Student Equity and Achievement Program – Template from NOVA

College of the Canyons - Student Equity Plan (2022-25)

Guidance

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

- What did we set out to accomplish and what did we achieve?
- Is there anything that worked well that we should continue?
- What do we want to do differently in the 2022-25 plan?
- How do we better partner with existing guided pathways efforts?
- What data are available for this retrospective analysis as well as our inquiry into current gaps and future goal setting?

This 'Details' page will assist in the framing and foundational elements of your college's Student Equity Plan. Take some time to review assurances and the hyperlinks on this page. Take time to review your Contacts and Project Leads. The 'Equity Plan 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 plan transitions into a focus on populations experiencing Disproportionate Impact. Your planning team will have Chancellor's Office data available to determine what student population will be a focal point for your college's equity planning efforts, and your team has the opportunity to discuss other areas in our optional 'Student Support Integration' Survey. As your plan develops, your team may want to work on equity goals for other populations experiencing disproportionate impact on your campus; please contact SEA Program so we can assist in your continued efforts over the course of this equity plan cycle.

Please refer to this document for additional information on DEI Terms: DEI Glossary Link
Assurances

Please attest to the following assurances.

Legislation

☑ 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.

- [EDC_78220.pdf](EDC_78220.pdf)
  Additional 78220 Acknowledgement

☑ 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.

Campus-Wide Equity Approach

View Memo

Race Consciousness in Equity Plan Development

With consideration of 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.

After the College received the CUE report, we conducted a review of our current equity practices and examined our local data. The CUE report helped us identify the specific groups where DI was present and the potential impact our equity work has had addressing disparities between these groups.

> The College of the Canyons SEA Plan is informed by the actions of our College Planning Team and through the work of its sub-committee, Institutional Effectiveness and Inclusive Excellence (IE)2. The (IE)2 committee is composed of all constituency groups, including students, staff, faculty, and administrators. This group focuses on identifying disproportionately impacted students and strategizing methods to mitigate equity gaps and elicit change. Over the past three years, the (IE)2 committee's efforts have been in close collaboration with the "Call to Action" coalition, led by our Chief Diversity, Equity, and Inclusion Officer. This relationship has helped to evolve our professional development, IDEAA trainings, inform our curriculum and course offerings, and has led to the creation of new and modified programs across our college. The Call to Action, linked in the Executive Summary, is an example of the cross-functional work College of the Canyons has been focused on to offset DI since our prior SEA Plan was implemented.
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> After the College received the CUE Report, we conducted a review of our current equity practices and examined our local data. Following this analysis, we held intentional and anti-racism focused dialogues to recognize and address institutional injustices. The CUE Report helped us identify the specific groups where DI was present and the potential impact our equity work has had addressing disparities between these groups. We have made great strides to build upon race-conscious programs including, the creation of our Ujima Scholars program led by our Black Student Success Counselor, the development of Cultural Responsive Teaching trainings within our Center for Teaching and Learning, the opening of our new Multicultural Center, hosting hundreds of professional development offerings, and the launch of nine college Alliances that support our students through their affinity groups.
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Equity Plan Reflection for 2019-22

2019-22 Activities Summary

- Access: Successful Enrollment
- Retention: Fall to Spring
- Completion of transfer level math and English
- Attained Vision Goal for Completion
- Transfer to a four-year institution

Key Initiatives/Projects/Activities

Summarize the KEY initiatives/projects/activities to support student equity your institution completed across all areas of the college in 2019-22.

Alliances – The Alliances create safe and brave spaces for our students to discuss important topics, process and share personal experiences, and receive guidance and support as they navigate their educational journeys.

Ujima Scholars – The program is built on the tenants of Umoja and A2MEND and serves as an ongoing resource for Black Students to reach their potential as both scholars and community leaders.

Program Mapper – Program Mapper is an online interactive tool delineating the pathway to complete all local degrees and certificates. They help facilitate in-person advising and counseling appointments, bolsters outreach efforts, and improve consistency in student planning.

Faculty Inquiry Groups (FIG) – Faculty Inquiry Groups are akin to topic-specific taskforces that quickly identify friction points and solutions. In particular, the English and Math FIGs have demonstrated how data analysis can inform professional development topics, best practices, and new curricula.

Canyons Connects – Canyons Connects is our early alert system we launched in 2018. Since that time, it has been building steadily to ensure our faculty can connect students to important resources and provide encouragement ("kudo") messages throughout the term.

Caring Campus / "Canyons Cares" – Canyons Cares is a Classified staff-led initiative designed to make students feel a greater sense of community and connectedness when on our campuses and interacting with our employees.

Multicultural Center (MCC) – The purpose of the MCC is to provide safe and brave spaces on campus for historically minoritized and marginalized groups with the goal of increasing diversity, equity, and inclusion.

Culturally Responsive Teaching (CRT) and The Center for Teaching and Learning (CETL) – CRT is designed to build inclusivity and help faculty explore and build cultural competencies. CETL is responsible for recruiting and training experienced instructors who can share their skills with others.

Undocumented Resource Center (URC)- Our Undocumented Resource Center is part of our Empowerment Programs (EOPS, CARE, CalWorks, and INSPIRE). The URC plays a critical role in addressing DI for our minority students by offering specialized support to help students matriculate and persist.

Welcome Center –Following AB705 and the end of standardized assessment testing, the College rebranded the Assessment Center as the "Welcome Center." The Welcome Center acts as the first stop for students to start with the College.

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Evidence of Decreased Disproportionate Impact

How do you know these initiatives/projects/activities decreased disproportionate impact?

The College has seen reductions or fully alleviated DI in the following areas:

- Veterans, Math and English in first year (2017/18 to 2020/21)
- American Indian/Alaskan Native Students, Persistence, term to term (2017/18 to 2019/20)
- Filipino Females, Access (2017/18 to 2020/21)
- Black Students, transferred to a 4 year within 3 years (2015/16 to 2016/17)
- Pacific Islander Students, Math and English in the first year
- Foster Youth Students, transferred to a 4 year within 3 years (2015/16 to 2016/17)

The College initiatives, projects, and activities have been drastically redesigned to decrease disproportionate impact and improve equity. Our strategy is to systemically change our college culture and bolster efforts known to improve outcomes. Lasting structural change takes time to appear in the outcome data, and it is challenging to establish a direct causal relationship from any one specific program or project to an outcome. However, this does not mean that we haven't already observed direct student impact from our efforts.

For example, our Veteran Resource Center, supported by SEA, has redesigned the onboarding and intake process for our Veteran students. The office has more staff, dedicated counseling, and multiple touchpoints, ensuring each Veteran has an education plan and stays in regular contact with the college.

Another example is our Inspire Scholars program that serves our Foster Youth population. This program has added dedicated counseling and support staff, but additionally, now offers a specialize summer orientation "boot camp" for new students.

Structurally, the District has leveraged its Guided Pathways work to address DI. This includes, hiring a Black Student Success Counselor who helped establish one of our first Student Success teams. In turn, these Success Teams scaffold the educational experience, particularly for minority and disproportionately impacted students.

To comprehensively address DI, the College cannot solely focus on student activities, and has to work diligently to improve employee engagement points. This engagement in DI work over the past three years is evidenced by increased participation levels. For example, since 2019, 259 faculty have completed equity-minded "Online Live" trainings, 59 faculty have completed Culturally Responsive Teaching (CRT) workshops, and, since 2020, the College

> has hosted 335 workshops for all employees related to culture, equity, anti-racism, and celebrations of diversity.
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2022-25 Planning Efforts

Briefly summarize how the 2019-22 equity plan cycle informed your planning efforts for 2022-25.

> Since the last SEA Plan, equity work has been disseminated and integrated across the District in newfound ways. In addition, we now have a Chief Diversity, Equity, and Inclusion Officer who leads the work of our Call to Action, oversees the Multicultural Center, and Professional Development. This Officer also ensures our Board of Trustees and college constituencies are well-informed of the work we are doing. This position, along with an increase in DEI-related collaboration amongst our program offices has started to break down silos and ensure that "equity work is everyone's work."
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> In preparation for developing the 2022-25 SEA Plan, the Chief DEI Officer developed the IDEAA coalition, which focuses on Inclusion, Diversity, Equity, Accessibility, and Anti-racism efforts. This committee includes leadership from students, classified professionals, faculty, and the administration, while aligning closely with the Call to Action plan. The local Call to Action plan, linked in the Executive Summary, follows the Call to Action set by the CCCCO and focuses on building upon the positive IDEAA strides the College has made.
>
> The efforts of the Institutional Effectiveness and Inclusive Excellence committee (IE)2, a sub-committee of the College Planning Team, has focused on Call to Action, the completion of the Guided Pathways Scale of Adoption Assessment, and DI in greater depth than in previous SEA cycles. Their work is informed by the Guided Pathways Scale of Adoption Assessment, which provides a framework for Canyons Completes Action Plan and IDEAA efforts. The (IE)2 committee continues to review and refine activities supported through SEA funding, and further tracks the outcome data to evaluate the impact on DI populations. This committee includes a cross-functional team of college stakeholders who meet once a month to develop, analyze, garner participation, and implement our activity plans associated with SEA and Guided Pathways.
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Pandemic Acknowledgement

Using the check boxes provided, please describe the manner in which the Pandemic affected your work.

☐ Interrupted Work Fully

☑ Catalyzed Work

> The pandemic disrupted in-person, non-essential, District operations, however, our equity work expanded during the pandemic. During the pandemic, the District started work on Call to Action, opened the first Multicultural Center virtually, offered more professional development than ever before, and came together as a community to host Town Halls, listen to one another, and promote

the well-being of the students and each other. The pandemic gave us the time and space to launch initiatives that would have otherwise been met by barriers inherent to physical spaces.

There were also a record number of employees and students who participated in equity-focused online professional development, dialogues, and trainings. Employees and students worked collaboratively to make the changes necessary for the students and the campus community CCCCO guidance scaffolded our progress and informed several equity-specific changes and cultural shifts within our District. For example, the CCCO guidance allowing students to take emergency withdrawals (EWs) without the burden of proof or documentation, created a paradigm shift. We began changing the way we process petitions, and specifically, started questioning why we have certain processes in place. How can we remove other barriers for our students? This one change helped to reframe perspectives on how best to help students, with a success-first rather than procedure-first mindset. Following this change, it led our college to reevaluate what we require documentation for and how we can modernize our policies to ensure we are helping students and not creating more barriers to their education.

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☑ Delayed Work

The pandemic also gave the College the opportunity to rebuild many of our processes, trainings offered, and recognized where we need to improve. Many of our services were in-person services, and online was the exception. Examples of this included our onboarding services, drop-in counseling services, many of our science courses, and library checkout services. But the College adapted quickly with everyone dedicated to ensuring our students could continue their education.

Since coming back to primarily in-person operations, we adapted again to maintain a large online presence in student services, along with new modalities for both courses and meetings. These bifurcated demands on our services are particularly challenging given the influx of retirements and vacancies, all while employees are still processing and recovering from the traumas of the past several years. in addition, we need to rebuild our relationships with our community partners and adapt to the current students' needs. As we navigate this new landscape, we are trying to construct a future that balances the needs of the students and the community while giving each other grace and space to heal and adjust to the new norms.

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Link to Executive Summary

Please share the URL to your college's Executive Summary.

