion Grant (SSCG)
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Veterans' Benefits and Programs
- CARES Emergency Fund Scholarships
- Federal Direct Loans

- Federal Work Study
- Scholarships

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)

The American River College Beaver Cares Basic Need Center is currently providing students with services in all seven of the major service areas including:

Food- Food Pantries, On Campus Farmer's Markets, Grocery Gift Cards, CalFresh application assistance

Housing- Housing Resources and Emergency Hotel Vouchers

Transportation: Gas Cards and (coming soon) Training for how to efficiently accessing public transit

Childcare: Free and low-cost County Childcare and on-campus resources and fee payment assistance,

Low-cost Utility and computer resources, clothing and household items, Toiletry kits,

Baby Needs for our student parents through our Baby Beavers Diaper Pantry.

Additional Resources including: Textbook Assistance, Free Workshop classes to teach student how to cook on a budget as well as Financial Wellness workshops "Money Matters"

Participation

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

Our Marketing efforts currently include mass emails to lists of approximately 13,000 students

who are currently connected to our other Categorical programs as well as 0 EFC student lists from Financial Aid. We partner with our other Student Services departments to offer events and collaborative efforts to support our students.

We also conduct tabling events on campus to expand student awareness of our programs and services. Our staff also visit classrooms to present to smaller groups of students in areas which may or may not be reached by our other marketing efforts. Lastly, each semester Beaver Cares staff conduct dedicated presentations to instructional faculty to raise awareness about resources available to students.

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)

Our current food pantry is offered on-campus Mon-Friday 8-5pm with extended evening hours on Wednesdays until 7:00pm. Our pantry offers boxes of non-perishable items as well as individual home pantry items including pasta, sauce, canned fruit etc., that students can bag up. We also offer cold food items including butter, cheese, eggs and more. Produce is available in our Center on a less consistent basis in addition to the outdoor Farmer's Market offered twice per month. We have satellite food pantries in our Athletics department and grab and go snack items in our UNITE Center and other departments on campus. We will open a food pantry at our satellite center in Natomas Center this semester. Students are able to access the food pantry on a weekly basis by simply supplying a student ID number. For our students who live too far away from campus to travel to the pantry, we offer electronic grocery gift cards.

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)

American River College faculty and administrators have been working together to actively plan for the Zero Textbook Cost degree grants. A faculty-led textbook workgroup meets regularly to work on this project, and reports back to an Academic Senate textbook affordability subcommittee. A districtwide textbook affordability group meets monthly to coordinate the work across the district as well.

ARC has been using HEERF funds to support faculty who want to create and adopt OER for their courses, so we have a solid foundation of ZTC courses from which to build ZTC degree and certificate pathways. Over the next year, we plan to:

- Map the IGETC and CSU GE patterns to identify ZTC gaps

- Incentivizing faculty to create/adopt OER for their courses to fill identified GE gaps
- Analyze the course requirements for ARC's most popular Associate Degrees for Transfer and Certificates and identify how many sections are already ZTC
 - Reach out to departments to share the opportunity to receive grant money if they want to become ZTC
- Share our plans with Academic Senate, Student Senate, Classified Senate, Student Services, and instructional deans to get feedback
- Work with our counselors and program pathways staff to develop a plan for identifying and marketing ZTC degrees to students
- Discuss the topics of ongoing coordination in our campus textbook affordability committee: how will we sustain this work going forward?
- Continue to make progress in streamlining and improving our process for identifying ZTC courses and making sure that information gets into the class schedule.

Overall, ARC plans to use the ZTC grants to continue to build on the work we are already doing to promote OER & ZTC. Specifically, we will work with departments to offer support and guidance if they want to collectively commit to making their degrees and/or certificates ZTC. We will offer the opportunity to all departments, but will particularly focus on recruiting participants to develop ZTC sections for:

- The most popular ADTs: Business Administration and Psychology
- High-impact GE courses with many repeated sections
- Departments in which faculty already have a strong interest in OER, including Spanish and Early Childhood education

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)

ARC established one of the first PRIDE Centers in a community college in the state of California. The Center has been supported by a part-time faculty coordinator and a full-time classified support person. Currently, both are being filled due to vacancies in the positions. ARC has published on the website the designated employee who is responsible for AB 620. With the additional appropriated funds, the college will also be staffing the PRIDE Center with a temporary student support specialist and student personnel assistant to support the LGBTQIA+ community.

The Center has provided a number of professional development opportunities throughout the

past several years and held several activities for students as well as for the college community. Each year a graduation ceremony is planned to celebrate our LGBTQIA+ students who are either graduating or transferring to a four-year university. The college and district continue to work on identifying single stall restrooms and policy changes that are needed to support our students.

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)

- *The LRCCD Mental Health and Wellness Team's mission is to cultivate Trauma Informed and wellness conscious community to increase the mental, physical, spiritual, and overall success of community members. In pursuit of our Mission, we strive to:*
- Improve the community's understanding of how our physical, psychological, and cultural wellbeing impacts our mental health and overall wellness.
- Provide education and opportunities for individuals to identify early warning signs of mental illness and subsequently provide programs and an environment that supports recovery, builds a growth mindset, and improves resilience for these individuals.
- Assure that those who request information and need mental health care referrals have confidential access to the appropriate information and know how to obtain care.
- Create opportunities for mental health maintenance through infusion and mental health and wellness consciousness into the classroom and all spaces where students, faculty and staff engage.

