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@cccco.edu

CONTENTS

PRELUDE

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

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

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

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

The 2022-25 Student Equity Plan Task Force

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

2022-25 STUDENT EQUITY PLAN TEMPLATE

Landing Page/Details

***Guidance*:** With the 2022-25 Student Equity Plan, please focus on future efforts in sections involving student populations experiencing disproportionate impact. For this student equity planning cycle, we ask that colleges make an active effort to target inequitable outcomes more aggressively for students of color and set actionable goals for these efforts. Before you move on to writing your 2022-25 student equity plan, it is important to reflect on the 2019-22 plan and consider:
- What did we set out to accomplish and what did we achieve?
- Is there anything that worked well that we should continue?
- What do we want to do differently in the 2022-225 plan?
- How do we better partner with existing guided pathways efforts?
- What data are available for this retrospective analysis as well as our inquiry into current gaps and future goal setting?

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

ASSURANCES:

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

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

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

Race Consciousness in Equity Plan Development (2,500 character max)
***Help Text*:** Considering the research and documentation provided to your college about race consciousness (CUE Report, local data, etc.), please describe how your college plans to be more race conscious in completing this Student Equity Plan.

Contacts

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

DISTRICT CONTACT INFORMATION FORM

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

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

Equity Plan Reflection

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

2019-22 ACTIVITIES SUMMARY
- Outreach to DI Groups
- Retention
- Increase Transfer
- Implementation of AB705
- Career Preparedness & Academic Support

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

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

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)

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

[ ]

Link to Executive Summary

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

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

[ ]

Student Populations Experiencing Disproportionate Impact

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

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

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & METRICS

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

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

Metric: Successful Enrollment

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

Population Experiencing the Most Significant Disproportionate Impact:

female, Asian, black/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)

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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)

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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 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

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, First Generation, LGBTQ

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   ☐   Business Services

☐   Student Services   ☐   Other

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

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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)

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PLANNING & ACTION

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

☐ Administrator ☐ Partner (K12, Transfer, other)

☐ Faculty ☐ Students

☐ Classified Staff

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

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

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:

TARGET OUTCOMES FOR 2022-25

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   ☐   Business Services
☐   Student Services   ☐   Other

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

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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)

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PLANNING & ACTION

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

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

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

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

***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:

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
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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 ☐　　Business Services
☐　　Student Services ☐　　Other

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

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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)

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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 NEEDED

Support Needed

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

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

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

Metric: Transfer

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

Population Experiencing the Most Significant Disproportionate Impact:

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
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Year 2 (2023-24)	
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STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

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☐   Instruction   ☐   Business Services
☐   Student Services   ☐   Other

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

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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)

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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 NEEDED

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

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

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

STUDENT SUPPORT INTEGRATION SURVEY (Optional)

Guidance: This section is optional; you may choose to respond to as many of the prompts below as you'd like. We recommend you use this space as an opportunity to share successes, note areas for improvement, and detail any college-specific plans to address the topics below. You may come back and add more details as your college designs and implements content discussed in this survey.

GUIDED PATHWAYS

Alignment

Help Text: By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of the Vision for Success and Call to Action. Each college in the system has submitted an annual Scale of Adoption Assessment detailing progress and goals to improve the student experience. Please provide a summary of how your college's equity efforts align with achieving your institution's guided pathways goals. (2,500 character max)

FINANCIAL AID

FAFSA Participation

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

PELL Grant Participation

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

Additional Aid for Students

Help Text: The 2021-22 Budget Act included a total of $250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students. Will your college provide additional aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

☐   Yes
☐   No

Description of Additional Aid (2,500 character max)

BASIC NEEDS

Help Text: The 2021-22 Budget Act included ongoing funding of $30 million to support basic needs centers and coordinators, and an additional $100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Basic Needs Center
Help Text: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

☐　　Yes

☐　　No

Services
Help Text: What services are you providing or do you plan to provide in your college's Basic Needs Center? (2,500 character max)

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

Food Pantry
Help Text: The 2020-21 California state budget enacted through Senate Bill (SB) 74 and Assembly Bill (AB) 94 added a requirement that districts must support or establish on-campus food pantries or regular food distribution programs to receive SEA program funds. Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program. (2,500 character max)

ZERO-TEXTBOOK COST

Zero-Textbook Cost Program

Help Text: The 2021-22 Budget Act provided $115 million one-time for grants to community college districts for developing zero-textbook-cost degrees and certificates that can be earned entirely by completing courses that eliminate textbook costs by using alternative instructional materials. Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus. (2,500 character max)

LGBTQ+

LGBTQ+ Support

Help Text: In 2011, Assembly Bill 620 amended California's Education Code and requests "governing board[s] of each community college district to designate an employee at each of their respective campuses as a point of contact to address the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students." The law, California Education Code Section 66271.2 also states that, "at a minimum, the name and contact information of that designated employee shall be published on the Internet Web site for the respective campus and shall be included in any printed and Internet-based campus directories." Additionally, the 2021-22 Budget Act appropriated $10 million in one-time funding to support LGBTQ+ students. Please discuss your plans or current efforts to support the LGBTQ+ population on your campus. (2,500 character max)

MENTAL HEALTH

Mental Health-Related Programs

Help Text: The 2021-22 Budget Act included ongoing funding of $30 million to provide student mental health resources. Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations. (2,500 character max)

GENERAL ACCESSIBILITY

Accessibility

Help Text: Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus. (2,500 character max)

INSTITUTIONAL PLANNING

Ongoing Engagement

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

Integrated Budgeting

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

Student Voice

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

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

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

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

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