This Executive Summary MUST include, at a minimum:

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

Executive Summary URL - https://www.canyons.edu/administration/ie2/seaplan.php

Student Populations Experiencing Disproportionate Impact

Guidance

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

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

Student Populations Experiencing Disproportionate Impact and Metrics

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. Each must be covered by at least 1 student population.

Student Populations for Metric Workflow	Metrics					Actions
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion	
Black or African American	☑	☑	☑	☐	☑	🗑
Male	☐	☐	☑	☐	☐	🗑
Hispanic or Latino	☐	☑	☐	☑	☑	🗑
First-Gen	☐	☐	☑	☑	☑	✏ 🗑

Successful Enrollment

Target Outcomes for 2022-25 Summary

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. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Target Outcomes for 2022-25

Measurement *

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. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. 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
3-year outcome	The goal is to increase the overall successful enrollment rate from 43% to 45% by 2024/25.
3-year outcome	Increase successful enrollment rates for Black/African American students from 37% to 45% by 2024/25.

Structure Evaluation: Friction Points

Friction Points

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

student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

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

When reviewing our enrollment friction points, we identified four key areas below impacting student outcomes, especially for our DI subpopulations:

1. The application process through CCCApply is known to be difficult for students to navigate and complete. The application needs to be simplified to ensure students can enroll efficiently and easily. Aside from improving the usability of CCCApply, the system is also vulnerable to malicious activity, including generating a significant number of false ("bot") applications. The increase in fraudulent applications results in extensive manual audits of the applicants. In turn, this draws critical time and resources away from student support needs. In addition, the application needs to be reviewed through an equity lens, utilizing a cultural competency rubric to ensure the application is free from bias.
2. The College employs a wide range of software throughout the student onboarding process. While the diversity of capabilities is beneficial in principle, in practice, it requires students to continually relearn multiple student interfaces. In addition, our District has emphasized improved security measures to help stem data breaches and malicious attacks on our servers. The unintended consequence of enhanced security includes more cumbersome user-authentication processes.
3. Current staffing levels to support our onboarding processes (from time of application to enrollment), are reduced to one manager, and two Outreach professionals, along with four additional classified staff members that manage our matriculation systems. Considering we onboard roughly 4,000 students per year, this is a relatively small number of individuals providing a tremendous amount of student support. As a result, we do not have the resources to contact each student independently when they apply, and further assist them through their matriculation steps beyond a superficial level of support.
4. Our onboarding process is generic -- untailored to students' unique backgrounds, goals, and experiences. While this allows us to onboard student efficiently, this "one-size fits all" model no longer aligns with our values. We need to transition to more personalized support services from the onset of our College experience, allowing us to better match specific resources to student needs and anticipate future program demands. However, creating customized matriculation steps, such as rebuilding our orientation, is labor intensive to construct and maintain. Therefore, this aspiration necessitates more institutional and CCCCO on-going support and dedicated personnel.

Structure Evaluation
Current Structure

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

☐ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☑ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

The enrollment process impacts a wide range of structures, processes, policies, practices, and cultures on our campus. Of note, the marketing, outreach and recruitment efforts, admissions and application process, new student matriculation steps, financial support for students, and overall inclusive college culture are impacted. In our local Call to Action includes plans we have in place to eliminate policies, processes, practices, or campus cultures that impede equitable student outcomes.

Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. (Select all that apply)

☐ Instruction

☐ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

In an ideal landscape, we will develop onboarding processes for the students that address their specific needs. For example, we would like to create an orientation tailored to our Black/African American students and offered by Ujima to provide the program to students at the very beginning of their educational journey.

☐   Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐   General Operations (A&R, Parking, Campus Policing, etc.)

☑   Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

In the past year, we have implemented our Ujima Scholars program. In order to ensure our students feel connected to the campus, we want to introduce students to Ujima Scholars at the front-end of a student's journey at COC. The program could partner with the Outreach and Welcome Center teams to facilitate successful matriculation and enrollment for our incoming Black/African American students.

In addition to the above, the College as a whole will continue the work listed below to ensure we continue to focus on equity across the College.

- Broadening the adoption of "Call to Action" efforts.
- Increasing support for our "Equity Minded Practitioners".
- Continuing to stoke engagement, dialogues, and participation within our Institutional Effectiveness and Inclusive Excellence Committee.
- Launching our on-ground permanent Multicultural Center.
- Evolving our Professional Development offerings, and ensuring a greater diversity of participation.
- Updating affiliated Board Policies and Administrative Procedures.
- Implementing improved hiring and recruitment procedures.
- Adopting more "Curriculum Cultural Competency Checklists" and instilling their value and applicability across a wider range of disciplines, offices, processes, and petitions.

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

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

The College has been working on identifying structural changes that must take place to ensure we can focus on equity in all areas. A few are listed below.

To attain a more simplified CCC application, the CCCCO will need to take responsibility for improving the application product, while our institution and others can support this effort by providing feedback for system updates. It may also be beneficial to hire an outside consultant to identify essential and nonessential components of application software while improving the overall design and user experience. Particular attention should be given to the handoff process between CCCApply and the local colleges, whereby CCCApply generates its own set of logins and ID numbers. Having two sets of ID numbers and log-ins confuses students while trying to complete

local matriculation processes. Finally, a review of the application through an equity lens, utilizing a cultural competency rubric to ensure the application is free from bias, is a needed improvement.

The College needs to find a way to consolidate the technology systems our students must utilize throughout their educational journey. Ideally, we would be able to load all our software systems into our mobile application for the student to have one location to log in to find all resources in one place with one log in.

To improve communication with students, we need to identify and utilize student preferences for email, text, or phone calls, and further analyze the frequency students engage with their Canvas messages and Canyons email. Another goal is to reduce generic mass messaging and move towards more personalized and targeted communications.

The College continues to develop an equity-informed employee-student mentorship model, one that can help demystify student support processes and scaffold the educational experience for DI groups. Ideally, students could be assigned to a team of individuals across the college that serve as advocates. Through participation in CAPG 2.0, the College learned new ways to help students navigate our services. One of the current ideas includes developing our peer advisors into a "concierge service" for our students. In this model, students can contact an assigned "concierge" who can then ensure their needs are being met.

Action

Action Steps

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

In order to move from our current practices to a more ideal, we must build on our current structures and adapt to the needs of the students. We have developed a lot of new programs, modalities, offerings, etc. since the onset of the pandemic to try and support our students in many ways. Now, we must learn to change those practices to adapt to support our students. In order to build on these, we must utilize the voices of our students. This can be accomplished through our Alliances, our Ujima Scholars, and through the participation of students in our committees.

The Canyons Completes Action Plan also outlines our current work in guided pathways, developing and implementing new structures, programs, and support systems for our students. this plan includes a redesign of our onboarding process, development of our program mapper, implementation of e-portfolios, support for our students taking math and English as well as the faculty teaching in those areas.

Other programs and supports that have been identified to support our Black/African American students in the area of successful enrollment include our Welcome Center, Canyons Promise, Credit for Prior Learning, Personal and Professional Learning courses, high school outreach efforts, My Academic Plan, and the way we schedule courses.

Supports Needed

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

- ☐ Proof of Concept Pilots

- ☐ Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

The CCCApply application should have a review of the application through an equity lens, utilizing a cultural competency rubric to ensure the application is free from bias.

The CCCCO could update CCCApply, making the application easier to navigate for students. Many students believe they have completed the process when they set up their username and password. If the CCCCO could create a clearer and more streamlined way to ensure applications are complete, this would be a significant step in making the entire application experience better for our students. Particular attention should also be given to the handoff process between CCCApply and the local colleges, whereby CCCApply generates its own set of logins and ID numbers. Having two sets of ID numbers and logins confuses students while trying to complete local matriculation processes.

Creating statewide licenses for specific software tools, as was provided for Canvas, makes services more consistent across the system. When all colleges are using similar tools, at a cost they can afford, it creates more equitable services and frees up resources to address local needs.

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Completed Transfer Level Math and English: Black or African American

Target Outcomes for 2022-25 Summary

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Target Outcomes for 2022-25

Measurement *

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. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. 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
3-year outcome	The goal is to increase the overall successful completion of math and English rate from 32% to 36% by 2024/25.
3-year outcome	Increase successful completion of math and English rates for Black/African American students from the rate of 17.5% to 33% by 2024/25.

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the

myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

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

Following the passage of AB705 and AB1705, the College has continually updated our math and English placement methodology and implementation. The number of students directly entering transfer-level math increased to 100%. While we have updated the curriculum to ease the transition into the transfer levels, for some, particularly returning students, the abrupt transition to high-level math can be overwhelming.

The major friction point we are experiencing is a lack of engagement in our non-credit support courses for math and English, which have been purposely built to accommodate students that feel unprepared for the transfer levels. A more concerted effort is needed to promote these types of free resources and to increase awareness amongst our students, staff, and faculty.

To increase non-credit engagement, the English department has already started piloting non-credit to credit student community cohorts, which help to seamlessly transition students from non-credit foundational skills to transfer level English. The Math department has also created modular noncredit classes to assist students in specific math concepts.

Our friction points for math and English completion span beyond student engagement in support programs. Ongoing professional development is offered around cultural competency and equitizing the classroom. Attendance in these activities is often limited to the same repeated population of employees – typically those who already have an affinity for this type of work. The College needs to identify new strategies to recruit a broader diversity of faculty and staff into professional development, specifically trainings that can instill best IDEAA practices specific to math and English support and completion.

Structure Evaluation
Current Structure

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

☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☐ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this section?

Math and English completion rates impact the course placement system, support services, tutoring, curriculum, and professional development, amongst others. In addition, the work closely ties into our math consortium efforts that engages the local high schools in constructive dialogs. These meetings include curricular discussions, with a goal of trying to better align college-level math expectations with the preparation offered at the high school. To make impactful changes, both the internal (e.g., messaging, enrollment, and the perceived value of non-credit support courses) and external factors (e.g., high school preparation), must be considered.

While we have built many support classes for students, utilization of the courses is not seen as necessary to students. The College must do a better job of offering these support courses to students before the student's grades begin to slip.

Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. (Select all that apply)

☐ Instruction

☐ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☑ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

The College can make major shifts in improving our equity outcomes by employing the following strategies:

- Clarifying math and English pathways, ideally while students are still in high school or prior to enrollment in their first term.
- Leveraging student support teams and our Ujima Scholars program to scaffold the math and English learning experience for our Black/African American students. For example, our English department has partnered with our Ujima Scholars to offer a cohort of an English 101 course with a counseling course taught by our Ujima Scholars counselor.
- Ensuring our Black/African American students have access to important resources like financial aid, grants, food insecurity programs, technology (laptop lending etc.), textbooks, and Learning Center tutoring.
- Utilizing Canyons Connects (Early Alert) to intervene when students start to show signs of academic difficulty. Encouraging faculty to train and utilize this tool consistently across sections and courses.
- Ensuring all our students have equitable access to counseling and advising to ensure they understand their course options and do not enroll in unnecessary courses beyond their majors and career goal requirements.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

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

The College has identified the following structural changes required for our Black/African American students to successfully complete math and English within their first year.

The Math and English departments have created modular non-credit classes to support students in their math and English transfer levels. However, in order to help students access non-credit support, we need greater department collaboration and a cohesive understanding of these course offerings and their benefits. To facilitate this work, it will require close collaboration between our Outreach team, the Welcome Center, Counseling, math faculty, and English faculty.