Therapists provide direct service to students and a variety of consultative services to support student needs. Specifically, the role of a campus specific mental health therapist is to provide intake assessments, case management, individual therapy, group therapy, crisis response, and participation in a multidisciplinary approach to the clinical care of LRCC students. Therapists also serve as a professional resource providing outreach and consultation to the Los Rios community. Therapists supervise interns at their assigned campus to provide in the moment guidance and regular supervision duties.

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)

Los Rios District DSPS Programs and District initiatives

In collaboration with all four DSPS programs has negotiated site licenses for the following assistive technology software's:

- **Kurzweil 3000** – Site license for all students including non-DSPS students.
- **TextHelp: Read & Write & EquatIO** – Site license for all students including non-DSPS students.
- **Dragon Naturally Speaking** – 100 site licenses for the district.

- **Fusion: JAWS & ZoomText** - Site license for all students including non-DSPS students.
- **Natural Reader** - 100 site licenses for the district.

The goal is that these are accessible through single sign-on. Integrating software's as plug-ins on common tools such as MS office. Installed onto all lab computers. Plan trainings for instruction and staff.

All four DSPS programs and the district are working on a universal application. The purpose of a universal application is so that students that take courses at multiple campuses in the district are not required to complete additional DSPS application to reduce barriers to our DSPS programs.

Looking into updating the DSPS database to improve functionality, efficiency, and meet the needs of our students. For example, we have made a current change to our database so that a students preferred name will show up instead of their legal name.

ARC Specific initiatives

DSPS is currently working on eliminating all DSPS documents and forms that are student facing and replacing them with cloud-based forms to reduce accessibility issues and to provide students with greater access. Paper forms will still be available upon request.

DSPS has launched a DSPS Canvas course that allows students increased access to DSPS accommodations and services. This will also allow students to receive communication/notification from the DSPS department in a mode they prefer as well as communicate with DSPS. There is also a community portion in canvas which will allow us to build an online community for our DSPS students that mirrors what we offer on-ground.

Upgrading our Assistive Technology lab. Added all new fully ADA motorized computer/table work stations. Upgrading all hardware to include Mac and PC's. Additionally, updating the software. We will be setting up the lab so that it will allow us to offer flex workshops meaning students can attend the workshop via in-person or on-line simultaneously.

We have also upgraded our testing rooms with fully ADA motorized computer/table work stations.

Seeking to invest in additional technology to support students with disabilities in the classroom. For example, we recently purchased new equipment for our adaptive physical education program. We are also looking to invest in monitors that can be attached to microscopes for students with visual impairments. We invested in high quality mobile CC TV's to be deployed in DSPS and across campus on demand. We are working on purchasing additional assistive software such as Otter.ai. to enhance notetaking and real-time captioning capacity.

Create a Canvas page designed for Instruction. This would be a resource to our instructional faculty to provide detail information regarding accommodations/services and our campus processes. It would also provide strategies, tools, and information to assist instruction in ensuring their course(s) are accessible and designed with universal design in mind. Information and tips on how to best work with specific disabilities would also be provided.

Planning to build a DSPS mentorship program. The mentorship program would consist of ARC students and students from our local Universities (CSUS, UC) to assist students with various

strategies.

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)

Our board is engaging in a new cycle of Strategic Planning during the 2022-23 academic year. The district research work group has implemented a plan that includes:

Strategic Goals: these goals will reflect the goals of the district and colleges. They will be developed collaboratively by all of the colleges and the district.

Indicators of Achievement: Establishing targets that measure the success in meeting the strategic goals of the district and colleges. These will be developed with support of the district research council strategic planning group.

Strategies: specific actions designed to help each college and the district meet their targets and achieve their goals. These will be developed locally and may reflect unique approaches at each college in the district.

Primary Indicators of achievement include:

Establishing effective pathways that optimize success and access

Ensuing equitable academic achievement across all racial, ethnic socioeconomic and gender groups

Providing exemplary teaching and learning opportunities

Leading the region in workforce development

Fostering an outstanding work and learning environment.

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)

All planning and resource allocation processes at American River College are fundamentally grounded upon the institutional mission. The mission serves as a solid foundation for planning and provides clarity to decisions about resource allocation. The student-centric focus of the mission ensures that student learning and achievement are at the forefront of efforts to enhance institutional effectiveness. To leverage funding beyond SEA the college looks to braid funding from existing grants and continue to seek additional funding opportunities to address gaps in current funding streams. The college follows the institution's Integrated Planning Process to allocate resources. ARC's Integrated Planning Process is an ongoing, systematic process designed to create synergy between various plans and the allocation of resources to ensure that institution priorities are achieved. The College directly ties financial planning to institutional planning, specifically within program review and annual unit planning, in which planning units establish

planning objectives linked to data and the College's strategic planning goals

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)

The College's commitment to participation by all constituents in decision-making is evident through focus groups and surveys conducted in support of the College's dedication to social justice and equity. Specific to student participation in the advancement of our equity goals, the HomeBase Pathways Communities model was named by students, and the Student Design Team helps to inform the future direction of the College, as well as improve student-facing programs, services, processes, tools, and communication. The student design team positions are paid and students work approximately 20 hours per week.

Team members will participate in a number of design-related activities, including:

- Providing feedback on how to make our programs and services more accessible to students
- Assessing how systems and processes can be made more intuitive for students
- Analyzing policy and procedures
- Exploring and testing new technology tools and/or equipment
- Serving on committees and/or workgroups
- Engaging other students in similar activities on campus

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)