In addition, the college needs to improve upon how it identifies students struggling early on in their transfer level math or English courses. Greater utilization of our Canyons Connects system will be critical to matching students with appropriate resources such as, non-credit courses and tutoring, prior to students experiencing irrevocable academic difficulty.

The College is also taking steps to improve its hiring practices and obtain more demographically matched and representative employees. These steps include improved hiring policies and administrative procedures, EEO trainings for hiring committee members, and modifying job announcements to expand the pool of applicants.

Lastly, the College needs to continue to build supportive communities for our DI subpopulations. For example, having our Ujima Scholars program for our Black/African American students helps to create shared experiences and a culture of belongingness at our institution. Our student success teams, along with campus mentors and establishing a single point of contact for our support

services, are all elements that need to be reinforced to reach ideal levels of math and English completion for our Black/African American students. Ujima Scholars also ran a pilot summer bridge program in the summer 2022. This was a successful endeavor and will be replicated in summer 2023 for new incoming students.

Action

Action Steps

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

Math and English faculty have made significant progress helping students complete their transfer level Math and English courses. The following actions have been taken by the faculty in these departments:

- English faculty completed professional development, analyzed their English 101 course for new teaching strategies, and created Faculty Inquiry Groups to study their courses and ensure they are utilizing best practices within their curriculum. In addition, the math and English departments partnered with our Empowerment programs to connect math and English non-credit support courses with counseling courses and mentoring. Following these combined efforts, we need to closely monitor the related outcomes to inform future strategies, training, and curricular updates. Of note, how these efforts can work in tandem with programs like our Ujima Scholars to improve math and English completion rates four or Black/African American students.
- Math faculty redesigned their curriculum to include a new transfer-level liberal arts course and expanding options for non-STEM majors to complete their degree requirements. The math faculty also held professional development for statistics instructors to identify ways to increase completion and share best practices. Professional development and math success data analyses are ongoing for the department, as the impacts of AB705 and AB1705 are monitored closely.
- The continued development of the non-credit math and English support courses is a key strategy the college is utilizing to address DI and to support all students to manage the rigors of transfer-level courses. Going forward, we need to continue to promote these offerings -- highlighting how enrolling in these free, modularized non-credit classes can result in improved academic outcomes.
- The Math Consortium serves as a communication and strategic planning hub for math-affiliated faculty, staff, and administrators from local high schools and our College. This collaborative effort was suspended during the height of the pandemic, but the goal is to reestablish these meetings with a focus on addressing equity gaps in student outcomes and aligning curriculum accordingly.

Chancellor's Office Supports

Supports Needed

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

☑ Proof of Concept Pilots

☐ Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

The CCCCO can solicit input from districts implementing the California Promise programs. The students in our local Canyons Promise program complete math and English in their first year at a rate of 55%, far exceeding the average rate of completion at our College. However, one of the issues facing our DI students is an inability to take promise-funded courses during intersessions. We also have many non-traditional students who cannot qualify for the program because they are working and can only attend college part-time. It would be helpful if we redefined the CCCCO metric for "completion of math and English within the first year.

This metric inadvertently favors colleges with more privileged/traditional full-time students – those capable of taking higher unit loads than those who are simultaneously maintaining outside employment. While the intention to help students shorten their pathway to success is a good one, this metric would be more equitable if it was tied to "units attempted" rather than a specific timeframe. For example, the metric could measure the number of students who completed transfer-level math and English within their first 30 units attempted, rather than within their first year. This model would better accommodate for non-traditional and part-time students, and not penalize colleges for shortening the pathways for non-traditional students at a proportional rate to traditional students taking full-time course loads.

Completed Transfer Level Math and English: Hispanic or Latino
Target Outcomes for 2022-25 Summary

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. To close equity gaps, strategies and activities must be designed

with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Target Outcomes for 2022-25
Measurement *

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. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. 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
3-year outcome	Increase successful math and English completion rates for Hispanic/Latinx students from 30% in 2020/21 to 35% by 2024/2025.

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure

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

> The friction points for Hispanic/Latinx students parallel the friction points discussed for Black/African American students. Namely, limited enrollment in the optional non-credit math and

English support classes, a need to increase participation in structural support programs (e.g. Canyons Promise), and a need for faculty and staff to continue to undergo culturally response training and IDEAA-related professional development. Arguably, the significance of these friction points is magnified, given that College of the Canyons is a Hispanic Serving Institution with a significant population represented from this demographic group. A potentially unique friction point for the Hispanic/Latinx population is the potential for language accessibility issues of our services – specifically, ensuring there are adequate and consistent levels of English and Spanish materials and resources within our interaction points.

Hispanic/Latinx students also represent the majority of our DACA/Dreamer students. Government policy changes add to student insecurities and can limit access to services and resources if there are no mitigating interventions. The stresses and fears placed upon these students along with undocumented students is unique to this subpopulation. These insecurities can manifest in a variety of ways, including academic distress. We need to ensure these students feel safe and always supported as they achieve their academic goals. This includes finding ways to destigmatize and bolster mental health counseling along with our fiscal, housing, undocumented resource center, and our Alliance and Dreamers taskforce programs.

Structure Evaluation
Current Structure

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

☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☐ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this section?

Math and English completion rates impact the course placement system, support services, tutoring, curriculum, and professional development, amongst others. In addition, the work closely ties into our math consortium efforts that engages the local high schools in constructive dialogs. These meetings include curricular discussions, with a goal of trying to better align college-level math expectations with the preparation offered at the high school. To make impactful changes, both the internal (e.g., messaging, enrollment, and the perceived value of non-credit support courses) and external factors (e.g., high school preparation), must be considered.

Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. (Select all that apply)

☐ Instruction

☐ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☑ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

The College can make major shifts in improving our equity outcomes by employing the following strategies:

- Clarifying math and English pathways, ideally while students are still in high school or prior to enrollment in their first term.
- Building on the "Summer of Empowerment" program designed to help our Hispanic/Latinx students in the EOPS/CalWorks, and Foster youth programs.
- Establishing a cohort of Hispanic/Latinx students within the English department's pilot program to transition students from non-credit to credit courses.
- Enhancing our counseling courses by embedding culturally specific and response content.
- Ensuring our Hispanic/Latinx students have access to important resources like mentorship programs, scholarships, grants, and other financial aid, food insecurity programs, technology (laptop lending etc.), textbooks, and tutoring.
- Utilizing Canyons Connects to intervene when students start to show signs of academic difficulty. Encouraging faculty to train and utilize this tool consistently across sections and courses.
- Ensuring all our students have equitable access to counseling and advising to ensure they understand their course options and do not enroll in unnecessary courses beyond what is needed for their majors and career goals.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

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

The College needs to ensure we are marketing our non-credit support materials in multiple languages and publicize these offerings with greater presence on our website. In addition, we need to be sure our employees offer consistent messaging and can connect students to the noncredit courses, tutoring, or other offerings in our TLC during student interactions. Having clear and consistent messaging will be particularly important as the math and English departments develop and expand more pilot cohorts that transition students from non-credit to credit math and English courses. The College should also be leveraging our bilingual services across campus, creating a roadmap for students to find Spanish-speaking services. One of the critical mechanisms that can help facilitate these changes are our Student Success Teams. Establishing a Hispanic/Latinx team will help create a critical structure to reinforce our DI efforts for this subpopulation of students.

Action

Action Steps

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

To enable a shift to equitable outcomes for this population, the college could employ any or all of the following:
- Creating a specific Hispanic/Latinx Student Success Counselor.
- Establishing a population-specific success team for Hispanic/Latinx students, including bilingual tutors and advocates.
- Strengthening support and allocating more resources for the Dreamers Taskforce, Undocumented Student Resource Center, and the Latinx Alliance.
- Increasing Hispanic/Latinx-specific professional development and workshops.
- Creating a unique space for Hispanic/Latinx students to form stronger on-campus communities within the new Multicultural Center space.
- Hosting increased numbers of multi-lingual events and outreach activities.
- Highlighting Hispanic/Latinx heritage and providing mentorship opportunities and guest speakers that showcase change-agents from this demographic.
- Continuing to embrace and develop cultural competency checklists throughout instruction.
- Continuing to expand our non-credit support courses and non-credit to credit transition pilots specifically for our Hispanic/Latinx students in transfer level math and English.
- Continuing to host the "Summer of Empowerment" program to help acclimate students to math and English expectations and helping to match students to cohorts for noncredit-to-credit pilot offerings.

Other programs and supports that have been identified to continue to support our Hispanic/Latinx students in the area of successful completion of math and English include our Canyons Promise, Personal and Professional Learning courses, high school outreach efforts, My Academic Plan, the opening of our new Multicultural Center and the way we schedule courses.

Chancellor's Office Supports

Supports Needed

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

- ☑ Proof of Concept Pilots

- ☐ Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

For our Hispanic/Latinx populations, the Chancellor's office could help supply Spanish translation support, particularly for the closed captioning of our onboarding videos and our course advisement resources. Additional funding in this area will allow the college to hire more bilingual tutors and support staff and expand the amount of campus resources that offer alternate language translations.

The CCCCO could further help colleges interpret how legal changes impact the status of our Dreamers, Undocumented students, and International students. In addition, the CCCCO could offer enhanced legal assistance and hotline resources for students facing challenges with their Visas, immigration status, and other related issues. These concerns directly impact our student's ability to focus on their academics and complete their coursework.

College of the Canyons isn't unique in facing DI issues in math and English with both our Black/African American and Hispanic/Latinx students. The CCCCO could offer case studies that highlight practices across the system, particularly those that have produced the best outcomes for reducing DI amongst each of key demographic groups.

The CCCCO could also help lobby state governance bodies to expand childcare and daycare services on CCC campuses to ensure parent-students can focus on their academics. The current funding and support for these programs is inadequate, providing only limited support for a narrow band of specific child ages -- broader daycare services are needed, as students cannot afford

inflation-impacted childcare while attending school. The Chancellor's Office could expand upon the Vision Resource Center to offer proof of concept pilots in the areas of Math and English successful completion. This will help the field quickly identify what is working across the state.

Persistence: Black or African American Students

Successful Enrollment: Summary

Target Outcomes for 2022-25 Summary

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. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Target Outcomes for 2022-25

Measurement *

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. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. 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
3-year outcome	The goal is to increase the overall successful persistence rate from 72% to 73% by 2024/25.
3-year outcome	Increase successful completion rates for Black/African American students from the rate of 59% to 73% by 2024/25.

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the

myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

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

When reviewing our enrollment friction points, we identified five key areas below impacting student outcomes, especially for our DI subpopulations:

1. The primary method of contacting students is the college email system. However, students do not regularly check their College of the Canyons email, resulting in missed information, opportunities, such as important deadlines and opportunities. We cannot help our Black/African American Students persist if we cannot communicate effectively.
2. Through the process of adopting Guided Pathways at our College, it has become clear that one of the missing elements of student support is having reliable points of contact for our students. To improve the continuity of services, and assist students through critical transition periods, we are working for the process to be seamless for our students.
3. There has been a drive to improve our hiring practices and recruit a greater diversity of qualified candidates for District positions. We hired our Black Student Success Counselor in 2021, however, we have not reached a point where our employee diversity is reflected in the diversity of our students.
4. As a result of the Pandemic, courses transitioned to a variety of online and hybrid delivery methods. To try and meet the needs of all our students, the College created six different modalities of course offerings: in-person, 100% online, Online Live (via zoom), Hybrid in-person/online, Hybrid in-person/OnlineLive, Online/OnlineLive. The multitude of course delivery modes has inadvertently led to confusion, placing additional burdens on our support staff to clarify differences within the course schedule.
5. The College has focused on the need for more mental health services to assist all our students. In particular, the last few years have shown an increase in the need on campus, online, and in group formats.

Structure Evaluation
Current Structure

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

> The various course delivery modalities have increased dramatically over the past several years. Having the six different modalities has increased confusion on when students are required to be face-to-face, online, synchronous or asynchronous.

☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

> - Ensuring students have access to support services during the term is imperative to their success. Informing students of the Basic Needs Center, financial aid, child care services, tutoring, food vouchers, book vouchers, etc. is an ongoing issue.
> - Another key to our wraparound services, are the supports offered through the Academic Accommodations Center (AAC). The AAC can help ensure students have the appropriate academic accommodations to promote their success by working to identify and mitigate barriers.

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☑ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this section?

> The structures, processes, policies, practices, and cultures impacted by the persistence metric for Black/African American students include the following:
> - Ujima Scholars and the Black Student Alliance.
> - The course schedule, and specifically, the availability of sequence courses required to complete majors. Also, considerations for delivery modalities, time of day and campus location offerings.
> - Hours of operation and availability of free tutoring services.
> - Policies and procedures related to grading, add and drop deadlines, probationary status, student fees, and priority registration.
> - Campus College Assistant (student employment) opportunities to support Black/African American students with work on campus.
> - A college-going culture of support including Canyons Cares, Alliances, mentorships, A2Mend, MESA, success teams and coaches, Empowerment Programs, and Child Care support.
> - EEO trainings, culturally responsive professional development.
> - Utilization of Canyons Connects.

Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. (Select all that apply)

☑ Instruction

> Clarify each of the instruction delivery modalities, helping students understand how each mode differs within our course schedule, website, and related marketing materials.

☐ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

> Ensure students in need are leveraging the services provided by the Basic Needs Center, Financial Aid, Student Health and Wellness, and all other student support offices. Having awareness of, and access to, these important resources will assist students achieve their educational goals.

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☑ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- Connecting students to Ujima Scholars prior to enrollment in their first term.
- Ensuring our Black/African American students are provided the opportunities to on campus work.
- Ensuring Black/African American students have mentors available across campus.
- Ensuring our Black/African American students know about and sign up for the Canyons Promise program.
- Ensuring Faculty are consistently utilizing Canyons Connects to connect our students to the services across the College.
- Expanding and encouraging greater adoption of culturally response teaching strategies and the cultural competency checklist.
- Completing the construction of the Multicultural Center.
- Improving recruitment and hiring practices to increase Black/African American representation within candidate pools.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

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

In order to assist our Black/African American students to persist, we need to be sure faculty and staff can regularly engage and connect with our students. This can be accomplished through Canvas, Canyons Connects, our web chat system, email, texts, phone calls, or in-person meetings. We need to identify best practices and survey student preferences more regularly.

Employee-student mentorship opportunities will also be critical to supporting the educational experiences for our Black/African American students and helping them persist. While we continue to build our Ujima Scholars program, we also need to develop a system to connect students to mentors – those who will have a significant impact on a student's academics.

Student employment (college assistant positions), can also play a unique role in helping students persist. The experience of working at the institution helps students understand college operations, and in turn, equips them to better navigate their own education. In addition, student jobs have both minimum course load and GPA requirements. These standards for continued employment give students external motivation to do well in their courses. Ideally, the college could investigate best practices to ensure Black/African American students are being equitable selected as qualified candidates for these opportunities.

Lastly, the College is taking steps to improve its hiring practices and obtain more demographically matched and representative employees in candidate pools. These steps include updated hiring policies, procedures, marketing, and job announcements, along with enhanced EEO trainings for hiring committee members. To reach a structural ideal, the college will need to continue to make progress in diversifying the candidate pools, and in turn, the workforce of our institution.

Action

Action Steps

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

In order to move from our current practices to ideal practices related to persistence, we must build on our current structures and adapt to the needs of the students. For example, we have built multiple modalities to support the learning styles of our students and we need to now adapt the marketing and understanding of all the new modalities to our students.

We also must build upon the student employment strategies to ensure our Black/African American students know there are employment opportunities across the College in many different departments.

In order to build on these, we must utilize the voices of our students. This can be accomplished through our Alliances, our Ujima Scholars, and through the participation of students in our committees.

The Canyons Completes Action Plan also outlines our current work in guided pathways, developing and implementing new structures, programs, and support systems for our students.

This plan includes persistence programs such as our Alliances, implementation of e-portfolios, connecting students to internships, and implementing experiential learning in the first semester of a student's educational pathway.

Other programs and supports that have been identified to support our Black/African American students in the area of successful persistence include our Canyons Promise, Credit for Prior Learning, Personal and Professional Learning courses, and My Academic Plan.

Chancellor's Office Supports

Supports Needed

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

- ☐ Proof of Concept Pilots

- ☐ Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

The Chancellors Office can help allocate resources that will help Colleges expand its ability to recruit and create more student employment positions at our college. Student employment on college campuses keep students engaged within the education environment. We believe this ultimately improves their chances of persistence and academic success. With inflation on the rise and wages at entry-level positions offering higher salaries than our District can afford, we are being outcompeted in the labor market -- losing our students to outside employment competition.

The CCCCO could expand its support of student housing allocations to address housing needs for DI populations specifically. Housing continues to be an ongoing barrier for our students impeding their ability to persist. While our College is starting to plan for student housing, these offerings will be enhanced by integrating programing and embedding resources into these new spaces. For example, having computer and printing access, providing tutoring hours in lobby spaces, etc.

The CCCCO can continue the support for our Basic Needs Centers. The need for essential food, housing, technology, and other items since the onset of the pandemic has increased exponentially. The ongoing CCCCO support for these services is critical to our students' success.

Transfer – Hispanic or Latino Students

Successful Enrollment: Summary
Target Outcomes for 2022-25 Summary

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. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Target Outcomes for 2022-25
Measurement *

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. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. 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
3-year outcome	The goal is to increase the overall successful transfer rate from 32% to 37% by 2024/25.
3-year outcome	Increase successful transfer rates for Hispanic/Latinx students from 27% to 37% by 2024/25.

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the

myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

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

As a student nears completion of their transfer preparation, the College can create opportunities to meet with a counselor and finalize their transfer plan. While the community colleges do not have control over who is accepted into a four-year institution, we can prepare our students and assist them in the application process.

The College also needs to improve its alumni outreach program to maintain more regular communication with past graduates, and ensure these former students are successful at the next level. The benefits to our current students, (hearing from alumni that transferred before them), will enable a student to envision themselves making the same transition.

During the pandemic, four-year colleges saw greater enrollment declines nationally than at the community colleges. One of the potential friction points for students transferring to four-year colleges, is a belief that the value/necessity of attending these institutions is not what it once was, especially with a strong labor market and more CEO's and celebrities skipping their advanced degrees altogether. We need to understand the psychology of the current generation of students to understand how to improve four-year college transfer rates and their perceived value, particularly amongst our DI populations.

Structure Evaluation
Current Structure

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

☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

Many of our wraparound support programs have been discussed in earlier prompts, including our Basic Needs Center, Financial Aid Office, Academic Accommodations Center (AAC), and our Multicultural Center. All of these programs help support and educate students about the resources they should seek when applying and attending corresponding four-year institutions. For example, the AAC can meet with students to help them identify institutions that have the resources to accommodate their unique disability, and can further help them to contact these programs and make arrangements for their transfer.

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☐ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this section?

To support Hispanic/Latinx students with the transfer process to four-year institutions, the College has recruitment fairs, full-time counselors, and classified professionals available to provide both transfer resources and guidance. Our career counseling and Employment Center also work closely with students to consider educational requirements for intended professions and to identify which four-year institutions offer these career pathway programs.

For our DI Hispanic/Latinx populations, impacted campus programs and groups include the IDEAA coalition, $(IE)^2$ committee, Counseling, the MESA and honors programs, the Dreamers taskforce, the Undocumented Resource Center, the Employment Center, and the Empowerment Programs amongst others. In fact, helping students get onto a pathway to transfer or start a career, is a shared college commitment and responsibility under our guided pathways infrastructure. Therefore, we need to spend time reflecting on these SEA plan prompts, not in terms of which programs and practices are impacted, but rather, which programs are not involved, and how can we start to include them in the conversation.

Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. (Select all that apply)

☐ Instruction

☐ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☑ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

To facilitate a shift in equitable outcomes, the following areas should be addressed:

- Developing a Hispanic/Latinx specific Student Success Team.
- Hiring a Hispanic/Latinx Student Success Counselor.
- Marketing more of our transfer materials in English and Spanish.
- Holding transfer days specifically for this DI group with information from Hispanic-Serving Institutions.
- Holding focus groups to understand why former students did/didn't transfer, and the barriers they faced that can inform our support.
- Inviting alumni and guest speakers from the Hispanic/Latinx community to talk to our students about the values of continuing their education beyond the associate level.
- Increasing the visibility of Hispanic/Latinx culturally-infused artwork, role models, and inspirational quotes within the new MCC and around campus to inspire students to continue education and reach their goals.
- Recruiting former Hispanic/Latinx students who successfully transferred to four-year colleges to help mentor our current students.
- Offering campus tour bus field trips for DI groups to experience local four-year colleges and envision their futures there.
- Offering financial planning and coaching for students that anticipate attending four-year colleges.

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

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

Our college is unique because we host an on-campus University Center where students can transfer to four-year satellite colleges without leaving the Valencia campus. We can continue to improve access to these programs and secure contracts with institutions that offer affordable and flexible pathways from associate to bachelor's degree levels. We need to investigate new ways to leverage the resources of the University Center to cater to our DI population needs and interests.

The College and its Foundation Office should also continue to grow its scholarship programs, particularly by providing resources to aid students transitioning to four-year colleges. For our Hispanic/Latinx students, increasing scholarship opportunities, and helping our students' access/apply for these funds, will both be critical.

As stated in other areas, the College is taking steps to improve its hiring practices and obtain more demographically matched and representative employees. These steps include improved hiring policies and administrative procedures, EEO trainings for hiring committee members, and modifying job announcements to expand the pool of applicants.

Action

Action Steps

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

> The College has made advances in facilitating the transfer process to four-year institutions. For example, we host an annual "Transfer Day" where representatives from colleges across the state participate. However, so far, we do not have a transfer event specifically designed for Hispanic Serving Institutions (HSIs) or Historically Black Colleges and Universities (HBCUs). Such an event may draw increased interest from the respective DI populations. In addition, creating an alumni network of Hispanic/Latinx students may be fruitful, as similar programs from our Inspire Scholars and MESA programs have been incredibly successful.
>
> Lastly, we need to spend time replicating the success of our internal programs that are exceeding expectations. For example, the MESA program has a 98% transfer rate, significantly higher than our overall average. If we can identify the elements of this program that are driving its transfer success, then perhaps we could emulate these practices across the college.

Chancellor's Office Supports

Supports Needed

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

- ☐ Proof of Concept Pilots

- ☐ Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

The CCCCO could provide the resources to create an ongoing four-year college tour so that our DI students can envision transferring to these campuses. There is a cultural assumption that parents will take their student-children on college tours. This cliché is not realistic or affordable for many of our students or their families.

The CCCCO could also work with the CSUs and UCs to reduce the cost of the application for students in need. If a waiver was available to students on the California College Promise Grant, this would make a difference for students applying to the institutions. In turn, if our DI students could afford to apply to more four-year institutions, it would increase their odds of being accepted.

The CCCCO could also continue to develop and coordinate articulation agreements for the associate degrees for transfer (ADT), specifically giving students who earn an ADT automatic acceptance into the UC system.

Lastly, the CCCCO could consider if "transfer to four-year colleges" is a worthwhile metric to maintain. Now that community colleges are starting to offer bachelor's degrees, students can gain the same degrees without attending a "four-year" institution or even transferring in some cases. This metric also shifts focus away from colleges that have strong technical education programs. For example, is a fire technology student who graduates and becomes certified as a fireman less successful than a student who transfers to a four-year institution? To be more equitable, the CCCCO should modify this metric to measure successful preparation for either careers or advanced degree programs, as this would better reflect the intent of evaluating the ability of colleges to prepare students, whether that be an academic or career-focused pathway.

Transfer – First Generation Students

Successful Enrollment: Summary

Target Outcomes for 2022-25 Summary

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. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Target Outcomes for 2022-25
Measurement *

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. All outcomes must be quantitative. At least one

must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. 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
3-year outcome	Increase successful transfer rates for first generation students from 24% to 37% by 2024/25.

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure

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

Currently, we do not have the personnel and resources to provide the necessary attention that first-generation students deserve. Our first generation students do not have a specific student success team or Alliance. However, creation of one would be able to assist students in successful transfer. For example, helping first generation students make counseling appointments when they hit a unit threshold or identifying those who enroll in ADT programs to ensure our first generation students benefit from interacting with a transfer advocate.

Another issue is that our college still needs to develop our first-generation alumni network. The benefit of improving communication with first-generation alumni is twofold; it would ensure former first-generation students are continuing to be successful at the next education level, while also creating an open channel for current students to interact with a network of those with shared experiences.

Finally, during the pandemic, four-year colleges saw greater enrollment declines nationally than at the community colleges. One of the potential friction points for students transferring to four-year colleges is a belief that the value/necessity of attending these institutions is not what it once was, especially with a strong labor market, and more CEO's and celebrities skipping their advanced

degrees altogether. We need to understand how current students perceive the value of four-year institutions and provide facts and information about the net returns on this investment.

Structure Evaluation
Current Structure

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

☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

Many of our wraparound support programs that support first-generation students have been discussed in earlier prompts, including our Basic Needs Center, Academic and Career Counseling, Financial Aid, Academic Accommodation Center (AAC) and Multicultural Center. While the college offers these services to all populations of students, we continue to investigate ways to build first-generation-specific services.

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐   General Operations (A&R, Parking, Campus Policing, etc.)

☐ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this section?

To assist first-generation students with the transfer process to four-year institutions, the college has recruitment fairs, full-time counselors, and classified professionals available to provide both transfer resources and guidance. Our career counseling and Employment Center also work closely with students to consider educational requirements for intended professions, and to identify which four-year institutions offer these affiliated career pathway programs.

For our first-generation students, impacted campus programs and groups include the IDEAA coalition, (IE)[2] committee, Counseling, the Employment Center, the MESA and honors programs, the Dreamers taskforce, the Undocumented Resource Center, and the Empowerment Programs

amongst others. In addition, many first-generation students are concurrently part of specialized programs, such as Veterans Resources Center, Academic Accommodations Center, and our Canyons Promise program.

Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. (Select all that apply)

☐ Instruction

☐ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☑ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

To facilitate a shift in equitable outcomes, the following areas should be addressed:

- Developing a Success Team specifically for our first-generation students.
- Increasing the visibility of first-generation faculty and staff at the college and encouraging them to become mentors or to join a Success Team.
- Creating additional marketing materials, videos, and websites specifically designed for first-generation students.
- Holding more opportunities for students nearing graduation to meet with a counselor and finalize transfer plans. For first-generation students, this form of counseling may be particularly important since many do not have an immediate family member to help with transfer planning and logistics.
- Holding focus groups and researching why former first-generation students did/did not transfer, and what barriers they faced to inform our support programs.
- Inviting first-generation alumni and guest speakers to talk to our students about the values of continuing their education beyond the associate level.
- Recruiting first-generation alumni who successfully transferred to four-year colleges to help mentor our current first-generation students (e.g., matching alumni who attend or attended the same institution our current first-generation students have an interest in applying to).
- Offering campus tour bus field trips for first-generation students to experience local four-year colleges and envision their futures there.
- Offering financial planning and coaching for first-generation students who anticipate transferring to four-year colleges.
- Ensuring our first-generation students know about resources and programs specifically designed to support them, such as EOPS.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

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

> To garner greater engagement and interest in four-year institution transfers, we need to improve our efforts to help first-generation students envision their futures holding advanced degrees.
>
> During the pandemic, most of our focus was on recruiting and maintaining students and transitioning the services we offered to online and hybrid modalities. As we adjust to the pandemic/endemic new normal, we need to readjust this mindset from preservation to growth. This will require our institution to build more first-generation support structures, not only to improve enrollment, persistence, and completion, but to further consider what happens next for these students.
>
> In addition, as a college with a high volume of CE programs, our focus is admittedly bifurcated between marketing the advantages of four-year colleges, and, how to utilize a certificate or associate degree to immediately start a lucrative career. We need to build more consistency in our communication about these different pathways. In addition, we need to investigate if our first-generation students are experiencing transfer DI because of being over-represented in non-transferable programs. If so, we will then need to further investigate how students end up in the tracks/pathways they are on, and what intervention points exist to ensure students do not get too deeply invested on the wrong path for their educational goals.
>
> As stated earlier, the College also needs to ensure we are providing enough fiscal resources for our first-generation students. The College and its Foundation Office should continue to grow its scholarships for first-generation students to attend four-year institutions. Cost is likely the biggest barrier to overcome when considering four-year institution enrollment. However, first-generation students may lack the support to find funding resources, let alone apply for them. We should regularly review if our scholarship processes are accessible and unbiased. For example, scholarships that require essays or other writing tasks may inadvertently help students who already have the most academic support in place.

Action

Action Steps

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

> The College has made significant progress supporting students throughout the transfer process to four-year institutions. However, to move to more ideal practices, we intend to implement the following strategies:
>
> - While not required, having our faculty and staff identify themselves as first-generation college students would provide an opportunity for mentorship and kinship support on our campuses. Or Classified-led Canyons Cares program might be one avenue to help jumpstart this initiative and communicate its importance to our Classified Professionals.

- Hosting first-generation specific transfer events, including the programs we offer within the University Center.
- Developing the program maps for each degree and certificate to ensure our students know what is needed to complete their transfer requirements before they even start.
- Creating a Student Success Team specifically for first-generation students.
- Leveraging the transfer success rates the MESA program has obtained, by emulating their best practices for transfer across the institution.
- Continue to host application workshops to increase first-generation students' chances of being admitted to four-year institutions. Additional workshop topics could include: four-year college expectations, how to find housing and other resources at your next campus, and more.
- Providing first-generation tutoring support specifically for four-year institution admissions essays.
- Creating an alumni mentor network for first-generation students, following the models set by the Inspire and MESA programs.

Chancellor's Office Supports

Supports Needed

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

- ☐ Proof of Concept Pilots

- ☐ Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

To address DI for our first-generation students, the CCCCO can provide counseling and support staff resources to engage this population with more individualized support. First-generation students cannot be expected to assimilate the guidance they need in the same amount of time as traditional students who have reinforcing guidance at home. Unfortunately, our college lacks the resources to allocate longer and more frequent counseling sessions for this subpopulation of

students. The CCCCO could recognize this need and provide first-generation specific counseling funding or other grants to bolster the services and improve transfer rates.

As noted within the transfer section for other DI populations, the CCCCO could provide the resources to create an ongoing four-year college tour to help our first-generation students envision transferring. There is a cultural assumption that parents will take their student-children on college tours, but this is not realistic or affordable for many of our DI students.

Funding is also needed to help students with the cost of applying to four-year institutions. The more applications a first-generation student can afford, the greater their chances of gaining admission. As noted earlier, the CCCCO could also work with the CSUs and UCs to create a special application waiver for students receiving the California College Promise grant.

Lastly, first-generation students are often self-supporting and must work to pay for their education. As a result, many of these students are part-time, and ineligible for important programs like Canyons Promise. The CCCCO should conduct a culturally responsive review of its categorical program regulations and funding restrictions to eliminate barriers, and carve out exceptions for part-time first-generation students. These changes will help our students persist and will directly impact the number of students qualified to transfer to four-year institutions.

Completion – Black or African American Students

Target Outcomes for 2022-25 Summary

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. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Target Outcomes for 2022-25

Measurement *

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. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. 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
3-year outcome	The goal is to increase the overall successful completion rate from 18% to 20% by 2024/25.
3-year outcome	Increase successful completion rates for Black/African American students from the rate of 11% to 19% by 2024/25.

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As

such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

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

When reviewing our completion friction points, we identified five key areas below impacting student outcomes, especially for our DI subpopulations:

1. The requirement to complete a petition for an associate degree is a required process for students to graduate. In addition, many students do not know they have to petition for their degree, and that the College will award the degree upon completion. The current student information system cannot query all students for all programs to see if the student has completed their degree requirements. Currently, auto-awarding degrees is not available and should be investigated further.

2. Informing students about their completion requirements has always been challenging. As described in other sections of the plan, students do not regularly check their College of the Canyons email, resulting in missed information, opportunities, and important deadlines. The consequence of missing information at the completion stage can be devastating for our students, particularly if they preserved and met their degree requirements but then fail to petition to graduate or RSVP for our graduation ceremonies. We cannot help our Black/African American Students complete our programs and realize their success if we cannot communicate effectively with them.

3. The College does not inform students when particular courses will be offered in future terms. As a result, students must plan their schedules for the next two-to-three years with no guarantee that a particular course will be offered in the anticipated term to meet their degree requirements.

4. As noted in other sections, students have had difficulty completing their degree requirements because of confusion between the wide range of course delivery modalities. Currently, we have six delivery modes: in-person, 100% online, Online Live (via zoom), Hybrid in-person/online, Hybrid in-person/OnlineLive, Online/OnlineLive. Students need to fully understand the expectations of each type of offering, and we need to use data-informed decision-making, not-only when building our course schedule, but also to inform the types of course delivery our students want/need.

5. Following the onset of the pandemic, we have seen an overwhelming increase in demand for mental health support. Without enough mental health services, mental health outreach, and additional programming, we will continue to see an increase in health-related drop-out rates and/or delayed time to degree completion. Beyond the pandemic, the Black/African American community experienced an extensive amount of trauma related to the murder of George Floyd and other members of the Black/African American community, compounded by the ongoing issues related to systemic racism. To be responsive to these events and issues, there is a need to ensure our Black/African American students have continued access to mental health services.

Structure Evaluation
Current Structure

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

> Instruction course delivery modalities continue to be a focal point for the degree completion metric. The evolving six modalities we offer have unquestionably impacted students' ability to navigate courses and their degree requirements.

☐ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

> Black/African American students benefit from a range of wraparound services. A dedicated Black Student Success Counselor leading our Ujima Scholars program, our Black student Alliance, along with the traditional services found in other metrics: Basic Needs Center, Financial Aid, child care services, tutoring, food and book voucher programs, Academic Accommodation Center, MESA, our Promise Program, and many more.

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☑ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this section?

> The structures, processes, policies, practices, and cultures impacted by the completion metric for Black/African American students include the following:
> • Ujima Scholars and the Black Student Alliance
> • The course schedule, and specifically, the availability of sequence courses required to complete majors.
> • Mental health and wellness services.

- Instruction delivery modalities, time of day and range of campus location offerings.
- Hours of operation and availability of free tutoring services.
- The graduation petition process.
- Policies and procedures related to grading, add and drop deadlines, probationary status, student fees, and priority registration.
- Campus College Assistant (student employment) opportunities to support Black/African American students with work on campus.
- A college-going culture of support including Canyons Cares, Alliances, mentorships, A2MEND, MESA, success teams and coaches, Empowerment Programs, and Child Care support.
- EEO trainings, culturally responsive professional development.
- Canyons Connects.

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. (Select all that apply)

☐ Instruction

To reach ideal instructional practices, we need to better ensure students can plan for future term course offerings. At many institutions, the catalog provides information about the specific terms that a course will be reliably offered in, regardless of the academic year. As students get closer to completing their degrees, their flexibility to substitute courses between terms diminishes. Improving course-term stability and providing this information in the catalog and schedule of classes, will help our students avoid delays or needing to complete their degrees at outside institutions.

☐ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

The college offers a wide range of wrap-around services and programs; however, we need to ensure our Black/African American students are aware of these opportunities and have adequate access to them. Ideally, every Black/African American student would be able to meet with a counselor to evaluate progress prior to entering their final term. This would better ensure these students are set up for success and can further ensure they have filed the correct petitions and registered for the correct courses to graduate on time. Ideal wraparound services would also include ongoing funding for laptop lending programs, housing and food insecurity support, and continued opportunities for campus employment, amongst others. Unfortunately, these types of programs are often tied to one-time funding sources and are therefore inconsistent from year-to-year.

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☑ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- Informing more of our Black/African American students about the benefits of the Ujima Scholars program.
- Ensuring our Black/African American students are provided equitable opportunities to on-campus employment.
- Providing Black/African American students with opportunities to have a campus mentor.
- Communicating Canyons Promise Program benefits to Black/African American students, and providing enhanced assistance with the sign-up process. Ensuring Faculty are consistently utilizing Canyons Connects.
- Expanding and encouraging greater adoption of culturally response teaching strategies and the cultural competency checklist.
- Completing the construction of the Multicultural Center.
- Improving recruitment and hiring practices to increase Black/African American representation within candidate pools.

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

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

To assist our Black/African American students complete their degrees, we need prioritize communication, and ensure faculty and staff can regularly connect with our students. This can be accomplished through Canvas, Canyons Connects, our web chat system, email, texts, phone calls, or in-person meetings. We need to survey/obtain Black/African American students' preferred method of communication so that the college can ensure essential information for completing their degrees is being effectively delivered.

While employee-student mentorship opportunities are an essential element for persistence and transfer, it may be even more critical for helping Black/African American students to stay motivated and complete their degrees. Ideally, we will want to create a more structured strategy for matching students to mentors, and helping students and employees alike recognize the benefits of participation.

Action

Action Steps

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

The college has identified action steps to ensure our Black/African American students will successfully complete their programs of study. These are outlined in the Canyons Completes

Action plan, the Scale of Adoption Assessment, and our Call to Action. Below is a small sample of those action items.

1. The College is researching the possibility of auto-awarding degrees to students. This process would remove the need for students to complete a petition for an associate degree by a specific deadline, placing the onus on the College.
2. The Instruction office is including the specific term a course will be offered in the catalog and the schedule of classes.
3. The College continues to grow the Ujima Scholars program – ensuring students are supported from the time they start at the college to completion.
4. The College has been increasing the capacity of our mental health services, offering one-on-one sessions, group sessions, workshops, trainings, and a 24/7 phone line. We need to continue to support and build upon these improvements and continue to publicize and destigmatize these offerings.
5. The College continues to hire college assistants to work on campus, thus strengthening the relationship between the College and the student. To move from our current practices to ideal practices, we should continue to expand on-campus job opportunities, and ensure we are advertising these positions amongst our DI populations. Students with campus employment will enhance their understanding of college operations, leading to a better understanding of the degree completion process.

Chancellor's Office Supports

Supports Needed

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

☑ Proof of Concept Pilots

☐ Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

The CCCCO could issue guidance regarding the implementation of auto-awarding degrees. If auto-awarding degrees is recommended by the CCCCO, it could further provide the technical assistant and/or resources to help colleges transition to this new process. If the CCCCO does not recommend auto-awarding degrees, it would be helpful to understand this reasoning, along with the potential impact and consequences to students.

The Chancellor's Office could expand upon the Vision Resource Center to offer proof of concept pilots in the areas of successful completion, ideally with supporting data disaggregated demographically. This will help the field quickly identify what is working across the state.

Completion – Hispanic or Latinx Students

Target Outcomes for 2022-25 Summary

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. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Target Outcomes for 2022-25
Measurement *

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. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. 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
3-year outcome	Increase successful completion rates for Hispanic/Latinx students from 16% to 21% by 2024/25.

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure

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

The completion friction points for Hispanic/Latinx students are similar to the friction points experienced by our Black/African American students. However, for our Hispanic/Latinx students, there is an additional focus on the need to enhance the availability of our Spanish resources, along with addressing the impacts of political decisions on our DACA, Undocumented, and International students.

The four key areas below highlight the specific completion friction points impacting our Hispanic/Latinx student population:

1. The requirement to complete a petition for an associate degree is a required process for students to earn their associate degree. In addition, many students do not know they have to petition for their degree, and that the College will award the degree upon completion. The current student information system cannot query all students for all programs to see if the student has completed their degree requirements. Currently, auto-awarding degrees is not available and should be investigated further.
2. Informing students about their completion requirements has always been challenging. The primary method of contacting students is the college email system. However, As described in other sections of the plan, students do not regularly check their College of the Canyons email, resulting in missed information, opportunities, such as important deadlines. and opportunities. The consequence of missing information at the completion stage can be devastating for our students, particularly if they preserved and met their degree requirements but then fail to petition to graduate or RSVP for our graduation ceremonies. We cannot help our Hispanic/Latinx Students complete our programs if we cannot communicate effectively with them.
3. The College does not inform students when courses will be offered in future terms. As a result, students must plan their schedules for the next two-to-three years with no guarantee that a particular course will be offered in the anticipated term to meet their degree requirements
4. Hispanic/Latinx students, like all of our students, may have difficulty understanding the various delivery methods of our courses. This is particularly true for our ESL student who also can struggle with accessing information in Spanish for a variety of services

> across campus. Hispanic/Latinx student face disproportionate amounts of political uncertainty. For example, in the case of expired or revoked visas, undocumented status, changes to the Dreamers program, can all have a drastic impact on a students' ability to complete their degrees. The College needs to ensure we are providing adequate mental health and legal resources for our students to thrive.

Structure Evaluation
Current Structure

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

> Aside from confusion induced by the amount of course delivery modalities, there remains some ambiguity for students trying to determine between taking English and/or ESL course sequences. Now that the English department offers essential skill building classes and is hosting pilot cohorts within non-credit, we need to be sure our employees are consistently guiding students to the correct pathway to complete their language degree requirements.

☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

> Hispanic/Latinx students can utilize a range of wraparound services, including our Undocumented Resource center, Basic Needs Center, Empowerment Programs, and our Alliances to name a few. However, many of these services are decentralized, adding unnecessary barriers for this population. We also need to ensure that we clearly identify the services that offer bilingual support and add this capability where possible. As Hispanic/Latinx students near degree completion, access to resources from throughout our services is imperative. For example, having resources available to clarify the final steps and graduation petitions process for our ESL students.

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☑ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this section?

The structures, processes, policies, practices, and cultures impacted by the completion metric for Hispanic/Latinx students include the following:
- A college-going culture of support, including Canyons Cares, Latinx Alliance, mentorships, MESA, Empowerment Programs, and Child Care support.
- The course schedule, and specifically, the availability of sequence courses required to complete majors. Also, considerations for delivery modalities, time of day and campus location offerings.
- Hours of operation and availability of free tutoring services.
- Graduation petition process.
- Mental health and related services and resources.
- Policies and procedures related to grading, add and drop deadlines, probationary status, student fees, and priority registration.
- Campus College Assistant (student employment) opportunities to support Hispanic/Latinx students with work on campus.
- EEO trainings, culturally responsive professional development.
- Utilization of Canyons Connects.

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. (Select all that apply)

☐ Instruction

To reach ideal instructional practices, we need to better ensure students can plan for future term course offerings. At many institutions, the catalog provides information about the specific terms that a course will be reliably offered in, regardless of the academic year. As students get closer to completing their degrees, their flexibility to substitute courses between terms diminishes. Improving course-term stability will help our students avoid delays or needing to complete their degrees at outside institutions.

☐ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

The college offers a wide range of wrap-around services and programs; however, we need to ensure our Hispanic/Latinx students are aware of these opportunities and have adequate access to them. Ideally, every Hispanic/Latinx student would be able to meet with a counselor to evaluate progress prior to entering their final term. This would better ensure these students are set up for success and have filed the correct petitions and registered for the correct courses to graduate on time. Ideal wraparound services would also include ongoing funding for laptop lending programs, housing and food insecurity support, along with continued opportunities for campus employment, amongst others. Unfortunately, these types of programs are often tied to one-time funding sources and are therefore inconsistent from year-to-year.

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☑ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- Informing our Hispanic/Latinx students of our Latinx Alliance and Multicultural Center.
- Ensuring our Hispanic/Latinx students are provided equitable opportunities to be employed as college assistants.
- Providing Hispanic/Latinx students with opportunities to have a campus mentor.
- Communicating Canyons Promise Program benefits to our Hispanic/Latinx students and providing enhanced assistance with the sign-up process.
- Ensuring Faculty are consistently utilizing Canyons Connects.
- Expanding and encouraging greater adoption of culturally response teaching strategies and the cultural competency checklist.
- Completing the construction of the Multicultural Center.
- Improving recruitment and hiring practices to increase Hispanic/Latinx representation within candidate pools.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

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

The structural changes needed to address the inequitable practices hindering Hispanic/Latinx students from completing their degrees, we need to start by prioritizing communication. This is true of all of our DI populations, but with Hispanic/Latinx students, we additionally need to be mindful of the potential need for bilingual assistance. For the majority of these students, the traditional strategies of utilizing Canvas, Canyons Connects, our web chat system, email, texts, phone calls, or in-person meetings will suffice. For some of these students, we will need to make a more intentional effort, not only to understand their preferred mode of communication, but also to ascertain if they would prefer connecting with the college in Spanish – particularly for those who are part of the ESL subpopulation.

Another needed structural change is to bolster our Hispanic/Latinx specific counseling offerings, creating a Latinx-specific counseling position, and establish an ongoing Success team to support these students. With these support structures in place, along with an improved mentorship program, we can transform the quality of our services and improve degree completion rates for this subpopulation.

Action

Action Steps

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

The college has identified action steps to ensure our Hispanic/Latinx students will successfully complete their degree requirements. These steps are outlined in the Canyons Completes Action plan, the Scale of Adoption Assessment and our Call to Action. Below is a small sample of those action items.

1. The College is researching the possibility of auto-awarding degrees to students. This would remove the need for students to complete a petition for an associate degree by a specific deadline, placing the onus on the College.
2. The Instruction office will be including the specific term a course will be offered in within the course catalog and the schedule of classes.
3. The College has a plan to start a Student Success Team dedicated to our Hispanic/Latinx students, led by a Latinx Student Success Counselor – ensuring students are supported from the time they start at the college to completion.
4. The College has been increasing the capacity of our mental health services, offering one-on-one sessions, group sessions, workshops, trainings, and a 24/7 phone line. We need to continue to support and build upon these improvements and continue to publicize and destigmatize these offerings.
5. The College continues to hire college assistants to work on campus, thus strengthening the relationship between the College and the student. To move from our current practices to ideal practices, we should continue to expand on-campus job opportunities, and ensure we are advertising these positions amongst our DI populations. Students with campus employment will enhance their understanding of college operations, leading to a better understanding of the degree completion process.

Chancellor's Office Supports

Supports Needed

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

☑ Proof of Concept Pilots

☐ Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

The CCCCO help our Hispanic/Latinx students complete their degree requirements by providing support resources for Latinx Success Counseling positions, by helping colleges modernize their degree auditing and processing systems (e.g. auto-awarding degrees), and by assisting colleges with support to further develop Spanish resources and captioning.

The Chancellor's Office could also offer best practices for helping Hispanic/Latinx students meet their degree completion goals and provide the associated case studies and supplementary materials through the Vision Resource Center.

Completion – First Generation Students

Target Outcomes for 2022-25 Summary

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. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Target Outcomes for 2022-25

Measurement *

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. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. 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
3-year outcome	Increase successful completion rates for first generation students from 10% to 22% by 2024/25.

Structure Evaluation: Friction Points

Friction Points

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

student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

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

With a current completion rate of just 10%, the First-Generation students are clearly running into multiple friction points, both at the college and often externally as well. We need to identify these friction points further, but for now, the following represents what has been identified thus far.

1. The requirement to complete a graduation petition for an associate degree is a clear barrier for all our students, but may be particularly problematic for our first-generation students. By definition, this population lacks parental experience with attending college. As a result, it should come as no surprise that many of these students are fully unaware of the graduation petition requirement.
2. The primary method of contacting students is the college email system. However, students do not regularly check their College of the Canyons email, resulting in missed information, opportunities, and important deadlines. We cannot help our first-generation students complete their degrees if we cannot communicate effectively with them.
3. The College does not inform students when courses will be offered in future terms. As a result, students must plan their schedules for the next two-to-three years with no guarantee that a particular course will be offered in the anticipated term to meet their degree requirements.
4. First-generation students struggle to decipher the range of course delivery modalities. As noted for other DI groups, we need to clarify our synchronous and asynchronous, online, in-person, and hybrid course options. As a result, staff resources are allocated explaining these differences instead of focused on assisting students with their academic rather than logistical concerns.
5. With First-generation completion rates dipping near the single digits, there are more frictions points for these students than can be mitigated by any college support office. However, our mental health services are of the unique programs that can help provide socio-psychology support. We need to be sure we are providing enough mental health resources for our First-generation students, particularly as the inherit the stressors associated with being first in their family to earn a degree and navigate college.

Structure Evaluation
Current Structure

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

> For first generation students, clarifying their instructional pathways are critical. Instruction has a challenging job of trying to align department materials and make course information accessible. Unfortunately, academic department webpages vary drastically, with some pages significantly more developed and updated than others.
> The college needs to design with a first generation student mindset when creating its resources and explaining its course delivery methodologies. Our mantra for all our services and instructional information pages and materials are students first.

☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

> While we offer a range of wraparound services for first generation students, we admittedly offer fewer specialized programs. For example, we do not have a first generation Success Counselor or a unique Success Team for this population. Instead, many of these students are cross-representative of another demographic factor that we offer enhanced services for. For example, being first generation and Hispanic/Latinx, Black/African American, a Veteran, a disabled student, or a student with financial hardship. All these combinations would help to qualify students for special support. Many first generation students can receive support from our EOPS program, but as noted in other sections, this program is in a decentralized location, we cannot continue to assume educationally disadvantaged students will have the operational awareness to seek out this form of support.

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☑ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this section?

> The structures, processes, policies, practices, and cultures impacted by the completion metric for first generation students include the following:
> - The Alliance groups – specifically our first generation Alliance that needs to be revived.
> - The college-going culture of support, including Canyons Cares, mentorships, MESA, Empowerment Programs, and Child Care support.
> - The course schedule, and specifically, the availability of sequence courses required to complete majors. Also, considerations for delivery modalities, time of day and campus location offerings.
> - Hours of operation and availability of free tutoring services.

- Policies and procedures related to grading, add and drop deadlines, probationary status, student fees, and priority registration
- Our College student employment practices, especially related to reviewing the selection of candidates and expanding opportunities for DI students.
- EEO trainings, culturally responsive professional development with a special focus on guiding first-generation students through to degree attainment.
- Utilization of Canyons Connects

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. (Select all that apply)

☑ Instruction

Ideally, instruction would be able to hire a consultant to help address disparities between department webpages and other sources of information. In addition, the instruction office could help rebrand our course delivery options, demystifying the differences between the various modes of instruction.

☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

Ideally, student services would adopt more first generation specific initiatives, and leverage (IE)^2 to focus on special solution projects to address the current 10% completion rate for this population. In addition, Students Services should work with programs like Canyons Cares and Canyons Completes to help build-up a student mentorship program for demographically-matched employees.

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☑ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

- Recreating a first-generation Alliance and publicizing its launch through venues like the Multicultural Center.
- Ensuring our first generation students are provided equitable opportunities to secure on campus employment.
- Ensuring first-generation students have mentors available across campus, and encouraging all college employees to be active participants.
- Communicating Canyons Promise Program benefits to first-generation students, and provide enhanced assistance with the sign-up process.
- Ensuring Faculty are consistently utilizing Canyons Connects.
- Expanding and encouraging greater adoption of culturally response teaching strategies and the cultural competency checklist.

- Completing the construction of the Multicultural Center.
- Building an alumni network of first generation students that can connect to current students.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

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

To assist our first-generation students complete their degrees, we need to be sure faculty and staff can regularly engage and communicate with our students. This can be accomplished through Canvas, Canyons Connects, our web chat system, email, texts, phone calls, or in-person meetings. We need to identify best practices and survey first-generation student preferences more regularly.

Employee-student mentorship opportunities will also be critical to supporting the educational experiences for our first-generation students and helping them persist. This can be accomplished by encouraging first-generation faculty and staff to identify themselves as a first-generation.

Student employment (college assistant) positions, can also play a unique role in helping students persist. The experience of working at the institution helps students understand college operations and in turn, equips them to better navigate their own education. In addition, student jobs have both minimum course load and GPA requirements. These standards for continued employment give students external motivation to do well in their courses. Ideally, the college could investigate best practices to ensure first-generation students are being equitable selected as qualified candidates for these opportunities which will scaffold their experience all the way through degree completion. In addition, because college assistants are allowed to work in the intersession beyond graduation, this can help ease students' transition to either four-year colleges or careers, by utilizing their on-campus support systems. Former first-generation college assistant would also make excellent mentors and key components of a first-generation alumni group.

The College is taking steps to improve its hiring practices for all of its positions to obtain more demographically matched and representative employees in candidate pools. These steps include improved hiring policies, procedures, marketing, and job announcements, along with enhanced EEO trainings for hiring committee members.

Action

Action Steps

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

The college has identified action steps to ensure our first-generation students will successfully complete their degrees. These are outlined in the Canyons Completes Action plan, the Scale of Adoption Assessment and our Call to Action. Below is a small sample of those action items.

1. The College is researching the possibility of auto-awarding degrees to students. This would remove the need for students to complete a petition for an associate degree by a specific deadline and place the onus on the College alone to award the degrees.
2. The Instruction office plans to include more specific term information associated with our courses, allow our first-generation and others students to plan the degree requirement schedules more effectively.
3. The College plans to revitalize and relaunch our First-Generation Alliance which became inactive during the pandemic.
4. The College has increased the capacity for mental health services. Mental health is offered in one-on-one sessions, group sessions, workshops, trainings, and through a 24/7 phone line.
5. The College has hired more college assistants to work on campus and will continue to investigate more opportunities for our first-generation students to get assistance applying and finding open positions. These experiences are known to   strengthen the relationship between the College and the student and provide additional motivation and social support for students to complete their course of study.

Chancellor's Office Supports

Supports Needed

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

- ☑ Proof of Concept Pilots

- ☐ Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

As outlined in prior sections, the CCCCO could have a major impact on first generation completion rates if it provided support and guidance for implementing automatic awards for degrees without the need to manually petition. In addition, the college would benefit from learning about best practices and case studies from colleges that successfully eliminated DI for first generation students completing their degree. This information and associated data could be uploaded into the Vision Resource center for college departments to view and consider the local applicability of the implemented strategies.

Student Support Integration Survey

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.

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

> The College's Equity efforts are led by the Chief Diversity, Equity, and Inclusion Officer (CDEIO). The CDEIO leads the Inclusion, Diversity, Equity, Accessibility, and Anti-Racism Coalition. The IDEAA Coalition coordinates all equity efforts to the Call to Action. A few examples of the equity work happening across the College under the IDEAA Coalition include:
> - The Equity Minded Practitioners continue to evaluate programs, services, policies, and procedures across the campus to ensure equity is the foundation of our work.
> - The Anti-Racism Speaker series plans book discussions, speaker series, and collaborations with experts for the campus each year.
> - The Curriculum Committee has established a Cultural Competency Checklist for all curriculum it reviews.
> - Human Resources continues to evaluate and update all Board Policies and Administrative Procedures related to hiring.
> - Professional Development, in collaboration with our Multicultural Center, continues to offer hundreds of workshops, trainings, and learning opportunities for our staff, faculty, and students.
> - The Multicultural Center continues to grow in their interim space, awaiting the arrival of the permanent location at the center of both of our campuses.

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

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.

> College of the Canyons Guided Pathways operates under the "Canyons Completes" framework, which is designed to facilitate positive movement towards the completion of degrees, certificates, and skills-building courses for students through improved programs, processes, and services. This

work is coordinated through the Institutional Effectiveness and Inclusive Excellence (IE)2 committee, a sub-committee of the College Planning Team (CPT) formed in 2015-16. The mission of the (IE)2 Committee is to develop and articulate the institutional approach to fostering an equity-minded, learning-centered, and inclusive community for all students, faculty, and staff. To fulfill its mission the (IE)2 Committee facilitates streamlined processes, improved communication, and improved collaboration through its regular, coordination meetings between student government, the academic senate, the classified senate, student equity, noncredit, student learning outcomes, professional development, equity-minded practitioners, and other groups as applicable (e.g., grant-funded projects).

The (IE)2 Committee is guided by its vision to leverage resources, both fiscal and human, equity and inclusion as catalysts for institutional effectiveness and student success, which are aligned with the College's institutional mission to be an institution of excellence and its strategic goal for student support to "…provide student support to facilitate equitable student success and maximize opportunity for all students."

Equity was established as the foundation for all the efforts under the umbrella of Canyons Completes in 2015-16 because it cuts across everything, we do to support students and their educational pursuits. This commitment to equity is also reflected in the committee's establishment of the Equity-Minded Practitioners workgroup and the preamble in the College's 2019-22 Strategic Plan.

The (IE)2 committee's efforts are informed by the College's Strategic Goals which include:

Access: With an equity-minded lens, promote student access so that every student is able to enter an informed path.

Engagement: Cultivate an equitable, inclusive, and welcoming environment that supports teaching and learning, fosters engagement, promotes belonging, values diversity, and sustains well-being at our campuses.

Success: Promote equitable student success, attainment of students' goals, and intentionally maximize opportunities for all students.

3. General Accessibility

3.1 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.

The College is constantly reviewing the accessibility of the technology provided to students in consultation with the College's Academic Accommodation Center (AAC) and best practices identified by the CCC Accessibility Center to ensure we are delivering the best accessible technology options for our students. A VPAT is required for all software and online services provided to our students to evaluate the accessibility of the product. We are adding document scanners, headphones, and accessible software on at least one workstation in every computer lab across the District to allow students to scan materials and utilize accessible software to either enlarge the type of the documents or read the documents to them. The AAC has staff to provide training to students on the use of accessible software, offers free service to convert textbooks to alternate media, and has recently started checking out specialized equipment for self-identified AAC students to utilize in the classroom and at home. The College's website is regularly scanned for accessibility issues and site owners are contacted to remediate identified problems. Our Learning Management System, Canvas, is compatible with industry-standard screen reading

software, and instructors utilizing Canvas as part of their class are required to be certified to teach online through the completion of required coursework including a class on developing accessible content.

1432/2500 characters

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

The Financial Aid Office has created the "FA to GO" program to support FAFSA completion by special population students through hands-on assistance on location. Additionally, the Financial Aid Office is providing 1-on-1 financial aid application (FAFSA) assistance via remote technologies to increase participation. Efforts are being made to increase the efficiency of financial aid application processing by implementing new packaging strategies and hiring additional support staff.

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

Staff in the Financial Aid Office are working to increase campus awareness of financial aid programs and educate the campus community on how to refer students for financial aid support and resources. Pell-eligible applicants are reviewed weekly to mitigate any obstacles and ensure awarding for the start of the term. The Financial Aid Office has contracted with a communications vendor to begin a targeted email campaign to encourage Pell-eligible students to enroll. Students enrolled with Pell entitlement that have yet to be packaged are contacted by Financial Aid staff to offer assistance with application completion.

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

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.

🔘 Yes

⚪ No

Students who are eligible may receive resources through the State of California by submitting the FAFSA or CADAA. College of the Canyons offers all state financial aid programs including but not limited to Cal Grants, California College Promise Grants, and Chaffee grants. Eligible students may also apply for institutional aid through scholarships or emergency grants. Additional support is provided through the College of the Canyons Empowerment Programs, which include EOPS, CalWORKs, and Foster Youth Support. The Empowerment Programs offer grant funds, textbook vouchers, and tutoring support for eligible students.

5. Basic Needs

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

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.

◉ Yes

◯ No

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

> The Basic Needs Center provides access to basic needs and assists students with CalFresh (CalFresh eligibility, CalFresh application support, CalFresh appeals clinics, food insecurity (grab and go meals, meal vouchers, grocery cards, housing referrals, transportation assistance, and referrals to other campus resources and community resources, textbook and computer support, financial assistance through emergency grants.

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

> • Provide staff, faculty, and administrators with ongoing professional development and training focused on healing/trauma-informed care, self-care, and available basic needs supports to deepen their understanding of, and therefore encourage students' access to and use of, basic needs services and supports.
> • Use data from the admissions application and financial aid application and disbursement process to identify potentially eligible students.
> • Build awareness on campus through student run activities as well as community events

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

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 in order to receive SEA program funds.

Our food pantry was established to deconstruct the stereotypical food pantry. By renaming the food pantry to the BaNC (Basic Needs Center) students see this as a resource on campus instead of a handout. The BaNC runs just like a grocery store. Students can choose the food they want from our shelves. It operates currently on a self-assessed needs basis. Our donations come from local farmers markets as well as local Community Based Organizations and grocery stores.

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

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.

The College is well-positioned to implement additional Zero Textbook Cost (ZTC) pathways. As of Fall 2022, our students can complete all required courses for the following programs by taking only classes marked as ZTC in the schedule:
- Communication Studies (AA – major courses and general education courses)
- ECE (AA – major courses and general education courses)
- Land Surveying (Certificate of Achievement)
- Psychology (AA – major courses and general education courses)
- Sociology (AA – major courses and general education courses)
- Water Systems Technology (Certificate of Achievement)

The College maintains a dedicated team to support faculty in authoring, adapting, and adopting Open Educational Resources (OER). This team assists with searching for OER, re-mixing content, proofreading and editing materials, formatting for accessibility, creating illustrations and cover art, ensuring proper licensing, and integrating OER into Canvas shells. The OER team works under the umbrella of the Online Education department.

With mini-grants in 2021-22 and 2022-23, the College has supported faculty engaging in the following projects:
- Create or adapt OER to replace a required commercial textbook or access code
- Revise existing OER with a culturally responsive and/or antiracist perspective
- Re-design their online classes while integrating existing OER

For the anticipated statewide ZTC grant funding, the College has identified, in consultation with faculty leadership of the relevant academic departments, the following goals:
- With Phase 1 and Phase 3 funding: Sustainable Design and Development (Certificate of Achievement)
- With Phase 2 funding: Geology (AA – major courses and general education courses) in Geology

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

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.

College of the Canyons is currently working on a list of six (6) goals dedicated to our LGBTQ+ population of students.

1. Update the locker rooms to include all-gender showers and changing rooms and identify more all-gender restrooms across both campuses (Valencia Campus and Canyon Country Campus).
   a. The construction of the locker rooms began in the fall of 2022 and should be completed by the end of the term. The GSA and the Trans Alliance leads and students have worked with the administration to identify restrooms that can be converted into all-gender restrooms across the campuses.
2. Hire a mental health counselor with a background in LGBTQ+ needs.
   a. The Student Health and Wellness Center is recruiting mental health professionals with a background in LGBTQ+ needs.
3. Hire a LGBTQ+ liaison who will work with the local community and the college to provide overall services for our students and ensure our programming is seen from a LGBTQ+ lens to meet the needs of our students.
   a. The Chief DEI Officer, in coordination with the Multicultural Center, is reviewing the job description for the LGBTQ+ liaison position and how that position will work within the Center to meet the needs of the College.
4. Ensure we have a LGBTQ+ space, in coordination with our Multicultural Center.
   a. The permanent Multicultural Center is currently under construction and will be complete in Spring 2023. There is a dedicated space planned for the LGBTQ+ center in that location.
5. Provide professional development training to our students, staff, faculty, and administrators.
   a. Ongoing professional development has been offered through our Student Health and Wellness Center. The Safe Zone training is held 1-2 times per semester and has many participants in each session. In addition, we have had several campus dialogues and panel discussions on the LGBTQ experience (Spring 2020 and Fall 2022)
6. Create, design, and facilitate campus dialogues on the LGBTQ+ experience to be made available for students, staff, faculty, and administrators.
   a. This would include bringing and utilizing current and existing speakers on advocacy, enrichment, and empowerment of the LGBTQ+ experience to COC.

> Local and global advocates would be explored. All intersectionality efforts would be explored.
>
> The funding to meet these needs is allocated from the LGBTQ+ funding braided with the SEA funding to continue ongoing support.
>
> *2368/2500 characters*

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

The 2021-22 Budget Act included ongoing funding of $30 million to provide student mental health resources.

> The initiatives listed below are included in future Student Health and Wellness Center (SHWC) program planning activities with no definitive ending date. In addition, the SHWC is working with the Associated Student Government to develop a Wellness Center that will be located inside the Student Center. Students will have access to a safe space in which they can access materials on mindfulness, meditation, stress, anxiety along with a comfortable place to recharge.
>
> - Student Health & Wellness Center (SWHC) staff and administration regularly attend and present at key meetings on campus and in the community that address equity and diversity issues including the Dreamers and the Undocumented, Multicultural Center, Equity Minded Practitioners, EOPS and other Empowerment Programs, Homelessness and Student Alliances.
> - SHWC - received an Equity Grant focusing on Economically Disadvantaged, African American and Hispanic/Latinx; leading to the initial COC programs addressing housing and food insecure students. A Spanish Speaking case manager was hired to lead the initiative who also attended community homeless coalition meetings and linked students with local agencies to enroll in MediCal, Covered California, and Cal Fresh.
> - Student Athlete programs were developed in collaboration with the Athletic Department and TLC that address mental health and stress issues.
> - Student Nursing program was developed in collaboration with the Nursing Department that address mental health and stress-related issues.
> - Short term Non-credit program was developed in collaboration Non-credit Department that address mental health and stress-related issues.
> - Hundreds of mental health related trainings that have taken place embed cultural, ethnic and socioeconomic issues in the presentations.
> - Staff that have been hired have represented a diverse team that includes mental health specialists that are Black/African American, Latinx, Asian and Persian that have included Spanish, Thai, and Farsi capability.
> - Staff have addressed LGBTQIA+ with multiple SAFE Zone Trainings, and Students on the Autism Spectrum with weekly autism alliance meetings and frequent trainings; and serve as consultants to the Uniquely Abled Academy.
> - Outreach events included a number of SEA initiatives: Art with Impact, Human Trafficking Summit, Mindfulness, Interpersonal Violence, Student Athletes, Latinx, LGBTQIA+, Domestic Violence, Ask the Psychiatrist, etc.

• And much more.

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period

Student equity planning and related equity planning efforts are shared on an annual basis with the board and have, in the past, been integrated with updates on guided pathways planning and progress. In addition, many of the SEA goals are included in the Strategic Plan which is also shared with the board for review and input. The College is in the process of updating its Strategic Plan which will guide college planning through 2024/25. Intentional efforts ensure the equity planning is not separate from other institution-wide planning, including the Strategic Plan, Educational & Facilities Master Plans and the Technology Master Plan.

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

Since 2016/17, the funding managers for Guided Pathways, Student Equity & Achievement, and Strong Workforce have worked together to fund strategies supporting equity goals. An example of this is the integrated approach to funding Discipline-Specific Professional Development for faculty. We worked with the Faculty Professional Development committee to define the criteria for requesting access to these categorical funds and developed a form that is used for faculty to request these funds which are over $30,000 between the three funding sources per year.   The SEA budget supports professional development funding for students, faculty, classified professionals, and administrators. Training has included ACUE training, bringing in speakers for professional development specialized topics, supporting our student alliances, Ujima, and conference attendance. The SEA budget also supports the Multicultural Center for all speaker series, book reading series, and events.

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

The College engages the student voice in many ways, including multiple surveys deployed through the Institutional Research, Planning and Effectiveness office, student-led dialogues with the Associated Student Government, unstructured dialogues with students visiting the Multicultural Center, student alliance group meetings, and through student representation on committees.